Hundred and seventieth Session

170 EX/4
Part I
PARIS, 20 August 2004
Original: English/French

Item **3.1** of the provisional agenda

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

PART I

SUMMARY

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

The first part of this report contains the main results achieved
during the first six months of the 2004-2005 biennium,
corresponding to document 32 C/5.

The second part of the document contains the Management
Chart for Programme Execution in 2004-2005 (32 C/5 Approved).

(i)

CONTENTS

Page

MAJOR PROGRAMME I – EDUCATION

Overall assessment

1.   The achievement of education for all (EFA) – for all, at all levels, throughout life – is the core purpose of UNESCO's Major Programme I (Education). In the 2004-2005 Programme, the first two subprogrammes and almost 80% of the budget are devoted to the principal priority "basic education for all". Subprogramme I.1.1 deals directly with UNESCO's actions aimed at contributing to the work of Member States as they advance towards achieving the six goals of the Dakar Framework for Action and the two related Millennium Development Goals. Subprogramme I.1.2 concerns support to national policies and plans for EFA and UNESCO's mandated role regarding the global coordination of the EFA movement, with special attention to those countries where the need is greatest, particularly in sub-Saharan Africa and among the E-9 countries. At the request of the 169th session of the Executive Board (169 EX/Decision 3.4.4) a strategic review of UNESCO's post-Dakar role in EFA was carried out and a relevant document is accordingly presented to this session of the Board concerning future strategies (see document 170 EX/8). Considerable effort went into the organization of the fifth Meeting of the Working Group on EFA (Paris, 20-21 July 2004).

2.   The commitment made by the international community at Dakar that "no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources" first took practical, global form with the launching of the Fast-Track Initiative (FTI) in 2002. The Initiative was redesigned by the Donors Group meeting in Oslo (November 2003) and the Framework Agreement subsequently approved in Washington (March 2004), opening up FTI to all low-income countries. Implementation has begun and all the readily available funding to date for 2004 under the Catalytic Fund, also set up in Oslo, has been exhausted. Additional funds are being sought.

3.   The strategy for the implementation of the United States contribution to the reconstruction of education systems in post-conflict countries has started to be put into practice in four countries: Liberia, Sierra Leone, Afghanistan and the Democratic Republic of the Congo. A mission composed of staff from Headquarters and institutes went to Liberia to identify needs for rebuilding the country's education system, including teacher-training and HIV/AIDS education.

4.   The first six months of the biennium has been a period of laying the groundwork that will allow the achievement of the expected results for the major programme. One very important event during the period followed on UNESCO's invitation to the other co-sponsors of UNAIDS to jointly launch a global initiative on prevention education, aimed at an AIDS-free generation. Intended to protect the core functions of education against the onslaught of the HIV/AIDS pandemic, the initiative will provide a resource for decision-making. It will also involve an expanded role for UNESCO.

5.   Girls' education in sub-Saharan Africa received a major boost as the result of a policy consultation (Nairobi, Kenya, 22-25 June), organized in cooperation with the World Bank, UNICEF, the Commonwealth Secretariat, the African Development Bank and the Forum for African Women Educationalists (FAWE), which brought together some 150 participants from 27 countries. The meeting resulted in increased political commitment and partnerships for scaling up effectively an identified set of good practices in girls' education throughout the region. The importance of literacy for development and increased commitment to its inclusion in EFA plans has been enhanced through UNESCO's leadership role in the United Nations Literacy Decade.

6.   Considerable progress has been made on two important developments that UNESCO is leading on behalf of the international community. The General Conference at its 32nd session called for UNESCO to develop an international convention against doping in sport. Two intergovernmental meetings (January and May) discussed the draft which has now been circulated to all Member States. As regards the United Nations Decade of Education for Sustainable Development, which will begin in January 2005, the international implementation scheme has been finalized for submission by the Director-General to the United Nations for approval at the 59th session of its General Assembly.

7.   In an event of high symbolic significance, the Director-General promoted the Olympic Truce during a ceremony at UNESCO Headquarters on 25 June, calling on all nations to observe the Truce during the Games of the XXVIIIth Olympiad (Athens, Greece, 13-29 August). He joined hands with an Israeli girl and a Palestinian boy as she passed the Olympic flame on to the young Palestinian.

8.   Secondary education is coming to be seen as more and more important for the achievement of the six Dakar goals. The fourth meeting of the Inter-agency Consultative Group on Secondary Education and Youth Affairs, led by UNESCO (Paris, 30 June-2 July) agreed on the need for strong advocacy on the importance of the extension and reform of secondary education to achieve the EFA goals. The 45 participants from United Nations agencies, other intergovernmental organizations and donor agencies also made concrete suggestions for the orientation of debates during the 47th International Conference on Education.

9.   UNESCO's leading role in setting policies for promoting quality mechanisms at national level as means for sustainable higher education systems in the context of globalization and the emergence of cross-border higher education providers was reasserted at the Second Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications (Paris, 28-29 June 2004). The 250 participants, experts from over 80 countries and NGOs and IGOs, addressed the relevant issues in this area around the overarching theme "Widening Access to Quality Higher Education". Results will eventually include reinforced legal instruments such as revised conventions on the recognition of qualifications, and UNESCO-OECD guidelines on quality in cross-border higher education.

10.   Integration between the programme activities of UNESCO's six education institutes and the rest of the Sector, including the field offices, has continued to increase, as can be clearly seen in this Report from their contributions to the various main lines of action in Major Programme I, Education. A new brochure *UNESCO and Education: Institutes and Centres* clearly describes their roles. The International Bureau of Education has concentrated on organizing the 47th session of the International Conference on Education (ICE) on the theme "Quality education for all young people: Challenges, trends and priorities" (8-11 September 2004).

PROGRAMME I.1:
Basic education for all

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Subprogramme I.1.1	21,336,300	4,583,802	21.5
Subprogramme I.1.2	13,837,863	2,652,176	19.2
Programme I.1	**35,174,163**	**7,235,978**	**20.6**

I.1.1: Basic education for all: targeting key roles

`01111` **Main line of action 1:**
Making the right to education a reality for all children

11.   UNESCO has contributed to achieving the Education for All goals and the Millennium Development Goals concerning universal primary education, and eliminating gender disparity by 2005 and achieving gender equality in education by 2015 through its support to Member States' efforts **to develop policies expanding equitable access and improving quality in primary education and ECCE** and girls' education in view of the right to education. The three-pronged strategy aims at global consolidation and sharing of knowledge on primary education and girls' education; technical support to selected Member States in reform and policy development; and advocacy and networking with partners. Information systematically collected about UNESCO's activities concerning primary education and girls' education and gender (2000-2004) is being analysed to identify important lessons and good practice for application in policy-making. National efforts to expand and improve primary education systems, and to develop legislation to further ensure the right to education, especially primary education, have been supported through technical and financial inputs, e.g. technical assistance to Kenya for developing a coherent legal framework and for modernizing national legislation, and to Nigeria within the framework of new legislation in the field of basic education. The Joint Programme for the Promotion of Basic Education for All Malagasy Children has completed a mid-term evaluation of the Programme's impact on EFA goals. The model will be replicated in other countries. An International Conference on Bilingual Education, N'Djamena, Chad, June 2004, gathered high-level officials from a wide number of countries and from multilateral and bilateral organizations to launch the UNESCO-supported programme in Chad and Niger.

12.   UNESCO's ongoing actions promoting the **introduction and development of policies ensuring the education of excluded children** included policy guidelines on how to make EFA plans inclusive, a conceptual paper on inclusive education in six languages, follow-up activities to the International Africa-Asia Seminar on street children and HIV/AIDS (Bamako, Mali, December 2003), and a regional forum on street children for 15 francophone African countries on the rights of these children (Dakar, Senegal, June 2004). Twenty-six participants from 17 countries were trained in EFA in early childhood at a seminar (16-24 May). The UNESCO Institute for Information Technologies in Education (IITE) contributed to expanding equitable access to modern education through specialized training course ICTs in Special Education, presented during the training workshop ICTs in Education for People with Special Needs (May, 2004). A revised edition of *Special Needs in the Classroom* was published.

13.   IIEP helped to strengthen the management and administration capacities of education systems in Member States through its training programmes (Advanced Training Programme: 32 participants, seven intensive courses: 211 participants) and its study and research activities (29 studies published, two newsletters, four seminars organized: 136 participants). The International Institute for Capacity-Building in Africa (IICBA) focused on promoting human capacity-building to attain the objectives of EFA through providing multigrade schools for the unreached in the form of a replicable model of high quality, relevant and cost-effective one-teacher schools suitable for remote rural areas. A pilot project on multigrade classes and single-teacher schools in Ethiopia was expanded and four multigrade classrooms are under construction.

`01112` **Main line of action 2:**
Ensuring gender equality in EFA

14.   **Increased awareness of the importance of gender equality** and girls' education resulted from the consolidation of knowledge, networking and advocacy, and policy advice. UNESCO is collecting and synthesizing its global experiences and good practices in the area of girls' education and gender in order to draw policy lessons. A collaborative programme on "Gender-Responsive Education for All in Asia and the Pacific" has been designed and a similar programme is planned for Africa in order to draw comparative lessons for policy-making. UNESCO, an active partner in the revitalized United Nations Girls' Education Initiative (UNGEI), participated in the organization of a Policy Consultation on Scaling up Best Practices in Girls' education in Africa, which will be followed by a ministerial consultation as part of the 47th International Conference on Education. The elimination of gender gaps in science and technology education in secondary education was promoted through a series of activities directed towards girls in difficult circumstances, including a science career guidance and counselling training module "Girls into science careers". The Nordic-funded capacity-building programme in gender-inclusive scientific and technological literacy promoted the inclusion within EFA National Action Plans of gender-sensitive and socioculturally relevant science and technology (Nepal, Egypt, Burkina Faso and Argentina) while a project on technology-related training for marginalized girls, promoted the empowerment of poor and out-of-school girls in selected communities in Cambodia, Indonesia and Nepal by helping them to acquire appropriate technological knowledge and skills.

15.   The groundwork for **research-based recommendations and guidelines on gender-responsive learning environments** was laid by UNESCO Institute for Education (UIE). In cooperation with Headquarters, UIE started a research initiative that includes nine countries in Africa, the Arab States and Asia to strengthen literacy and NFE Policies in EFA National Plans by ensuring a gender equality perspective through respective policy guidelines. The initial phase included the development of a research framework to review national EFA plans and other education plans, the selection of countries and the constitution of country teams.

`01113` **Main line of action 3:**
Promoting lifelong learning through literacy and non-formal education

16.   Political commitment in literacy at national and international level was strengthened through UNESCO's strong leadership role in the United Nations Literacy Decade (UNLD). **Member States were assisted in formulating their own targets for the Decade and their governments and international agencies were mobilized towards global commitments towards literacy for all**. The second annual UNLD meeting (Paris, 6-7 April 2004) reviewed progress and discussed how to advance the Decade further. The UNLD International Resource Persons Team has been set up to provide holistic advice for advancing UNLD and to cooperate with UNESCO in advocating and coordinating UNLD. The UNESCO Literacy Prizes Jury meeting (Paris, May 2004) selected three outstanding literacy projects from Mauritius, Brazil and China. National capacities for non-formal

planning and delivery with the active participation of governmental and civil society partners were strengthened in Cambodia, India and the United Republic of Tanzania through technical backstopping for testing a prototype methodology to establish a Non-Formal Education Management Information System (NFE-MIS). The special project Literacy and Non-Formal Education Development in Afghanistan (LAND AFGHAN) supported the Ministry of Education in producing a national survey on literacy learners' needs assessment, a national curriculum on literacy, national primers and teachers' guides, and the adaptation of four handbooks on literacy/NFE. In the context of the EFA flagship Education for Rural People (ERP) UNESCO has provided substantial financial support and technical advice to China's Institute of Rural Education (INRULED).

17.   UIE launched an international survey on recognition and validation of experiential learning in the context of lifelong learning. The groundwork for increased awareness of the importance of adult education for poverty reduction was laid by UIE through a research project in 13 countries in Africa, Asia and Latin America and a Conference on Adult Learning and Poverty Reduction (Gaborone, Botswana, June 2004), attended by participants from 45 countries. UIE has been cooperating in the Literacy Assessment and Monitoring Programme (LAMP) of the UNESCO Institute for Statistics (UIS), which aims **to improve literacy and NFE monitoring and evaluation methodologies**. The integration of lifelong learning into national and international educational plans for disabled persons was promoted by UIE through a database of organizations and networks active in the field of education for disabled persons in all world regions. International Adult Learners Week, coordinated by UIE, gave new impetus to the global learning festivals movement, highlighting the mobilization potential of the festivals for lifelong learning at the crossroads of CONFINTEA, EFA and the UNLD. A UIE-prepared South-South initiative on outstanding experiences in the areas of literacy, non-formal education and adult learning involves studies on Brazil, India, Mexico and South Africa. Six countries in Africa and Asia prepared national and interregional two-year action plans to improve the quality of community-based learning activities for youth at an international planning meeting (March 2004). In cooperation with local school authorities in Hamburg, Germany, UIE launched a pilot project on "Family Literacy" in order to draw conclusions for its further development and dissemination especially in industrialized countries. UIE's Adult Learning Documentation and Information Network (ALADIN) created partnerships and synergies for better-informed research and policy-making through capacity-building and networking activities.

`01114` **Main line of action 4:**
Improving the quality of education

18.   **Considerable progress was made in developing shared approaches and strategies through broad-based dialogue**. One performance indicator, an international convention against doping in sport, is progressing well. Following two meetings, the Director-General sent out a report with a draft convention attached to Member States for their comments, which are due by 14 November. There are only a few grey areas remaining in the text, and Member States are asked to discuss these at the forthcoming MINEPS IV meeting (Athens, 6-8 December 2004). A second indicator, the international implementation scheme for the Decade of Education for Sustainable Development, is being finalized for presentation to the United Nations General Assembly for approval at its fifty-ninth session. Guidelines to prepare for the launch of the Decade were developed and disseminated to governments for their national launches.

19.   A number of activities contributing to **key areas of quality education being better reflected in educational policies and frameworks** were undertaken. An important base for the improvement of the quality of school textbooks, the second draft of the proposed strategy for Curriculum and Textbook Review and Revision (2004-2009) places textbook review and revision within the

framework of rights-based, quality education. Intercultural education in Turkey was promoted through the International Symposium on Human Rights Education and Textbook Research. In spite of increasing insecurity in Iraq, the textbook project, which has been extended for six months, continues to support the Iraqi Ministry of Education. Electronic versions of the books have been given to the Ministry and to the World Bank to facilitate provision of books for the 2004/2005 school year. As part of a series of capacity-support activities, two study tours have been planned (Morocco and Thailand) to learn about textbook development and related processes and to Egypt to focus more specifically on textbook production processes. UNESCO is elaborating, jointly with the Office of the High Commissioner for Human Rights (OHCHR), the Plan of Action for the first phase (2005-2007) of the World Programme for Human Rights Education, which concerns the primary and secondary school systems.

20. **Education for peace and human rights** will be better integrated into school curricula, especially in the Arab States region, as a result of several influential meetings. Fifty-one participants from Ministries of Education and Human Rights of the seven Member States of the Gulf Cooperation Council (GCC) participated in the subregional workshop (Doha, Qatar, 15-19 February 2004) that developed a common understanding of human rights in school curricula and identified mechanisms for integrating human rights into education systems. Participants at a regional conference (Tunis, Tunisia, 4-6 May 2004) made concrete recommendations for action related to the educational policies, the school curriculum and textbooks, teacher training and the school environment. Improvements are also being made in south-east European countries as a result of the regional project covering Albania, Bulgaria, Croatia, the Former Yugoslav Republic of Macedonia, Romania, Serbia and Montenegro, and Slovenia: education that aims to develop quality assurance systems for education for democratic citizenship and a national project in Albania that aims to consolidate the quality of the training on human rights education, including training manuals. IIEP has been working with 15 Ministries of Education in eastern and southern Africa to deliver innovative training programmes and to conduct large-scale applied educational policy research studies that combine to build the capacity of educational planners to monitor the conditions of schooling and the quality of educational achievement levels. IICBA has assisted UNDP's Programme on Peace Building Initiatives in Africa in developing manuals and syllabuses for regional culture of peace programmes.

21. **Member States' capacities in selected areas in support of quality education are being developed in particular as regards monitoring and measuring**. Quality in adult learning was promoted through UIE-initiated interregional cooperative research on quality issues related to learning outcomes and the impact of adult learning on people's lives. Initial studies were undertaken in the Arab States region and in Latin America and the Caribbean. To improve the quality of education through ICT usage, IITE elaborated a system of related indicators and held a workshop bringing together participants from nine south-east European countries. IBE curriculum development projects in the Middle East, South-East Europe and South-East Asia have opened the way for educational reforms towards a competencies-based model aiming to improve the quality of education in accordance with the principles of the Delors report, *Learning: The Treasure Within*. The UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) published University Self-Evaluation Software with the UNESCO Chair of the Universidad de Los Andes in Colombia. Following technical consultations, pilot testing in several universities of the region will be undertaken. IITE published an analytical survey, Ethical, Psychological and Societal Problems of the Application of ICTs in Education, to improve the quality of education.

`01115` **Main line of action 5:**
Focusing on education and HIV/AIDS

22.   Responsive and supportive environments for all those affected and infected by the pandemic are resulting from an increasing involvement of Ministries of Education and from linkages between in-school and out-of-school environments. Quality education to improve awareness and understanding of the pandemic, enhanced commitment by senior educationalists and clear identification of priority actions within education sectors are all being promoted through, *inter alia*, a paper Quality Education and HIV/AIDS presented at the meeting of the Inter-Agency Task Team on Education and HIV/AIDS (Ottawa, May 2004). A South-South exchange with Brazil and Mozambique involves youth participation in both countries.

23.   IIEP is developing its **information-exchange service** under which the most recent documentation and research studies on HIV/AIDS are collected and made available to education partners. The service can be adapted to the technologies to which the countries hardest hit by HIV/AIDS have access and it is a practical tool for consultants, schools and ministries. The IIEP **action-research project** on the impact of HIV/AIDS on education and on the evaluation of various measures designed to manage the pandemic was extended in Uganda, Malawi and the United Republic of Tanzania. IIEP's work also entailed analysing the training needs and developing, in cooperation with the University of Kwazulu-Natal, **training materials** on education management in the regions affected by HIV/AIDS.

24.   IBE's efforts in curriculum development for HIV/AIDS prevention concentrated on making available more and more information by adding 100 curriculum materials in the Global Content Bank, distributing over 500 copies of the CD-ROM "Global Curriculum Bank for HIV/AIDS Preventive Education", completely upgrading the IBE HIV/AIDS website, creating (in coordination with all other UNESCO clearing houses) a common access web page, elaborating the second version of IBE appraisal criteria used to evaluate good practices and HIV/AIDS curricula, and elaborating an adapted version of appraisal criteria to non-formal HIV/AIDS education to be used in Mozambique (in collaboration with UNESCO/Maputo and Brasilia). Some 200 people were trained in a seminar held in Mozambique in the framework of the UNAIDS accelerating education sector response to HIV/AIDS.

25.   UIE's six-year project on capacity-building in effective HIV/AIDS prevention concluded its second phase, which was focused on prevention strategies for groups at risk in three (sub) regions (Asia, Southern and Eastern Africa, Central and Eastern Europe) through identification, formulation, publication and dissemination of empowering learning strategies for HIV/AIDS prevention. In a workshop/seminar in Thailand in March 2004 experts representing governments, NGOs and universities/research centres from 15 countries shared concepts, experiences and practices to extract strategies that connect HIV/AIDS prevention with empowerment through learning. IICBA is assisting African countries to establish a strategy for the prevention of HIV/AIDS by developing teaching and research materials, with particular emphasis on teacher education institutions. Its Electronic Library on HIV/AIDS has been translated into Portuguese.

I.1.2: Supporting EFA strategies

`01121` **Main line of action 1:**
Planning for the implementation of EFA

26.   Individual countries have been supported in the areas indicated by the countries as priority in the national planning and operationalizing of EFA during the surveys organized by UNESCO.

These surveys, organized to assess the status of national EFA planning and their needs for technical assistance, showed that countries needed support in: evidence-based and informed policy dialogue; technical and methodological expertise in action planning; institutional capacity-building for ministries of education; designing macro-economic frameworks and policy simulation techniques; cost analysis and budgeting techniques; education management information systems; and financial mobilization for implementation of EFA plans. National capacity-building was also enhanced through seminars, training and technical workshops on key issues of planning, policy simulation and resource projections (Algeria, Nigeria, Democratic People's Republic of Korea).

27.   In-country technical support for planning and implementation of education reform policies and EFA plans was provided to a wide range of countries including Algeria, the Democratic People's Republic of Korea, Mongolia, Nigeria, Niger, the Chechen Republic of the Russian Federation, Côte d'Ivoire, Haiti, the Republic of the Congo, and Sudan. Planning and implementation of the national Fast-Track Initiative was supported in Mozambique, Ethiopia, the United Republic of Tanzania, Zambia, Nigeria and Mauritania. The third survey on the status of progress on the preparation of the national EFA plans and their implementation was organized. A methodological guide on an education management information system, "Information tools for the preparation and monitoring of education plans", was published and disseminated in English and French. Member States received support in policy analysis and evaluation of education systems within the EFA framework through a meeting that brought together some 30 international experts on policy analysis and evaluation and identified key issues of concern and challenges facing governments in these areas. A major recommendation was to ensure closer cooperation between policy-makers and evaluators and the importance of evaluation of learning outcomes was emphasized.

28.   **National capacities to meet educational needs in countries in crisis and reconstruction and post-conflict** were supported through national capacity-building and networking within the inter-agency framework in order to ensure the achievement of the EFA goals. Such support continues to be provided to field offices essentially in countries such as Afghanistan, Jordan for the operations in Iraq, and the Ramallah Office for Palestine. Implementation has begun on UNESCO's programme of assistance to countries in post-conflict reconstruction financed by the United States contribution in Afghanistan, the Democratic Republic of the Congo, Sierra Leone and Liberia. A comprehensive programme of assistance to five other countries is being prepared under the United States contribution. This programme is country-based and involves close cooperation between the relevant Headquarters divisions, institutes and field offices and consolidates UNESCO's initiatives already under way. Similarly the programme will also be prepared for assistance to Guatemala. UNESCO strengthened its working relationship with the Inter-Agency Network for Education in Emergencies (INEE), whose secretariat is housed at UNESCO Headquarters. The network held regional consultations in Africa, Latin America, Asia and the Middle East on preparing appropriate responses for ensuring minimum standards in education in countries in crisis and post-conflict. The INEE website has a wide audience and the technical kits it is sponsoring are used extensively.

29.   The IIEP project on education in emergencies has made significant progress with the publication of three works on education during and after emergency situations. Furthermore, IIEP is working actively with the Inter-Agency Network for Education in Emergencies (INEE). IIEP also conducted a national consultation on EFA action plans, in Angola, supported reconstruction activities in Afghanistan and organized a course in Timor-Leste on the costs and funding of education. IICBA is working closely with other lead agencies to assist post-conflict countries in rehabilitating their education systems, in particular the Democratic Republic of the Congo, Angola, Sierra Leone and Liberia for the rehabilitation of education systems mainly through in-service teacher training, reintegration of children who dropped out of schools because of social conflicts

and civil war, supply of textbooks, HIV/AIDS education, and implementation of staff development and capacity-building programmes in the Ministries of Education.

Main line of action 2:
Sustaining political and financial commitment

30.   UNESCO has assumed an increasingly proactive role in influencing the global EFA agenda. The Communiqué from the third High-Level Group on EFA (New Delhi, India, 10-12 November 2003) was translated into French, Spanish, Chinese and Arabic and disseminated to all EFA stakeholders. A meeting of the Fast-Track Initiative (FTI) Partners Group will be arranged back-to-back with the fourth High-Level Group (Brasilia, Brazil, 8-10 November 2004) to ensure more effective linkages between the two groups and to improve coordination among all stakeholders. The agenda for the fifth meeting of the Working Group on EFA (Paris, 20-21 July 2004) was prepared in consultation with all stakeholders and includes sessions on current EFA issues such as data and statistics, external funding for EFA and cooperation with civil society and the private sector. A back-to-back meeting of the Fast-Track Steering Committee is scheduled. A strategic review on UNESCO's Post-Dakar Role in EFA is being carried out in accordance with 169 EX/Decision 3.4.4 (see document 170 EX/8). A report on South-South cooperation and solidarity can be found in document 170 EX/7.

31.   Coordination of the E-9 Initiative focused on stepping up **progress to meet EFA goals** through the implementation of the Cairo Declaration of the fifth E-9 Ministerial Review Meeting (Cairo, Egypt, 19-21 December 2003). A rotational secretariat for the Initiative is being set up in Egypt and national focal points were nominated in each country. The Permanent Delegates of the E-9 countries attended an information meeting, on 6 April 2004, to exchange ideas and to follow-up on the Ministerial Review Meeting. A Ministerial meeting is planned during the 47th session of the International Conference on Education (Geneva, 8-11 September 2004) to review the administrative arrangements put in place since the Cairo Meeting, to agree on the role and functions of the secretariat, to prepare for the eleventh Ministerial Review Meeting to take place in Mexico in 2005, and to enhance networking among the E-9 countries.

32.   Extrabudgetary fund-raising is still very much concentrated around EFA-related activities, reflecting the fact that this is the top priority for the Education Sector. In this context, the programme used for this purpose, "Capacity-Building for EFA", has received additional support from Flanders (€300,000), in addition to support already committed from the Nordic countries (Sweden, Norway, Denmark and Finland). Continuing efforts are being undertaken to encourage other bilateral donors, notably the United Kingdom, Spain and France, to contribute. Several promising contacts within the private sector have been established that could considerably boost the financial resources available under the programme, as well as broadening and strengthening partnership mechanisms in support of EFA.

33.   EFA Week campaign (19-23 April 2004) raised awareness regarding the 100 million children who are denied an education and attracted well over 1 million participants in 110 countries. Co-organized by the Global Campaign for Education and UNESCO, the week involved schoolchildren, street children and children with disabilities lobbying in national assemblies around the world, and resulted in promises of aid in several countries and the launching of numerous new activities for promoting EFA. Two issues of *Education Today* were produced and distributed in seven languages totalling 35,000 copies. IIEP conducted an analysis and inventory of national experiences (Uganda and United Republic of Tanzania) regarding the Sector-Wide Approach (SWAp) to develop a sectoral method and facilitate a global perspective for integrated development in a country.

01123 **Main line of action 3:
Monitoring progress and evaluating EFA strategies**

34.   The *EFA Global Monitoring Report 2005*, which **analyses and reports on major trends in policy, process, capacity and financing for achieving EFA**, has the quality of education as its central theme and is progressing well, and a first draft will soon be completed. It is based on a significant amount of commissioned research evidence, both on topical issues relevant to the theme and on country case studies. In addition, work was initiated on the 2006 Report which will have literacy as its theme. The dissemination of the 2003/4 Report, *Gender and Education for All: The Leap to Equality* continued, including the launch of the French version, as well as numerous other language versions. The French version of the 2003/4 Report was launched at UNESCO Headquarters in mid-March and three national launches were organized in Africa during the EFA Week (Mali, Burkina Faso and Niger) and one in Asia (Viet Nam). National seminars were organized in Finland, Sweden, the United Kingdom, Ireland, Norway, Canada and the United States. The present Director of the EFA Report Team, Christopher Colclough, will leave in August 2004. The new Director, Nicholas Burnett, nominated by the Director-General in June, will take up his duties in October. UIE provided qualitative data on relevant developments in its fields of competence, together with a concept paper on quality of adult learning based on the results of the CONFINTEA Mid-Term Review undertaken in 2003 as input to the EFA Global Monitoring Report *2005*. IBE's contribution to the Report consisted of an international analysis of intended instructional time in schools, an analysis of the goals and aims of education as set out in national policy statements, and a qualitative analysis of a set of curricula and related material on education for HIV/AIDS prevention in school.

35.   **National capacities for data collection and analysis have been enhanced** by a wide variety of activities by the UNESCO Institute for Statistics and this in turn supported EFA monitoring. UIS prepared and submitted the data for the EFA Global Monitoring Report 2005 and prepared a chapter of the report on countries' progress towards the EFA goals from the perspective of educational quality. With regard to the **development of new EFA indicators**, UIS initiated the development of a new methodology for measuring literacy (LAMP) and is working with five countries to pilot the survey. At the national level, UIS teams for statistical capacity-building have been active throughout the world, including a programme of Statistical Capacity-Building (SCB) for monitoring progress towards EFA goals in 11 EFA Fast-Track Initiative countries, financed by the European Union. Common themes addressed in these countries are the need for more timely release of data and for more complete information needed to monitor EFA and national Education Sector Plans. Improvements at the national level will also translate into more complete and timely transnational data. National databases of historical education statistics are being made readily accessible to users via migration of existing data to a multi-annual database following the UIS data-modelling approach, accessible via a user-friendly interface.

PROGRAMME I.2:
Building learning societies

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Subprogramme I.2.1	4,663,798	652,278	14.0
Subprogramme I.2.2	2,156,861	593,959	27.5
Programme I.2	**6,820,659**	**1,246,237**	**18.3**

I.2.1: Beyond universal primary education

`01211` **Main line of action 1:**
Renewing secondary education

36.   **Policy dialogue on secondary education renewal and expansion in the light of EFA** and the Dakar Framework for Action was strengthened at international level through a meeting of the Inter-Agency Consultative Group on Secondary Education Reform and Youth Affairs (Paris, June 2004) led by UNESCO. Concrete suggestions were provided on issues to be discussed at the 47th ICE (Geneva, September 2004). Regional networks and forums on secondary education in Asia and the Pacific, in Africa and in Latin America (where an observatory on secondary education reforms at regional level was set up in February 2004) were supported. Intersectoral collaboration with the Communication Sector led to pilot distance secondary education projects for disadvantaged youth in Africa, Asia and Latin America. IIEP and Argentina's Institute of Economic and Social Development (IDES) have just launched a Latin American network on education, work and social integration, RedEtis, to encourage the dissemination and exchange of information on the answers that secondary education can offer young people and disadvantaged groups. New trends and challenges in secondary education were identified by IITE through a specialized training course and certification programme Basic ICT Literacy which was used for the seminar Retraining of School Educators on ICT Application in Education (May 2004, Armenia). Within the context of an IBE cooperation project, the capacities of 24 curriculum development experts from seven ABEGS countries were upgraded as a result of a regional workshop (Dubai, 28-31 March).

`01212` **Main line of action 2:**
Promoting education and capacity-building in science and technology

37.   Six Member States are being assisted in reviewing and updating their national policies and curricula in STE (Cambodia, Bolivia, Romania, Ghana, Mali and Viet Nam). Efforts to **train and empower teachers to better adapt national programmes to local needs** through the preparation and dissemination of educational materials is ongoing. A Science Careers Guidance and Counselling Module to counter gender stereotypes with regard to science studies and careers in southern Africa, a UNESCO/UNEP Youth Exchange Toolkit (guidebook and website) for capacity-building on sustainable consumption in youth organizations, schools, local authorities and consumer organizations, and a teaching tool on Genetically Modified Organisms (GMOs), started in collaboration with the Natural Sciences Sector and targeted to secondary-school teachers and students, are among the educational materials developed. Nepal, Egypt, Burkina Faso and Argentina are benefiting from a project on capacity-building in gender-inclusive scientific and technological literacy (STL) for enhancing life skills under the EFA Capacity-Building Programme funded by the

Nordic Funds. Extensive exchange of information and experiences among the science and technology education community was encouraged by the publication and dissemination of *Connect* in six languages, totalling 25,000 copies.

01213 **Main line of action 3:**
Reforming technical and vocational education and training

38.   Fifty-five high-level **education policy-makers were trained to implement innovative TVET policy reform** in their national systems through two capacity-building advocacy seminars to promote the implementation of the UNESCO-ILO Recommendations concerning technical and vocational education, one for the Arab States (Sana'a, Yemen, 9-12 May) and one for the Central Asian Republics (Almaty, Kazakhstan, 14-18 June). As part of the extrabudgetary project *Assisting the Design and Implementation of EFA Skills Development Plans*, an interregional workshop held in close cooperation with IIEP (Paris, 22-23 January) brought together some 50 participants including representatives of concerned ministries from selected developing countries, bilateral donors and international agencies to share the achievements of capacity-building activities for Education Ministry officials in the Lao People's Democratic Republic, Nepal, Mali and Senegal. The capacities of nine Member States in South-East Europe in TVET were enhanced through an IITE specialized training course and workshop on ICTs in TVET (Sofia, Bulgaria, April 2004).

01214 **Main line of action 4:**
Promoting diversity and cooperation in higher education

39.   In line with the recommendation of the World Conference on Higher Education (WCHE) Follow-up Committee, Member States were encouraged **to engage in higher education reform** through dissemination of the outcomes of the Meeting of Higher Education Partners (Paris, June 2003) to all UNESCO partners. The need for higher education to reform and adapt in response to new challenges and expectations so that it can fully play its role as a key factor for cultural, social, economic and political development, as an endogenous capacity-builder, as a promoter of human rights, sustainable development, democracy, peace and justice, was highlighted. The final report was printed in English and French. The report of the eighth UNESCO/NGO Collective Consultation on Higher Education provides information on NGO action in the field of higher education and attests to the NGOs' commitment to further contributing to the reform of higher education. A study on brain drain in French-speaking African countries was printed as a contribution to the ongoing worldwide reflection on this vital issue. Data were collected for a global data bank of women experts in UNESCO's fields of competence.

40.   **International cooperation in higher education was broadened and research capacity in higher education in developing countries was built up** through: an international UNESCO/Association of African Universities/Council for Higher Education (CHE) of South Africa, workshop (27-29 April, Accra, Ghana), which analysed the implications of WTO/GATS on higher education in Africa; the first Regional Research Seminar for Asia and the Pacific (13-14 May, Tokyo, Japan) producing nine country studies on changing research policies in Asia; and five academic papers in the UNESCO Forum Occasional Papers Series on higher education systems and policies. The quality and the relevance of virtual higher education in the region were promoted by the International Institute for Higher Education in Latin America and the Caribbean (IESALC) through case studies and a publication, *Educación virtual en América Latina*. IITE published *Distance Learning in the CIS Countries: Monitoring of Educational Needs and Opportunities*.

41.   The review process of the regional conventions has begun in Africa, the Arab States, Asia and the Pacific, and the Mediterranean. A project for capacity-building in qualifications recognition and quality assurance in Mediterranean countries, approved for financing by the EU Commission, was

launched in June 2004. The second Global Forum on International Quality Assurance (June 2004) developed a strategy for capacity-building activities in developing countries. IIEP developed research on accreditation and quality assurance of cross-border provision of higher education and organized a distance course on managing partnerships between universities and business and income-generating activities for selected universities. IESALC promoted the creation of the Latin American Accreditation Agencies Network that led to a diagnosis for each country. IESALC also promoted the creation of a network of macro universities that formed a platform of 29 universities. Brazil's capacities for institutional evaluation were improved through co-organizing seminars with IESALC.

`01215` **Main line of action 5:**
Supporting teachers and educational personnel

42.   Teacher education is increasingly seen as a fundamental development issue. A holistic strategy was finalized for the major initiative **capacity-building of lead teacher-training institutions in Africa**, through which all lead institution-players in the 2003 process will participate in subregional work sessions, linked to economic zones, aimed at increasing networking and dialogue among teacher colleges, university teacher-faculties and governments with respect to national EFA commitments. Meanwhile, eight countries are phasing-in $200,000 JFIT proposals providing improved training of trainers. Many countries, following ILO/UNESCO suggestions concerning the need to **strengthen national policies to raise the professional standards and status of teachers**, are organizing government/labour work sessions to appraise teacher performance and plan steps to professionalization, in the context of national economic schemes (e.g. Nigeria, 27-28 May 2004).

43.   An excellent example of the **wider use of distance education teacher-training courseware** is the major open and distance-learning (ODL) scheme organized by UNESCO Bangkok through which over 120,000 teachers in China have been trained. IICBA has been concentrating on the improvement of teacher education institutions in a number of Member States, supporting degree programmes that combine distance education with short face-to-face courses. IICBA, UNESCO and the African Ministers of Education convened an all-African Conference of Ministers of Education on Open and Distance Learning (Cape Town, South Africa, 14 February 2004). IICBA is using the Teacher Education Network (TEN) to track Africa's teacher-education development. In order to increase national capacities for training teachers, IITE designed teacher-education materials, including a number of specialized training courses and support materials and, on their basis, organized several training seminars (Moscow, January 2004, over 100 participants; Bucharest, Romania, February 2004, about 30 participants, Sofia, Bulgaria, April 2004; Yerevan, Armenia, May 2004, over 35 participants); and three 72-hour training sessions (Moscow, over 50 participants).

I.2.2:   Education and globalization

`01221` **Main line of action 1:**
Responding to opportunities and challenges

44.   Educational decision-making was informed by policy guidelines and position papers on opportunities and challenges of globalization in education, including a position paper on higher education in a more globalized society (six languages), and a workshop and resulting declaration on the impact of GATS on higher education in Africa organized in cooperation with the African Association of Universities. Work on guidelines in quality provision in cross-border higher education was initiated with OECD and launched at a first drafting meeting organized in UNESCO

on 5 and 6 April 2004 which brought together representatives of some 60 Member States of UNESCO and other stakeholders. Educational decision-makers and non-governmental and intergovernmental organizations were better informed through the distribution of about 130,000 documents, including 30,000 copies of the *EFA Global Monitoring Report 2003/4*. One initiative regarding new mechanisms for a better balance between brain drain and brain gain involves pilot projects in partnership with Hewlett-Packard, pilot projects aimed at innovative solutions for alleviating brain-drain launched in Bosnia and Herzegovina, Croatia and Serbia and Montenegro and extended to Albania and the Former Yugoslav Republic of Macedonia. A step towards wider availability of quality open courseware was taken by the second Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications (Paris, 28-29 June 2004), which discussed the issue of open access to quality open educational resources and proposed future action for UNESCO in this field.

45.   The IIEP study on the virtual university yielded implications for general policy and planning (new teaching and learning methods, new approaches to institutional development in a borderless context). IICBA has been working on how to enable African Member States to utilize information and communication technologies for education in affordable and cost-effective ways. Following on requests by Uganda, Namibia, the United Republic of Tanzania, Mauritius, Ghana, Kenya, Botswana, Swaziland, Ethiopia and South Africa, IITE continued the development of its international project ICTs in Distance Education for assistance to UNESCO Member States in coping with educational problems caused by globalization and rapid development of new technologies. Collaboration with the sub-Saharan Africa distance education specialists' virtual community is proceeding with the support of the IITE-developed and maintained WWW distance education platform. IITE also supported a culture of peace and mutual understanding in the era of globalization through an analytical research on ICTs in Teaching/Learning Languages and the publication of a report and selected materials.

`01222` **Main line of action 2:**
Global networks supporting EFA, human rights education and education for a culture of peace

46.   The UNITWIN/UNESCO Chairs programme responds to the growing demands for across-border sharing in higher education. Chairs contributed directly or indirectly to sustainable development, the education for all goals and the Millennium Development Goals. Information technology, women in development, child health education, literacy, interculturalism, peace, conflict management, and environmental protection are among the areas for research, training and information-sharing. The new trend is for Chairs to emerge into networks. Academics Across Borders is a complimentary initiative to the UNITWIN/UNESCO Chairs programme. Academics Across Borders is being implemented as a complementary initiative to the UNITWIN/UNESCO Chairs programme. It will comprise a common courseware basket of higher technology courses, a circle of high-profile professionals and professors and a data bank of universities and volunteer higher education personnel. IESALC worked in close collaboration with five of the seven Chairs in Higher Education assigned to the Institute in the Region.

47.   Field office reports showed assistance to the Chairs and networks through fund-raising and technical inputs. New chairs are being identified through feasibility studies and dialogue with institutions of higher education. South-South cooperation is increasing positively and, in Africa, Nigeria and South Africa provide leadership to South-South cooperation. North-South attracts financial support (public or private) flowing from the North, and genuine exchange of experiences is also encouraged between North and South. The European Centre for Higher Education (CEPES) supported the development and consolidation of Chairs in three main areas in South-East Europe: governance and management of higher education to promote reform and sustainability; energy and

environment protection fostering research and technological transfer, and entrepreneurial studies to enhance the contribution to social and economic development. Measures are being taken to identify and close the Chairs that have ceased to function. There are now 508 UNESCO Chairs and 63 UNITWIN networks; of the 17 new Chairs set up since January 2004, one third are in Africa.

48.   The Associated Schools Project Network continued to expand and an additional 161 schools were registered, bringing the total number up to 7,687 schools in 174 countries. Several major regional workshops were held to reinforce ASPnet's capacity and role to promote quality education for all: Santo Domingo, Dominican Republic (March), a South-East Asia Consultation Meeting on ASPnet in Hanoi, Viet Nam (April), a subregional ASPnet workshop in Baku, Azerbaijan (May) and a Regional ASPnet Consultation Meeting, Suzhou, China (June). An International Consultation in Berlin, Germany (14-18 June) developed practical guidelines for new measures in support of quality education. "Peace Pillar Award Initiatives: Selection of Good Practices" by ASPnet schools around the world was produced in three languages. In the framework of ASPnet's "Breaking the Silence" Transatlantic Slave Trade (TST) Education Project, an International Consultation (Oslo, Norway, May) finalized plans for the TST World Youth Forum (November 2004), which will launch a new international campaign "schools mobilizing schools against racism and discrimination". The Third Regional Workshop on "Teaching about the Causes and Consequences of the Slave Trade in the Indian Ocean" was held in Maputo, Mozambique (March). On the theme of "Celebrating the African Diaspora", CNN World Reports on the three ASPnet TST regional youth forums were produced and diffused. The French version of the student-illustrated history of Haiti, *Levons le voile pour un futur meilleur*, and a special electronic TST Flash were distributed and a new 16-page brochure in English and French about TST was published. Intercultural dialogue between schools in different countries is being promoted through the UNESCO and Daimler-Chrysler "Mondialogo School Contest". Some 1,470 teams are involved in 126 countries, most of them (90%) ASPnet schools. Based mainly on the use of ICTs, schools engaged in intensive intercultural dialogue between February and June 2004. An international jury will meet on 30 July 2004 to select Mondialogo "good practices" in the light of project reports submitted to UNESCO.

49.   Action has been taken to promote and consolidate the UNEVOC Network (in partnership with Member States and partner agencies) of 231 Centres in 157 UNESCO Member States with regard to attracting new active centres, and organizing training workshops in collaboration with Member States to upgrade the skills of staff in UNEVOC Centres. (Three new countries joined the Network during the first half of 2004.) A series of subregional seminars was organized, in partnership with Headquarters to promote the UNESCO-ILO Recommendations on technical and vocational education and training, sharing best and innovative practices between UNEVOC Centres and strengthening the UNEVOC Network (regional workshops in Sana'a, Yemen, 9-12 May 2004, and in Almaty, Kazakhstan, 15-17 June 2004). *UNESCO-UNEVOC Bulletin* (Number 8, April 2004), and *UNEVOC Forum* (Number 3, April 2004) were published in English, French, Spanish and Arabic and disseminated to UNEVOC Centres. *UNESCO-UNEVOC In Brief* and seven flyers on various aspects of the Centres' work were published in English and French and disseminated to UNEVOC Centres and partner agencies.

MAJOR PROGRAMME II – NATURAL SCIENCES

Overall assessment

50.   The programme activities of the Natural Sciences Sector are being carried out in line with the relevant Millennium Development Goals (MDGs), the World Summit on Sustainable Development Plan of Implementation, and the World Summit on the Information Society Action Plan. During the

first six months of this biennium, the Sector's programmes continued to support the principal priority of "water and associated ecosystems".

51.   Cooperation with UNESCO's field offices has been further increased in order to address in a more efficient manner the needs of Member States and in particular those of the Least Developed Countries (LDCs). At the same time the geographic focus of the programme activities continues to change towards Africa and the Small Island Developing States. In this respect, the consultation processes initiated for the 10-Year Review Meeting of the Barbados Plan of Action for Small Island Developing States (Mauritius, 2004) has been pursued and provided further guidance for the development of programmes and actions to prepare the Organization's input to "Barbados + 10". Likewise, since UNESCO was chosen by the African Union as the lead agency in Science, cooperation with Member States of the Africa region in the framework of NEPAD has been considerably reinforced: efforts are being made to develop a regional action plan for S&T, and UNESCO fosters the launching of a Pan-African initiative in science and technology policy.

52.   Programme activities under Major Programme II are also increasingly addressing cross-sectoral issues, including the ethics of science and technology and the role of science in the peace-building and peace-maintaining context. Accordingly, the overall approaches have become more complex, rely on more disciplines working together and depend on the use of the latest technologies. This in turn has led to a reinforcement of interdisciplinary as well as intersectoral cooperation.

53.   The first six months of the biennium provided a strong continuation of the **freshwater activities** of UNESCO. The reinforced regular budget has allowed the start of significant initiatives such as the International Flood Initiative and the International Sedimentation Initiative, and the furtherance of other important lines of action such as the HELP (Hydrology for the Environment, Life and Policy) and FRIEND (Flow Regimes from International Experimental and Network Data) projects and the thematic work of the Sixth Phase (2002-2007) of the International Hydrological Programme (IHP). The amount decentralized for the execution of the Subprogramme to the field offices has nearly tripled, enhancing significantly their resources. The World Water Assessment Programme (WWAP) has already embarked on an intense course of action aimed at producing the second issue of the World Water Development Report (WWDR) to be presented at the Fourth World Water Forum (Mexico City, March 2006); IHP is actively collaborating in this endeavour. Work on SIMDAS (Sustainable Integrated Management and Development of Arid and Semi-arid Regions of Southern Africa) has started, particularly on the coordinating mechanisms in the SADC subregion.

54.   The programme on groundwater management has been further strengthened, in various aspects such as global hydrogeological mapping and management of transboundary aquifers. Other programmes, including ecohydrology (cooperation with MAB), conflict resolution and urban water management have continued their sustained action. The process of expansion and strengthening of the network of water-related regional and international centres under the auspices of UNESCO has continued strongly as work towards setting up the International Centre for Water Hazard and Risk Management in Tsukuba, Japan and the Regional Ecohydrology Centre in Lodz, Poland have shown considerable progress, with a number of other proposals under process. The planning of the Seventh Phase of IHP (2008-2013) has started in earnest with a Task Force processing the inputs of Member States for the initial formulation of the plan.

55.   In the field of **ecological sciences**, the expansion of the network of Biosphere reserves is being prepared and their role in developing new approaches to sustainable development is being increased. The MAB Programme is actively helping to reduce the loss in biodiversity by reinforcing science and capacity-building in the service of ecological sustainability. Regarding the **basic and**

engineering sciences, cooperation was reinforced within the framework of the newly created International Basic Sciences Programme, and through strengthening of links with ACTP & CERN institutes and development of the flagship project, "Science for Peace in the Middle East, SESAME".

56.   With respect to the **Intergovernmental Oceanographic Commission (IOC)**, four major developments took place during the first six months of the biennium: the Symposium on Quantitative Ecosystem Indicators for Fisheries Management, The Ocean in a High-CO2 World Symposium (the outcome of both activities are presented in the report), the establishment of "UN-Oceans" and the adoption of the framework document at the second Earth Observation Summit held in Tokyo. In addition, at its sixth session, in September 2003, the High Level Commission on Programs (HLCP) "approved the creation of an Ocean and Coastal Areas Network (…), building on SOCA and in line with the CEB's call for a more dynamic arrangement which would enable non-United Nations actors to contribute to the achievement of JPOI targets" (Ref. CEB/2003/7). Following a request from the Secretariat of the Chief Executive Board (CEB), IOC, together with former members of the Subcommittee on Oceans and Coastal Areas (SOCA), contributed to the process that the HLCP is leading for the definition of Terms of Reference and the establishment of the Ocean and Coastal Areas Network (UN-Oceans). During the Fifth Informal Consultative Process on the Law of the Sea (ICP V) in New York (7-11 June 2004), UN-Oceans met twice and confirmed the Terms of Reference and the preliminary list of members.

57.   The Earth Observation Summit (EOS), held in Washington DC, from 30 July to 2 August 2003, was organized by the Government of the United States of America to "Promote the development of a comprehensive, coordinated and sustained Earth observation system or systems among governments and the international community to understand and address global environmental and economic challenges". The ad hoc Group on Earth Observations (GEO) launched on this occasion set in place the necessary follow-up machinery with a view to preparing a Framework Document in time for a Ministerial Conference on Earth observations held on 25 April 2004 in Tokyo and a complete plan of implementation in time for a further ministerial conference to be hosted by the European Union during the first quarter of 2005. IOC has been fully engaged in the process, co-chairing with representatives of Australia and the United States of America the International Cooperation subgroup (ICSG) of GEO. GEO entrusted ICSG with the task of developing, for the 10-year implementation plan, international strategies, models, and organizational structures that could be used for effective long-term coordination of a comprehensive and coordinated Earth observation system or systems, building on existing mechanisms and structures. After considerable efforts by ICSG, the proposed principles for this process were agreed upon by GEO-3 (February 2004, Cape Town) and adopted as part of the framework document by EOS II (Tokyo, 25 April 2004).

Programme II.1:
Science, environment and sustainable development

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Subprogramme II.1.1	9,085,205	1,995,313	22.0
Subprogramme II.1.2	3,036,589	716,401	23.6
Subprogramme II.1.3	1,362,300	439,613	32.3
Subprogramme II.1.4	839,380	115,991	13.8
Subprogramme II.1.5	4,335,600	1,240,059	28.6
Programme II.1	**18,659,074**	**4,507,378**	**24.2**

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

`02111` **Main line of action 1:**
Global change and water: advancing hydrological sciences for improved assessment

58.   With regard to the **assessment of water-related stress under various socio-economic conditions in selected river basins and aquifers,** the HELP programme launched a global call for basin proposals in October 2003. There are now 64 basins within the network, which means 56 Member States will be formal participants in HELP. The University of Dundee is keen for the establishment of an IHP-HELP Centre for Water Law, Policy and Science. The FRIEND-Nile activities have continued with Flemish support, along with those of other FRIEND components. Following the launching of the International Sedimentation Initiative (ISI), the ISI Task Force Group outlined three projects to be pursued. The World Water Assessment Programme (WWAP) is already actively preparing the second issue of the World Water Development report (WWDR2) to be presented in March 2006. IHP is preparing inputs and will contribute.

59.   IHP has continued to pursue a vigorous programme on **groundwater resources management**. Several international seminars and conferences have been organized to foster transdisciplinary cooperation with a view to enhancing current understanding of transboundary aquifers. The IHP Groundwater Series of publications has been launched. The UNESCO-IAEA Joint International Isotope Hydrology Programme is carrying out capacity-building activities. Several projects have been initiated **within** the framework of UNESCO's partnership with the European Space Agency for **integrated water resources management in developing countries**, with a particular focus on Africa.

`02112` **Main line of action 2:**
Water for human needs

60.   To contribute to the **knowledge base and capacities for water resources management, particularly in arid and semi-arid areas**, the Steering Committee of G-WADI (Global Network on Water and Development Information for Arid Lands) established a work plan for the biennium. As part of its urban water management activities aiming to **contribute to the achievement of the MDGs**, IHP has entered into an agreement with GTZ-Germany to produce the publication "Concepts in ecologically sustainable sanitation in formal and continuing education". A

multipartner workshop on "African Catchment Studies: Coastal, environmental and social impacts of water abstraction and impoundment – Response to global change and scenarios" was held in Mombasa, Kenya as a contribution to the NEPAD process. Opportunity and means of building an Andean Glacier Monitoring Network (A-GMN) were examined at a workshop during the "Symposium on Mass Balance of Andean Glaciers" held in Valdivia, Chile.

02113 **Main line of action 3:**
Water education and capacity-building for sustainable development and security

61.   To **enhance education capabilities for sustainable water resources management**, the activities on the cultural and societal dimension included furthering, with the International Water History Association, the book series "History of Water and Civilization" and preparing the conference on Water History (Paris, November 2005). IHP with COMEST prepared the first 12 volumes of the new IHP series **Water and Ethics**. The International Year of Freshwater 2003, of which UNESCO was lead agency, was closed officially by the Director-General of UNESCO on January 2004.

02114 **Main line of action 4:**
Land-water interactions: towards sustainable development

62.   With regard to the expected result, to **develop ecohydrology and ecosystem approaches for integrated water resource management in various ecosystems**, the joint MLA between IHP and MAB represents a continuation of the IHP-MAB collaboration under a joint MLA initiated in document 31 C/5, underlining the success of this experience. The scientific Advisory Committee on Ecohydrology agreed on a common methodology and on an international list of sites to test the implementation of the ecohydrology concept and practice. A plan of action for the project "Integrated Urban Water Modelling and Management under Specific Climates" was established. IHP has continued work with the Regional Centre on Urban Water Management in Tehran in the reconstruction of Afghanistan and other initiatives.

63.   As a result of UNESCO's Interdisciplinary Initiative for the Sustainable Development of the Volga-Caspian Basin, involving the five intergovernmental UNESCO science programmes, the "Volga Vision" was published. The European Commission funded a study on the impact of **global climate change** on **mountain biosphere reserves** by a multipartner consortium including UNESCO through the new project entitled "Global Change and Mountain Regions". A first thematic workshop identified relevant cryospheric and socio-economic indicators to assess the impact of global change. Flemish funding was approved for the project "Sustainable Management of Marginal Drylands (SUMAMAD)" which aims at combating desertification in eight countries of northern Africa and Asia through collaborative research.

64.   As an output of the two seminars held in Brazil, the book "Issues of Local and Global Use of Water from the Amazon" was published in Portuguese and in English. An international seminar with participants of the eight Amazonian countries addressed "Populations of Pan-Amazonia: Bases for a South-South Cooperation Programme". A subregional expert meeting on Coastal and Marine Environmental Issues (Regional Organization for the Protection of the Marine Environment) held in U.A.E. discussed producing a "Trans-Boundary-Diagnostic-Analysis of Coastal and Marine Environmental Issues in the Regional Organization for the Protection of the Marine Environment (ROPME) Sea Area". UNESCO is contributing to the implementation of SIMDAS (Sustainable Integrated Management and Development of Arid and Semi-Arid Region of Southern Africa).

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

02121 **Main line of action 1:**
Biosphere reserves: approaches to sustainable development

65.   With regard to expected results on the **sustainable use of natural resources, operation of regional and thematic MAB networks and developing selected biosphere reserves as demonstration sites for sustainable living**, the Advisory Committee for Biosphere Reserves (June 2004) examined 27 new nominations or revisions for biosphere reserves, including two cases concerned with transborder cooperation, and reviewed 12 periodic reports of reserves designated more than 10 years ago. The Committee recommendations will be submitted to the eighteenth session of the MAB/ICC (International Coordinating Council), to be held in October 2004. Six biosphere reserves in Benin, Burkina Faso, Côte d'Ivoire, Mali, Niger and Senegal are being supported under a Global Environmental Facility (GEF) grant for **demonstrating sustainable livelihoods**. UNESCO joined FAO, UNDP, UNEP, World Bank and WHO, to carry out an International Assessment of Agriculture Sciences and Technology for Development; *ArabMAB* decided to focus on policies and techniques for rehabilitation of degraded lands; and SC/ECO and UNU jointly convened workshops in Japan in February 2004 for a World Atlas of Mangroves and on the marine environment.

02122 **Main line of action 2:**
Helping to reduce biodiversity loss: science and capacity-building in the service of ecological sustainability

66.   Concerning expected results relevant to **capacity building, especially in Africa, and urban ecosystems and urban-rural interfaces**, trainees from Cameroon, Côte d'Ivoire, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Guinea, Madagascar, Niger and Togo entered the Regional Post-Graduate Training School on Integrated Management of Tropical Forests (ERAIFT). Belgium committed continuing funding for 2004-2006 for this regional flagship project of MAB. In June 2004, the European Union awarded $5.5 million for cooperation between ERAIFT and a sister institution in Gabon. The Arab Region Ecotechnie Network (AREN) met in Amman, Jordan (5-7 January 2004) and developed a joint proposal on biodiversity education. The workshop on "Impacts of Urban Water Consumption on Natural Ecosystems and Biodiversity" (23-25 February 2004, Shiraz, Islamic Republic of Iran) adopted a statement for integrated urban water and biodiversity management.

02123 **Main line of action 3:**
Enhancing the linkages between biological and cultural diversity as a key basis for sustainable development

67.   With regard to expected results relevant to the **interdependence of biological and cultural diversity** research activities in the Andaman Sea (Thailand) were launched to better understand the role of sea-people in the management of marine biodiversity, with the support of the National Oceanic and Atmospheric Administration (United States) and in cooperation with researchers from Chulalongkorn and Chiang Mai Universities of Thailand.

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

02131 **Main line of action 1:**
Geology in the service of society: rock-water-life interactions

68.   The annual Scientific Board Meeting of the International Geoscience Programme (IGCP) approved nine new proposals, totalling 42 projects, thus resulting in multidisciplinary research aimed at solving fundamental **geoscientific problems relevant to sustainable development** and intensifying the transfer of geo-information between developed and developing countries. A new joint IGCP-IHP task force on hydrogeology was established **to strengthen capacities** in these fields. An international expert meeting was organized at UNESCO, during which the "Operational Guidelines for National Geoparks seeking UNESCO's assistance" were presented and a global network of geoparks assisted by UNESCO established. It will strengthen institutional and individual capacities for geological heritage, and result in the development of models of **best practice and set standards** for integrating the preservation of geological heritage in a strategy for regional economic development.

02132 **Main line of action 2:**
Global Partnership in Earth Observation from space for sustainable development

69.   With regard to the Cooperation with CEOS (Committee on Earth Observation Satellites) and IGOS (Integrated Global Observing Strategy), four thematic studies on the carbon cycle, water cycle, coral reefs and geohazard occurrences were published to be presented at the Group on Earth Observation (GEO) and at the second Earth Observation Summit in April in Tokyo this year. At this summit UNESCO played a vital role for the adoption of a framework document for the Implementation Plan that will make Earth Observation operational in the period 2005-2015. This will result in **improved data set and parameter definition and more efficient networking**.

70.   In the Space Education Programme (SEP) activities are organized to **raise the awareness of the benefits of space technology** by introducing space as an educational and research tool for sustainable development and by enhancing students' interest in space science, space engineering and space technology. Awareness-raising activities (drawing, essay and science fiction competitions) were launched by UNESCO in cooperation with specialized NGOs and the Norwegian Space Centre. An agreement was signed with the International Space University to strengthen space education in developing countries.

71.   In the framework of **capacity-building in earth sciences**, a number of outreach and training activities, workshops and seminars were prepared and facilitated (Geochemical Exploration Methods; Environmental Geology, Mineral Resources Exploration and Soil Contamination). In coordination with the Commission of the Geological Maps of the World (CGMW), three "drafts" were prepared: Metallogenic Map of South America; Geodynamic Map of the Mediterranean; Geodynamic Map of Asia, for worldwide dissemination of geological data.

02133 **Main line of action 3:**
Enhancing disaster preparedness and prevention

72.   UNESCO contributed to the United Nations International Strategy for Disaster Reduction (ISDR), resulting in **the strengthening of the Member States' capacity in disaster prevention**. It has provided elements for the review of the Yokohama Strategy and its Plan of Action that is undertaken by the ISDR Secretariat. UNESCO has participated in the preparatory process for the World Conference on Disaster Reduction to be held in Kobe in January 2005. **Regarding capacity-**

building in the Mediterranean Region, the Programme for Reduction of Losses from Earthquakes (RELEMR) continued to reinforce scientific and technical capacities on disaster reduction. In Libya, the project for a national seismic network progressed with the installation of its equipment. Concerning **risk reduction master plan activities** a UNESCO-expert mission to the Bam-earthquake region has instigated the promotion of an open Alliance on earthquake risk reduction in Iran and countries of the region including UNESCO, UNDP, and the Secretariat of the UN/ISDR.

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

`02141` **Main line of action 1:**
Advancing an intersectoral and interregional programme of action in Small Island Developing States

73.   Cross-sectoral and interregional contributions have been made to the Barbados+10 (B+10) review process and the preparations for the associated Mauritius International Meeting (MIM) (January 2005). Activities have included: the continued development of an interactive website (http://portal.unesco.org/islandsBplus10); the participation in various United Nations and AOSIS (Alliance of Small Island States) preparatory activities for B+10/MIM, including a substantive contribution to the United Nations Secretary-General's consolidated report to the April 2004 session of the Commission on Sustainable Development. A contribution was also made to the evolving Programme of Action in Small Islands Developing States (SIDS), e.g. in terms of incorporation in 2004 of dimensions such as cultural diversity and economic opportunities of island cultures. A Small-Island dossier was published in the *New Courier* and *A World of Science*. In addition, the discussion document on "Small Islands: Looking Forward – Beyond 2004" was updated.

74.   In cooperation with UNESCO field offices, especially in Apia, Dar-es-Salaam and Kingston, **and as a means of attaining the expected results of establishing linkages between small island projects and strengthening the capacities in Member States, especially SIDS,** integrated approaches to sustainable living and development were advanced and strengthened through the cross-cutting initiatives Small Islands Voice (SIV) and Local and Indigenous Knowledge Systems (LINKS) in more than 15 island settings in the Caribbean, Indian Ocean and Pacific regions. Additional progress in **promoting sustainable living and development** was achieved through a regional workshop on community-based responses to coastal erosion held in Cuba, in February, with the cooperation of the Havana Office. The workshop brought together participants from the eastern Caribbean SIDS.

`02142` **Main line of action 2:**
Developing wise practices: building capacities for managing conflicts over coastal resources in small islands and continental regions

75.   **National capacities to manage conflicts over coastal resources and social, economic and cultural values** were reinforced through activities, including stakeholder dialogues, at a dozen selected field projects in Africa, Asia, Caribbean, Pacific and South America – all implemented with the corresponding field offices. A report on "Exploring Wise Practice Agreements" resulted from the Asia-Pacific University Twinning Network and was published on the web (www.unesco.org/csi/wise/khura1.htm). In Russia, the White Sea-Barents Sea coastal project made important steps towards establishing a wise practice agreement and published the first textbooks in Russian on integrated coastal management (www.unesco.org/csi/act/russia/text.htm). Through the internet-based forum Wise Coastal Practices for Sustainable Human Development, aimed at **sharing experiences and refining wise practices**, a global discussion took place on the vulnerability and resilience of small islands (www.csiwisepractices.org/?read=495).

II.1.5 UNESCO Intergovernmental Oceanographic Commission

02151 **Main line of action 1:**
Addressing scientific uncertainties for the management of marine environment and climate change

76. **Scientific and technical guidance to Member States on observations and research needed to understand the ocean's role in climate change and in the global carbon cycle enhanced:** The Intergovernmental Oceanographic Commission (IOC) and the Scientific Committee on Oceanic Research (SCOR) convened an open symposium on The Ocean in a High-CO2 World from 10 to 12 May 2004 in Paris, France, to address the biological and biogeochemical consequences of increasing oceanic CO2 levels, and possible strategies for mitigating such increases. Results are being published in a special issue of the Journal of Geophysical Research-Oceans and have received attention in the international press.

77. **Capacity of scientific and research programmes increased to assess the health of the ocean ecosystems:** The Symposium on Quantitative Ecosystem Indicators for Fisheries Management (Paris, 31 March-3 April 2004) was the culmination of the work carried out by the IOC-SCOR Joint Working Group 119 since 2001 to evaluate changes (states and processes) in marine ecosystems, from environmental, ecological and fisheries perspectives. The outcomes of this meeting were presented at the 37th IOC Executive Council and will be widely distributed through peer-reviewed publications. A workshop was held at the Laboratories d'Océanographie de Villefranche-sur-Mer in April 2003 to address Regime Shifts. The presentations at the meeting and the recommendations were published as a special issue of the Journal Progress In Oceanography in the spring of 2004.

02152 **Main line of action 2:**
Developing monitoring and forecasting capabilities for the management and sustainable development of the open and coastal ocean

78. **Initial Global Ocean Observing System (GOOS) expanded and fully operational:** During the six-month period the GOOS Project Office organized seven meetings to coordinate the design and further the implementation of the basin scale and coastal modules of GOOS. Additionally the GPO hosted the Integrated Global Observing Strategy Coastal Theme meeting. At the regional level the second GOOS Regional Forum took place in February 2004. The Forum reviewed progress of 13 GOOS Regional Alliances (GRAs), with 185 committed institutions from 88 countries. Concerning implementation of the basin scale module of GOOS, approximately 1,250 Argo profiling floats have by the end of June been deployed corresponding to about 42.5% of the expected total.

02153 **Main line of action 3:**
Developing and strengthening a global mechanism to ensure full and open access to ocean data and information for all

79. **Full and open access to ocean data and information promoted, and communication of ocean research findings to decision-makers and the public improved:** During the first semester of 2004 the IODE Secretariat as well as IODE Officers have participated in a number of meetings (GOOS, JCOMM, Ocean Ops) and conferences to promote IODE and to raise interest in the operational oceanography community for the capacities available from the IODE data centre network. With regard to **strengthening the capacity to collect, preserve, disseminate and use ocean data and information,** IODE successfully applied for donor funding for the next operational phase of OceanTeacher that will be called ODIMeX for the 2004-2005 biennium. The

First Session of the ODIMeX editors and planning meeting was held in Cape Town, South Africa, 19-23 April 2004. OceanTeacher is available online at http://www.oceanteacher.org.

80.   **Global standards for the collection, management and exchange of ocean data and information developed and disseminated**: The third session of ICES-IOC Study Group on the Development of Marine Data Exchange Systems using XML (SGXML) was held in Oostende, Belgium in May 2004. The Group decided to finalize and document its work by IODE-XVIII. The second session of the IODE Group of Experts on Biological and Chemical Data Management and Exchange Practices was held at the Foresight Centre at the University of Liverpool in March 2004, hosted by the British Oceanographic Data Centre (BODC). The session was attended, in addition to its regular members, by representatives from FAO, GBIF, ICES and ITIS as well as by the IODE Chair. The Group adopted a detailed work plan that is being implemented.

81.   **Information on the topography of the World Ocean floor and its geological/geophysical parameters improved:** The main results are the publication of the Geological Geophysical Atlas of the Pacific Ocean (GAPA), of a third updated version of the General Bathymetric Chart of the Oceans on CD-ROM (GDA), and the second edition of the International Bathymetric Chart of the Arctic Ocean (IBCAO). The digital version of the International Bathymetric Chart of the Caribbean Sea and Gulf of Mexico has been completed in INEGI (Mexico). All publications are available for users. The ITSU Programme continued its support to the International Tsunami Information Center (ITIC), Honolulu, Hawaii, thereby contributing to strengthening **Tsunami warning systems and mitigation procedures**. Implementation of the ITSU-XIX work plan continued.

`02154` **Main line of action 4:**
Developing ocean governance issues and increasing the effectiveness of the IOC Governing Bodies

82.   Increased coordination amongst governments, IGOs, NGOs, the Private Sector, and Research Institutions in the execution of the WSSD Plan of Implementation: The Global Forum on Oceans, Coasts, and Islands organized a High Level side event at the fifth meeting of the Informal Consultative Process on the Law of the Sea (ICP V) in New York, June 2004. IOC contributed **to the implementation of the 10 WSSD Type II Partnerships on Oceans** through: the Partnership for the Observation of the Global Ocean (POGO) and the Global Forum on Oceans, Coasts and Islands and the Global Forum initiative funded by the Nippon Foundation to analyse the national policies on Oceans; through POGO the capacity of developing countries to use remote sensing for the sustainable management of oceans was reinforced during the first semester of 2004. Efforts were pursued to **improve the management of IOC statutory meetings and business** as well as the **storage, access, production and distribution of IOC statutory meeting documents and information materials**: The IOC Documentation Center prepared the statutory documentation needed for the governing bodies and the subsidiary bodies of the Commission. It includes the recent meetings of ABE-LOS IV (Lefkada, Greece), IOCARIBE VIII (Recife, Brazil) and the 37th Executive Council (23-29 June 2004) .

`02155` **Main line of action 5:**
Developing the capacity and effectiveness of Member States in Marine Scientific Research, and in the management and sustainable development of the open and coastal ocean

83.   **Grants to individuals and institutions for scientific, technical, and engineering training/formal education increased**: seven travel and study grants were awarded in the spring session (April) of the IOC Grant Scheme. A new capacity-building strategy was developed and presented to the thirty-seventh Executive Council (23-29 June 2004). Concerning **enhanced regional development of GOOS in support of sustainable development**, the existing Regional

Alliances developed a GRAND project that will fund some of the network building activities, with EU funds (Framework Programme VI). With regard to the development of **Ocean Data and Information Networks (ODIN) in the different regions**, first steps were taken during the first semester of 2004 to create ODINCINDIO (Central Indian Ocean). Flanders confirmed their support to the Phase III of ODINAFRICA with $2.5 million for 2004-2007. The Ocean Data and Information Network for Latin America and the Caribbean continued to develop.

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

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Subprogramme II.2.1	6,213,000	1,841,490	29.6
Subprogramme II.2.2	1,071,300	158,045	14.8
Programme II.2	**7,284,300**	**1,999,535**	**27.4**

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

`02211` **Main line of action 1:
Cross-disciplinary partnerships in promoting basic research and the use of scientific knowledge**

84. As a move towards attaining the **expected results of enlarging national capacities in basic research, improving knowledge of basic sciences in various regions and increasing public awareness of services by basic sciences to societal needs**, the ICSU/UNESCO cooperation focused on launching and implementing programme activities envisaged in the second phase of the 6-year Framework Agreement. A key element of these activities is the ICSU Grants Programme that embraces some 50 key projects being implemented in cooperation with the scientific unions and committees of ICSU. In pursuance of 167 EX/Decision 3.4.2 and 32 C/Resolution 15, the Report by the Director-General on the Progress of an **International Basic Sciences Programme (IBSP)**, including Draft Statutes for an IBSP Scientific Board, has been presented to the 169th session of the Executive Board (169 EX/13). The Executive Board approved the Statutes proposed by the Director-General and the plan of action for the establishment of IBSP. The flagship project of Science for Peace in the Middle East (SESAME) formally came into existence as an intergovernmental organization on 15 April 2004.

`02212` **Main line of action 2:
Capacity-building in the basic sciences**

85. With regard to the **expected result of enhancing capacity for research and teaching in physics and mathematics**, several training sessions and workshops were organized in collaboration with the Abdus Salam International Centre for Theoretical Physics (ICTP), and the International Centre for Pure and Applied Mathematics (ICPAM). As to actions towards improving public recognition of mathematics and physics, the United Nations International Year of Physics (approved by the fifty-eighth General Assembly of the United Nations) is under way in partnership

with IUPAP, the European Physical Society (EPS), and other regional and national physical societies. Also, a travelling international exhibition on "Experiencing Mathematics", is being prepared, in collaboration with partners from France, Japan and the Philippines. To further contribute to the attainment of the expected result of strengthened collaboration and networking with international specialized centres and institutions, activities were organized with advanced training and research through close cooperation with the International Centre for Chemical Studies (ICCS), IUPAC, the Trace Elements Institute for UNESCO, the American Chemical Society (ACS), ISESCO, NGOs.

86.   Activities related to the **expected result of strengthening endogenous capacities and research skills in the life sciences and enhancing the technical capacity of national institutions** focused on supporting training and workshops with traditional partners. Within the framework of the Microbial Resources Centres (MIRCEN) programme, support was provided for a consultative meeting in Kenya to develop a project proposal towards the establishment of the East African Biological Resource Centre, and for a training session in Morocco on the management of culture collections of microorganisms. Furthermore, two regional training courses were held in Brazil. Also, UNESCO actively participated in the initiation of the Inter-agency Cooperation Network on Biotechnology (IACNB), in cooperation with ECA, FAO, International Centre for Genetic Engineering and Biotechnology (ICGEB), ILO, UNCTAD, UNEP, UNIDO, UNU and WIPO.

`02213` **Main line of action 3:**
Capacity-building in engineering sciences and technology

87.   **Towards enhanced advocacy, awareness and promotion of engineering as a component of the knowledge society and tool for social and economic development**, UNESCO is closely involved in the organization of the second World Engineer's Convention in Shanghai in 2004 including preparation of the WEC Declaration, and in the United Nations Millennium Project Task Force on Science, Technology and Innovation. Specific activities include the organization and presentation of the "International Focus on Engineering and Technology for Poverty Eradication", held in March 2004 at the American Association for the Advancement of Science in Washington, DC. A pilot "Virtual Library on Engineering for Sustainable Development" was successfully established at the University of Sudan.

88.   Concerning the **flagship project on promoting sustainable and renewable energies for development, with the expected results of enhancing capacities to formulate energy policies and the innovative collaboration with partners on the promotion of use of renewable energies**, the two comprehensive brochures on: "Renewable energies for people's basic needs, building the future" and "African Chapter of the GREET Programme, contribution to the NEPAD initiative" were finalized and printed for wide dissemination. Also, a successful contribution was made during the Latin America and the Caribbean regional consultation in Aruba, which allowed the identification of national and regional priorities and a definition of a Caribbean Renewable Energy (CARE) Programme. Active participation of UNESCO in the intergovernmental consultation organized in Bonn on the initiative of the Federal Republic of Germany must also be noted.

`02214` **Main line of action 4:**
Promoting education and capacity-building in science and technology

89.   Concerning the **expected result of empowering and training teachers and strengthening the exchange of information and experience among the science and technology education community**, one regional meeting has been organized (in Latin America) and one is currently under organization (in Africa). Joint SC-ED development of a pedagogical training kit in the area of Genetically Modified Organisms is ongoing.

II.2.2 Science and technology policies for sustainable development

02221 **Main line of action 1:**
Capacity-building and management of science, technology and innovation policies

90.   Within the framework of its action on **capacity-building and management of science, technology and innovation policies, and the improvement of national capacities to evaluate and formulate science policies**, UNESCO extended support to Nigeria, Congo and Sudan in the formulation of their national policies and investment plans. The Nigerian Government contributed $500,000 in the form of self-benefiting funds-in-trust agreement as matching fund to the Japanese Government's contribution of $500,000 in support to the policy formulation exercise in Nigeria. The Japanese Government also provided $96,000 towards the development of a national science and technology policy for Congo. The draft Science, Technology and Innovation Policy for Lebanon was completed and is being circulated to the stakeholders. Assistance to the Lao People's Democratic Republic and Mongolia resulted in the development of a framework for their national science policy formulation.

91.   Exchange of experience and **methodologies on science, technology and innovation policies** was encouraged through an international conference on "Regional Innovation Systems and Science and Technology Policies in Emerging Economies: Experiences from China and the World", organized in April 2004 by UNESCO/Beijing, in cooperation with ISESCO and the Institut de Recherche pour le Développement (IRD), France. As regards the expected results of **governance of science, technology and innovation systems** and as a follow-up to the first Conference on Science and Technology Legislation that took place in Helsinki, an international science policy forum was established in cooperation with UNESCO, ICSU and the EU, known as World Science Forum-Budapest.

92.   Concerning the **international collaboration in the area of S&T indicators**, UIS and the Sector launched an international survey, based on the international review of science and technology statistics and indicators, that aimed at assessing policy information needs in science and technology among the Member States and the international community, in order to identify priority areas for developing cross-national science and technology (S&T) statistics and indicators. In the area of **ethics of science and technology**, the Science Sector initiated a comprehensive study on the foundation of ethics of scientific research and technological innovations, to be conducted in close cooperation with the Social and Human Sciences Sector.

93.   Within the framework of actions on **science for peace** and as an outcome of the World Science Day for Peace and Development, Israeli and Palestinian scientists agreed on two important projects: the Science Centre to be established at Al-Quds University, Jerusalem and the Israeli-Palestinian Science Organization (IPSO), a joint foundation for the support of joint projects. An international study on **Science, Technology and Gender**, was launched. This technical study will be an inter-agency effort involving many United Nations and other concerned agencies.

MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

Overall assessment

94.   The implementation of the programme has proceeded smoothly and at a reasonable pace during the first six months of the biennium. Moreover, efforts continued to increase the visibility of UNESCO action under the principal priority, ethics of science and technology, with emphasis on

bioethics and under the other priorities. Under the principal priority, for example, brochures on the **International Declaration on Human Genetic Data** and on the General Conference resolution for its implementation were disseminated widely, in particular to Permanent Delegations and National Commissions for UNESCO in all regions. Under the second dimension of the principal priority, the work of the World Commission of Ethics of Scientific Knowledge and Technology (COMEST), action was initiated to implement the new orientations of the programme approved by the 32nd session of the General Conference intended to bring the global debate on ethics of science and technology to the regional level, as well as the new emphasis placed by COMEST on the importance of the teaching of ethics.

95.   The objectives of UNESCO under its action on promotion of human rights and the fight against discrimination were significantly furthered by the successful organization of the **World Forum on Human Rights** by the City of Nantes in cooperation with UNESCO and the French National Commission for UNESCO (Nantes, France, May 2004), which brought together all actors working in the field of human rights. The Forum responded to the need for an open and free dialogue on contemporary priority human rights issues, such as terrorism and human rights, globalization and the struggle against all forms of discrimination and exclusion, and poverty as a violation of human rights.

96.   Under other priority areas of the programme, such as Foresight, Philosophy, Human Sciences and Human Security, or Management of Social Transformations (MOST – Phase II), efforts continued during the past six months in promoting better research-policy linkages. The first brainstorming session on the UNESCO Strategy on Philosophy was organized at Headquarters with the participation of representatives of 53 Permanent Delegations to identify the key issues which should be included in the Strategy.

97.   Support was consolidated to the **Forum of Social Development Ministers** linking 17 Member States of Latin America and the Caribbean and progress was made towards linking this network with similar entities proposed in Africa and Asia. With regard to Africa, progress was made in explorations with interested Member States towards establishing and institutionalizing a network of African Ministers of Social Development, beginning with a meeting of the Ministers of the 14 Member States of SADC (Southern African Development Community) planned in Cape Town, South Africa, on 28 and 29 October 2004.

98.   The Sector continued to improve its **implementation of the decentralization strategy** through the posting of more staff to field offices, subject to the constraints imposed by the relative size of the Sector and the proportion of its Staff establishment that can be posted in the field.

Programme III.1:
Ethics of science and technology, with emphasis on bioethics

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Programme III.1	3,096,520	707,446	22.8

`03101` **Main line of action 1:**
Bioethics

99.   UNESCO's activities concerning bioethics mainly focused on the definition **of a common ethical standard-setting framework in bioethics** and standards to guide progress in the life and health sciences with the first steps being the elaboration of a declaration on universal norms on bioethics (see documents 169 EX/16 and 170 EX/9 and Add.).

100.   A number of activities were initiated aiming at **reinforcing national capacities in the field of bioethics** and at increasing the visibility of UNESCO at regional and national level. Within the framework of the "Ethics around the world" project, a first pilot conference was organized on 18 March 2004, in The Hague (The Netherlands), in cooperation with the Dutch National Commission for UNESCO, followed by a conference held on 2 May 2004, in Hamadan (Islamic Republic of Iran) in cooperation with the Iranian National Commission for UNESCO. As priority is given to the elaboration of a declaration on universal norms on bioethics, these conferences were devoted to consultations on the scope and structure of the future declaration (see document 170 EX/9 and Add.). Moreover, the UNESCO programme and activities were presented at conferences on ethics and pain management (University of Sheffield, and Economic and Social Research Council, United Kingdom, March 2004), on justice and health through creative technologies (Creighton University, Omaha, United States of America, April 2004), and ethics and anaesthesiology (Lisbon, Portugal, June 2004). Also with a view to building national capacities, preparatory work was carried out for the establishment of a regional bioethics information and education centre in Vilnius (Lithuania).

101.   **To ensure the dissemination and promotion of the principles of the International Declaration on Human Genetic Data**, a brochure on the Declaration and the resolution for its implementation (in English, French and Spanish), was published and widely disseminated, in particular to Permanent Delegations and National Commissions for UNESCO. The participation in conferences and international meetings – *inter alia*, the twenty-sixth meeting of the Steering Committee on Bioethics (CDBI) of the Council of Europe as well as the EU Conference "Human Genetic Testing: What implications" (May 2004) – provided opportunities to disseminate the Declaration and to promote the principles set out therein at international and regional levels. Moreover, the International Declaration was the subject of a National Training Workshop organized by the Iranian National Commission for UNESCO in Qeshm (Iran), from 29 to 31 January 2004, aiming at initiating work on implementation at national level.

102.   With regard to **stimulating ethical reflection and awareness-raising** and in order to create networks of professional ethics teachers and develop ethics teaching programmes at regional level, UNESCO participated, with experts in the teaching of ethics, in several meetings held in Latin America and in Central and Eastern Europe (Panama, Israel, Lithuania). Furthermore, UNESCO has pursued its efforts to stimulate awareness-raising with the regular updating of the Internet site

(www.unesco.org/bioethics) and the publication and dissemination of the Reports and Proceedings of the meetings and sessions of the International Bioethics Committee (IBC) and the Intergovernmental Bioethics Committee (IGBC) and of an information kit for the general public on "Cloning – Ethical issues".

103. Finally, the Organization confirmed its **role as a catalyst for international cooperation in the field of bioethics** by hosting the third meeting of the United Nations Inter-Agency Committee on Bioethics in Paris, on 24 and 25 June 2004. Beyond discussion on the future declaration on bioethics (see document 170 EX/9 and Add.), this meeting provided an opportunity for discussion on "Ethics, intellectual property and benefit sharing" to identify modalities for the coordination of activities undertaken in this field among Members and Associate Members, and explore possible future cooperation.

03102 **Main line of action 2**:
Ethics of science and technology

104. UNESCO's activities in the field of ethics of science and technology were mainly centred on the implementation of the new orientations given to the World Commission of Ethics of Scientific Knowledge and Technology (COMEST) since the 32nd session of the General Conference concerning the need to bring the global debate to the regional level, as well as the new emphasis placed by COMEST on the importance of the teaching of ethics. **In order to strengthen further the role, scope and impact of COMEST as the principal multilateral forum in the field of ethics of science and technology**, the Director-General convened an extraordinary session of COMEST in May 2004, during which it was decided to establish an expert group to explore the state of art in environmental ethics, to develop a policy report concerning the ethics of outer space, to explore the feasibility of developing a code of conduct for scientists, and to implement the recommendations in the area of ethics teaching. Initiatives will be taken to explore the ethical issues concerning emerging technologies such as nanotechnology. On that occasion, it was also agreed, at the kind invitation of the Thai Government, to hold the Fourth Session of COMEST in Bangkok, Thailand, in March 2005. The Report of the Third Session of COMEST (Brazil, December 2003) was published and disseminated. A working group on the precautionary principle, with external experts from various regions, held a first meeting in Paris (12-13 May 2004). The aim was to clarify the precautionary principle and its difficulties and to make recommendations for decision-making and science to the forthcoming COMEST session.

105. In the area of ethics of outer space, UNESCO participated in the annual "Practitioners Forum" (12 March 2004), organized in Paris by the European Space Agency (ESA) as well as in the Ethical Working Group on Exobiology, Ethics and Planetary Protection set up by ESA (14 June 2004). UNESCO also participated in the forty-third session of the Legal Subcommittee of the United Nations Committee for the Peaceful Uses of Outer Space (UN-COPUOS) (Vienna, Austria, March 2004), as well as the forty-seventh session of UN-COPUOS (Vienna, June 2004). On both occasions, COPUOS was informed about the projects of the Organization in the area of the ethics of outer space, particularly the study to explore the advisability of drafting an international declaration on the ethics of outer space and the need for consultation of experts on the basis of a draft policy report submitted to the COMEST session in March 2005.

106. As part of the Organization's efforts to develop **ethics education as well as ethics and responsibility of science and technology**, the COMEST Report on Teaching Ethics was published and widely disseminated, as was a new brochure on fresh water – *Best Ethical Practice in Water Use*, developed in cooperation with the COMEST Sub-Commission on the Ethics of Fresh Water and the Science Sector and including the recommendations of COMEST on this issue. Also contributing to raising the visibility of the ethical dimension of science and technology, the first

ceremony for the award of the *Avicenna Prize for Ethics in Science* was held in April 2004. Following the award ceremony the laureate, Dr Margaret Somerville (Canada), visited several universities in the Islamic Republic of Iran.

Programme III.2:
Promotion of human rights and the fight against discrimination

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Programme III.2	2,125,335	531,449	25.0

`03201` **Main line of action 1:**
Human rights development

107. To further **elucidate the content, application and enforceability of human rights** within the competence of UNESCO and contribute to the advancement of their implementation, the following action was initiated: (a) steps were taken to establish a research network for Latin America and the Caribbean with the participation of Ombudspersons Offices from the region. At the meeting officially launching the network (Quito, Ecuador, 16-19 June 2004), the participants set the right to education as the network's first focus. A system of indicators on the right to education is to be developed in order to inform relevant public policies; (b) a series of studies were commissioned that will serve as a basis for the research initiatives of the Organization in the field of human rights. These studies concern: the indivisibility, interrelation and interdependence of all human rights; the enforceability of economic, social and cultural rights; the state of the art with regard to indicators to measure the implementation of economic, social and cultural rights and in particular the right to education and the right to take part in cultural life and the right to education.

108. **To reinforce knowledge of human rights standards and procedures**, a number of publications and materials were issued, among them *Human Rights: Questions and Answers*; an updated and revised version of this teaching tool first published in 1983 and translated into approximately 30 languages and *Major International Instruments. Status as at 31 May 2004*; under preparation.

109. **Furthering the establishment of a global partnership for human rights**, the World Forum on Human Rights, organized by the City of Nantes in cooperation with UNESCO and the French National Commission for UNESCO, was held in Nantes, France, from 16 to 19 May 2004. Bringing together many actors working in the field of human rights, the Forum responded to the need for an open and free dialogue on priority human rights issues and a closer interaction between the world of research and the worlds of decision-making and action. The Forum focused on three themes: (a) terrorism and human rights; (b) globalization and the struggle against all forms of discrimination and exclusion; and (c) poverty as a violation of human rights. UNESCO has also significantly strengthened its cooperation and interaction with the United Nations system. It participated in the high-level seminar on the right to development (February 2004), the fifth session of the open-ended Working Group on the Right to Development (February 2004), the session of the working group on the elaboration of an optional protocol to the International Covenant on Economic, Social and Cultural Rights and the 32nd session of the Committee on Economic, Social and Cultural Rights (26 April-14 May 2004). The Organization was also represented at the sixtieth session of the

Commission on Human Rights (15-23 April 2004) and the hundred-tenth Assembly of the Inter-Parliamentary Union (18-23 April 2004).

110. **With a view to strengthening the network of UNESCO Chairs in Human Rights** and the human rights community in general in Arab States, a meeting was organized in Cairo, Egypt, (April 2004) with the participation of 35 representatives of UNESCO Chairs, research centres and non-governmental organizations from the region. The participants decided to initiate the creation of an Arab University Network for Education and Research in Human Rights as a means to foster the sharing of experiences and good practices, and the exchange of research and ideas.

03202 **Main line of action 2**:
Gender equality and development

111. Regarding the **strengthening of capacities and establishment of mechanisms in Member States to promote the advancement of women**, a meeting was successfully organized, "In support of Palestinian women" (Tunis, February 2004), to identify strategic needs as well as elements for a plan of action. The principal outcome of the meeting was a request to establish a specialized, independent resource centre and observatory which would, *inter alia*, collect and house research and documentation produced on the status and condition of Palestinian women, analyse and disseminate information to policy-makers and relevant partners and facilitate training, networking and empowerment for women's organizations.

112. To **enhance its institutional capacity to respond to needs in UNESCO's fields of competence**, the strategy for the Gender Equality and Development Section, 2005-2010, was finalized. One major objective of this strategy is to integrate the gender perspective and approach in all programme planning, implementation, and evaluation in the Social and Human Sciences Sector, particularly under the actions on struggle against discrimination, promotion of democracy and democratic governance, international migration, poverty eradication, urban development, ethics, and human security.

113. The following **advocacy and capacity-building measures to promote human rights of women** were carried out: In order to network with women's organizations, universities, human rights organizations and activists and to discuss possibilities for cooperation, UNESCO participated in a number of meetings and conferences including the forty-seventh Commission on the Status of Women (New York, March 2004), the Conference on Understanding Gender Inequalities (Nairobi, April 2004), the World Human Rights Forum (Nantes, France, May 2004) and a conference on the Middle East and South-East Asia: Strategic changes and continuities after Iraq (Washington, D.C., May 2004).

03203 **Main line of action 3:**
Fight against racism and discrimination

114. UNESCO participated in and organized a number of important meetings in order to launch a **dialogue on the development of public policies to combat new forms of discrimination, racism, discrimination, xenophobia and intolerance**. Among them are: the International Conference on "Migrations: Social and intercultural aspects of sustainable development" (March 2004, Moscow, Russian Federation); the International Conference on "Promotion of ideas of tolerance and fight against discrimination: role of local authorities" (March 2004, Solikamsk, Russian Federation); and the International Conference on "Tolerance and Human Rights: Countering Discrimination and Xenophobia – a Caucasus Dimension", jointly organized in collaboration with the Office of the Ombudsman of Georgia as well as with the National Commission for UNESCO (June 2004, Tbilisi, Georgia), the Celebration of the International Day for the Elimination of Racial Discrimination on

21 March 2004. In addition, collaboration with field offices was strengthened through the Programme for the Education of Children in Need. As a result, UNESCO Offices in Brasilia, Beijing, San José, Santiago (Chile), Bangkok, Moscow, Bamako and Windhoek will receive financial support to implement projects in favour of children in need.

115. Action to strengthen **cooperation with the main partners in action to combat discrimination and racism** included the following: in the spirit of the priorities for joint United Nations action in 2004 set by the United Nations Theme Group (UNTG) on HIV/AIDS in the Russian Federation, and particularly the goals to reduce stigma and discrimination, a joint UNESCO/UNAIDS mission was sent to Moscow in June 2004 to hold consultations with the Theme Group to explore possibilities for launching the project on HIV/AIDS. UNESCO and the UNAIDS offices in Moscow will revise and adapt the training tools produced under the project (HIV/AIDS and Human Rights: Young People in Action Kit). The Latin American and the Caribbean Council of AIDS Services Organizations (LACASSO) and Acción Ciudadana Contra el SIDA (ACCSI) are co-hosting a regional consultation from 21 to 23 June 2004 in Caracas, Venezuela. The meeting looks into the key issues from the regional perspective.

116. Concerning the **partnership with networks of municipalities so as to strengthen action against racism, discrimination and exclusion in cities**, the initiative of the "International Coalition of Cities against Racism" (launched by UNESCO) continues to aim at uniting in a common front cities and municipalities interested in strengthening their policies against racism. In order to address the specificities of the different areas of the world, a regional approach is being adopted. An Experts Meeting for Europe took place on 9 and 10 July 2004 in Nuremberg in order to draft a 10-Point Plan of Action for the region. In parallel, a research programme on the Development of Indicators on Racism and Discrimination in the Cities has been launched to assess implementation of the 10-Point Action Plan in each member city of the Coalition. A series of studies have been launched to prepare the conceptual framework.

Programme III.3:
Foresight, philosophy, human sciences and human security

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Programme III.3	**3,797,431**	**730,698**	**19.2**

`03301` **Main line of action 1:**
Anticipation and foresight

117. **Better anticipation of the foreseeable trends and emerging challenges in UNESCO's fields of competence**: continuation of the series of "Twenty-first Century Talks" and "Twenty-first Century Dialogues" helped to reinforce UNESCO's role as a forum of anticipation and promotion of future-oriented dialogue and to increase its visibility and broaden its reach in this domain, with the holding of three meetings of the "Twenty-first Century Talks": (1) "Should globalization be democratized?" (22 March 2004), in the presence of the Director-General of UNESCO and with the participation of Mr Boutros Boutros-Ghali, Mr Arjun Appadurai, Mr Daniel Cohen and Mr Edgar Morin; (2) "Values – where are they going?" (28 April 2004), on the occasion of the publication of the work of the same name (see below), in the presence of Ms Hélé Béji, Mr Axel Kahn, Mr Paul

Ricoeur and Mr Gianni Vattimo; (3) "Can the HIV/AIDS pandemic be overcome? Foresight, education and prevention" (14 June 2004), under the chairmanship of the Director-General of UNESCO, in his capacity as Chairperson of the Committee of Co-Sponsoring Organizations of the Joint United Nations Programme on HIV/AIDS (UNAIDS), Ms Cristina Owen-Jones, Mr Jim Yong Kim and Mr Luc Montagnier. The last phase in the production of the first UNESCO World Report on the theme "Building Knowledge Societies" permitted incorporation of the advances of the World Summit on the Information Society (December 2003). A cooperation arrangement was made with the Culture Sector for preparation of the second UNESCO World Report on the theme "The future of cultural diversity", with a view to preparing a methodological note on the gathering of statistics on cultural diversity.

118. **Alerting of Member States, scientific and intellectual communities, the media and civil society institutions to the need to reinforce national and regional capacities in the field of anticipation and foresight**: The publication of articles conveying key forward-looking messages in connection with the theme of past meetings of the "Twenty-first Century Talks" was pursued in the first half of 2004, in particular the article by the Director-General "Of Sheep and Men", which was published by 46 leading newspapers in different regions of the world. The second anthology of the "Twenty-first Century Talks" and "Twenty-first Century Dialogues" was published in April 2004 in French under the title *Où vont les Valeurs*? (Albin Michel/Editions UNESCO). The work prompted extensive communication in the French-language press on the theme of the future of values.

03302 **Main line of action 2:**
Philosophical reflection and the human sciences

119. Regarding the **promotion of exchanges of knowledge and information and creation of synergies between philosophy** and the **human sciences** and the **better recognition of the social role of philosophy and the human sciences**, a number of networking and outreach activities were organized: In the framework of UNESCO's interdisciplinary Pathways of Thought Network, the symposium on "The History and the Philosophy of Science from a Cosmopolitical Point of View", was held at Headquarters in honour of the Latin American scientist and essayist Carlos Chagas Filho on 26 May 2004. Organized in cooperation with the International Council of Philosophical and Humanistic Studies (ICPHS), it provided philosophers, sociologists, anthropologists and religious authorities with an opportunity to exchange ideas with other scientists, physicians and physicists, to find ways of reconciling the rationalities of different disciplines and to defend the humanitarian purposes of scientific knowledge. The results of the International Pathways of Thought Symposiums in Alexandria, Egypt, last December and Benin, in August 2002, were published in *Diogenes* (issues 206 and 202).

120. As a follow-up the Philosophy Day 2003, partners in 63 countries were contacted in order to prepare a publication. A virtual network was established to work towards strengthening intellectual cooperation, especially in the organization of future activities for Philosophy Day. The first brainstorming session for the UNESCO Strategy on Philosophy was organized in June, with the participation of representatives of 53 Permanent Delegations.

03303 **Main line of action 3:**
Promotion of human security and peace

121. **Promotion of human security and of the prevention of conflicts at their source in UNESCO's fields of competence**: In preparation for the Regional Meetings on the theme "Peace, human security and conflict prevention" in Central Asia, South Asia and in the Arab States, several contacts with the main actors specializing in this area were made in order to identify regional institutions which might cooperate with UNESCO on the subject. A publication entitled *Human*

Security in East Asia (2004) was produced by the National Commission of the Democratic People's Republic of Korea, the Ilmin International Relations Institute of Korea University and UNESCO. Concerning the UNESCO Prize for Peace Education, the International Jury of the Prize, at its last meeting on 26 April 2004, decided to suspend the award of the Prize for 2004. Draft amendments to the Statutes and to the Financial Regulations of the Prize were prepared.

122. **Enhanced understanding of the links between contemporary forms of violence and the level of human security and development**: following the international seminar entitled "Violence and its causes: a stocktaking", jointly organized by UNESCO and the Institute of Higher Studies in National Defence (IHEDN, Paris) on 3 November 2003, the publication of all the papers delivered during the seminar is being prepared and will be available in several languages.

123. In order to **strengthen links between democracy and development**, several partnerships with the international community of philosophers and human scientists are being developed in cooperation with the International Centre for Human Sciences (ICHS), in Byblos, Lebanon. With the aim of initiating the implementation of the Integrated Strategy on Democracy, four meetings took place in March 2004 in Beirut: (i) the Third Meeting of the ICHS Scientific Committee; (ii) the sixth meeting of the Board of Management; (iii) a meeting of the International Panel for Democracy and Development (IPDD) chaired by Mr Boutros Boutros-Ghali; and (iv) a Joint Meeting of the Scientific Committee of the Byblos Centre and of the IPDD, with the participation of experts on democracy in post-conflict societies (Afghanistan, Iraq and the Democratic Republic of the Congo). The third meeting of the Scientific Committee made recommendations on various aspects of the content of the programme of the Byblos Centre. The sixth meeting of the Board of Management adopted those recommendations and approved the budget of the Centre for 2004-2005.

Programme III.4:
Management of Social Transformations: MOST – Phase II

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Programme III.4	**2,986,584**	**758,138**	**25.4**

03401 **Main line of action 1:**
Policy, international cooperation and knowledge sharing in the social sciences

124. In line with the MOST Phase II-focus on **strengthening the linkages between research and policy-making**, the re-tooled programme started capitalizing on existing MOST research by fine-tuning the extraction of its policy-relevant contents with a view to disseminating best practices and appropriate material informing policy-making in a user-friendly format. Corresponding action included the organization of an International Colloquium on "Use of illicit crops in the Andean region – Political implications, social movements and alternative development paths", based *inter alia* on six years of MOST research on drugs and jointly organized by MOST, EHESS/MSH and the Groupe Actualités Colombie (GAC), with the support of the French Ministry of Foreign Affairs, at UNESCO Headquarters in May 2004. Another seminar dealt with the "Institutional Strengthening of Inter-communality Structures" in Argentina from 29 to 31 March 2004. The fostering of new coalitions with established and emerging policy-actors to whom MOST is brokering policy-relevant knowledge, was further developed by the organization of the 5th Forum

of Latin American Ministers of Social Development which took place in Lima, Peru, on 1 and 2 May 2004. The UNITWIN/UNESCO Chairs programme dealing with aspects of sustainable development continued to organize international gatherings, such as the international celebration of the tenth anniversary of most successful Chairs organized at the Federal University of Parana, Curitiba, in March/April 2004, in close partnership with the private sector.

125. In order further to **enhance the academic profile of the *International Social Science Journal*** (ISSJ) and feeding into the overall MOST – Phase II – orientation, the *International Social Science Journal* (ISSJ) published issue No. 179 (March 2004) on Tracking Impact, Case Studies on the Research Policy Nexus and will publish issue No. 180, on Excellence in the Social Sciences, by the end of June 2004.

`03402` **Main line of action 2:**
International migration and multicultural policies

126. **Policy-research capacities were strengthened in the field of international migration on issues related to the ratification and implementation of the United Nations Convention on Migrants' Rights**. A detailed study was published on Migrants' Rights in Burkina Faso (Pacere, UNESCO/Karthala, 2004), which contributed to the process of ratification of the Convention in that particular country. Other country studies were published for Bangladesh, Indonesia, Japan, South Korea, Malaysia, New Zealand, Singapore, Morocco, Tunisia, Algeria (printed publication forthcoming), Senegal, Nigeria, Azerbaijan, Armenia, Hungary, Kazakhstan, Kyrgyzstan, Moldova, Russian Federation, Uzbekistan, Ukraine, Czech Republic and Estonia (all available in full text on the UNESCO web portal).

127. **Regarding a better understanding on international migration and the position of migrants in society**, cooperation with research networks on migration was reinforced in Central and Eastern Europe (CEENOM network) and in the Asia Pacific Region (APMRN network). In close cooperation with the CI Sector, better understanding was created on the issue of multilingualism in cyberspace. A series of six papers was published in the UNESCO International Journal on Multicultural Societies (Volume 6, Number 1, February 2004). A collection of Best Practices in counter-measures on human trafficking was started in close cooperation with a Norwegian university institute and in consultation with IOM. A project on the introduction of Diaspora Knowledge Networks was established with external partners at CNRS resulting in a first publication on the concept of Diaspora Knowledge Networks and their contribution to "brain gain" versus "brain drain".

`03403` **Main line of action 3:**
Urban development

128. **Interdisciplinary approaches to urban development promoted**: the draft strategy proposed in 2003, "Urban public policy towards a right to the city", was reviewed through coordination with the University College London and the specialists concerned. Under cooperation with UN-Habitat a first inter-agency working meeting was held in April 2004. In addition to the general coordination of UNESCO's participation in the World Urban Forum organized by UN-Habitat in Barcelona (13-17 September 2004), it was agreed to call a UNESCO round table on the theme of "The social sustainability of historic centres", in September 2004. Furthermore, an observatory of peri-urban landscapes was established in Rome on 2 June as part of the activities of the UNESCO Chair in "Landscape and Environmental Design".

129. Concerning **the development of participatory processes involving women, children and young people for the purpose of upgrading urban environment**, the annual organization of the

workshop of the sites of young urban planners in Geneva was finalized with ISoCaRP and the architectural competition for the UNESCO Prize was launched in March 2004. Cooperative activities were launched with two research networks on the processes and mechanisms of decision-making in urban policy and the participation of inhabitants: the initial phase of fieldwork for the "Districts of the World" (ENDA) project began. A methodological and enhancement follow-up group was set up. In addition, the Urban Development Research Programme (PRUD) presented its first results during the international symposium "Governing the Cities of the South, Challenges for Research and Action" (May 2004), organized by UNESCO.

MAJOR PROGRAMME IV – CULTURE

Overall assessment

130. In line with its principal priority, the Culture Sector started its implementation of activities focusing on the promotion of cultural diversity and intercultural dialogue by (i) promoting the drafting and implementation of standard-setting instruments in the cultural field; (ii) encouraging pluralism and dialogue among cultures and civilizations through the promotion of cultural diversity; and (iii) enhancing the linkages between culture and development through capacity-building and sharing of knowledge.

131. Efforts have been especially devoted to enhancing the contribution of **cultural heritage** in all its forms – whether physical, natural or intangible – to social cohesion, nation-building in post-conflict situations, and to economic development. In particular, this has been achieved by linking actions for the safeguarding and rehabilitation of monumental heritage with the traditional skills and associated know-how, and projects creating cultural itineraries for sustainable cultural tourism with the promotion of endogenous capacities for income generation through crafts and/or local and national museum development. Training and capacity-building have been systematically introduced as a component of all projects.

132. With regard to **post-conflict intervention**, actions devoted to the safeguarding and rehabilitation of cultural heritage in Afghanistan have been pursued despite the temporary postponement of the second ICC session owing to security constraints. The Sector's commitment to the rehabilitation of the cultural heritage of Iraq has been reinforced, leading to the approval of a UNESCO-Culture "umbrella project" for the rehabilitation of the cultural heritage of Iraq under the *UNDG Trust Fund Facility* for Iraq for a total amount of $5.5 million. Project implementation has already begun covering the fields of archaeological sites and historic buildings; museums and cultural institutions; libraries and archives; intangible cultural heritage, and the implementation of standard-setting instruments in the field of heritage protection with special emphasis on the fight against illicit traffic of cultural property. Pursuant to 167 EX/Decision 9.2 of the Executive Board, the first plenary session of the International Coordination Committee for the Safeguarding of the Cultural Heritage of Iraq (ICC) was jointly convened by the Director-General of UNESCO and the Minister of Culture of Iraq, Mr Mufid Al-Jazairi, in Paris on 24 and 25 May 2004. The meeting was followed by the First Cultural Forum for Iraq, chaired by the Iraqi Minister of Culture and attended by intellectuals and artists from Iraq and the Iraqi diaspora, who established the basis for a new cultural policy in the country. The final Appeal recommended that religious, linguistic and cultural rights of all of the constituent groups of Iraqi society, along with freedom of expression and academic freedom, be guaranteed by the future Constitution of Iraq. It also proposed diverse measures to promote creativity and the participation of all in cultural life, the establishment of an inventory of architectural and urban heritage – including for monuments built by the former regime

– and it is hoped that the Appeal will form the basis of discussions at a more comprehensive meeting to take place in Baghdad later in 2004.

133. Post-conflict rehabilitation of cultural heritage was initiated in Haiti, Sudan and Liberia and also conducted within the framework of the 1972 Convention for the rehabilitation of natural heritage in the Democratic Republic of the Congo. Preparations were launched for a donor conference to be held later this year. Actions for the rehabilitation of the cultural heritage suffering from natural disasters were also initiated in Madagascar and in the Islamic Republic of Iran, following the destruction of the Old Citadel of Bam. In this context, UNESCO is actively pursuing efforts together with UNDP and the Iranian and Italian authorities for the preparation of a comprehensive culture and science strategy to be submitted to an international donor conference to be held in the autumn of 2004. Activities related to UNESCO's efforts for rehabilitation and development in the Middle East, strategic guidelines were provided to the Joint UNESCO- Palestine Committee focusing on cultural heritage preservation, conservation and management; cultural industries and the promotion of living cultures; cultural tourism and the identification and protection of intangible cultural heritage with a view to the adoption of a comprehensive strategy and concrete operations in this regard.

134. Full importance was accorded to the safeguarding of **intangible cultural heritage**, notably by the organization of two regional conferences in Central and West Africa (Senegal) and in Latin America (Brazil), aiming at alerting Member States to the importance of identifying their intangible cultural heritage, making it an integral part of preservation policies as a key component of cultural diversity and human creativity, and promoting the ratification of the 2003 Convention. Action was geared towards encouraging States to identify more precisely the forms and items of the cultural heritage, and making States and communities aware of the value of and their responsibilities with respect to such heritage, in particular through legislative, institutional, and educational activities. To complement these actions, the Sector received 54 requests for preparatory assistance in connection with the Third Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity to be held in July 2005.

135. Preparation for the **twenty-eighth session of the World Heritage Committee** has been pursued, notably for the examination of 165 reports on the state of conservation of sites as well as 48 new nominations. The session resulted in the placing of 34 new sites on the World Heritage List, 29 being cultural and 5 natural sites. Geographical representation of the List was enhanced by the fact of five new countries having listed sites for the first time, namely Saint Lucia, Togo, Andorra, the Democratic People's Republic of Korea and Iceland, raising the total number of World Heritage sites on the List to 788. It is to be noted that three sites were removed from the List of World Heritage Sites in danger following the presentation of successful conservation reports (Angkor – Cambodia; Mount Ruwenzori – Uganda; Fort Bahla – Oman). These were replaced by three new sites regarded as endangered, namely, Bam (Iran), Cologne Cathedral (Germany), and Kilwa Kisiwani and Songo Mnara (Republic of Tanzania). The Committee recommended that in future a maximum of two new nominations per State Party be submitted to each session of the World Heritage Committee. Owing to time constraints, the session will have to resume its work at an extraordinary one-week session in December 2004.

136. Three expert meetings on the preparation of a **preliminary draft convention on the protection of the diversity of cultural contents and forms of artistic expression** successfully completed their work, and Member States were informed of the steps taken in order to consult them on the preliminary draft. Experts considered that while acknowledging the dual economic and cultural nature of forms of cultural expression, the preliminary draft is derived from a cultural logic; hence, it is not in antinomy with other international instruments. The work of the experts has borne fruit beyond all expectations, and the outcome of the first phase of reflection is a broadly

consensual, preliminary draft. Formal consultations were launched with WTO, UNCTAD and WIPO in this regard. The second phase will begin in mid-July, in accordance with the statutory deadlines, and a preliminary report together with the preliminary draft convention will be sent to Member States, inviting them to submit comments and observations by mid-November 2004 at the latest. The first intergovernmental meeting has been scheduled for 20 September 2004.

137. Under the **Global Alliance for Cultural Diversity** efforts were made to increase assistance to developing countries or countries in transition with a view to establishing viable and competitive cultural industries, and this resulted in the establishment of some 30 partnerships for the development of cultural industries and steps to combat piracy in developing countries.

138. In the framework of the partnership agreement between Greece and UNESCO for the 2004 edition of the **Olympic Games**, heritage preservation as a shared legacy and common responsibility was endorsed through the sponsoring of four historical sites (in Kosovo, Afghanistan, Ethiopia, and Peru) by the Greek authorities. The aim is to raise worldwide awareness of the need to protect cultural heritage as the embodiment of cultural values by providing these countries with the label of the Olympic Games, thus strengthening the linkages between the values of sport and cultural heritage.

139. The programme for the *Preservation of Endangered Movable Cultural Properties and Museum Development* was initiated to strengthen UNESCO's capacity to support its Member States in the preservation of movable cultural properties for the benefit of Least Developed Countries and Low Income Countries as well as countries in transition. The Programme is currently funded from the $3.5 million contribution (as approved by the General Conference in October 2003). The selection process was completed and 11 projects were retained for implementation. Projects are at present being initiated with the relevant UNESCO field offices in Kyrgyzstan, Mongolia, Pakistan, Ghana, Kenya, Mali, Sudan, Yemen, Guatemala, Tajikistan and Afghanistan.

140. Finally, activities for the *International Year to Commemorate the Struggle against Slavery and its Abolition* (2004) were successfully launched in Mauritius (February 2004) and in the Bahamas (May 2004), as well as through the presentation of the virtual travelling exhibition *Lest We Forget* created by the Schomburg Center for Research in Black Culture and The New York Public Library, in cooperation with the UNESCO Slave Route Project.

Programme IV.1:
Mainstreaming cultural diversity into policy agendas at national and international levels

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Subprogramme IV.1.1	3,762,487	945,565	25.1
Subprogramme IV.1.2	1,331,149	244,439	18.4
Programme IV.1	**5,093,636**	**1,190,004**	**23.4**

IV.1.1: Promotion of the UNESCO Universal Declaration on Cultural Diversity and Implementation of its Action Plan

04111 **Main line of action 1:**
Anchoring the principles of the UNESCO Universal Declaration on Cultural Diversity at national and international levels

141. Pursuant to 32 C/Resolution 34 adopted by the General Conference (October 2003), the Director-General set up an international group of 15 independent experts from different disciplines and geographical areas to submit suggestions and advice to him on the preparation of the preliminary draft convention on the protection of the diversity of cultural contents and artistic expressions. After three meetings (category VI) between December 2003 and May 2004, the group transmitted a draft to the Director-General. The **preliminary draft convention accompanied by the Director-General's report will be sent to Member States within the statutory time limits**, and to IGOs and NGOs maintaining relations with the Organization, to enable them to submit their observations to the Director-General by mid-November 2004. The Director-General informed Member States of the progress of the work of the experts in the course of two information meetings (7 April and 21 June 2004). At the latter information meeting, the Director-General informed Member States that the first intergovernmental meeting of experts would take place on 20 September next at Headquarters. Consultations were launched with the World Trade Organization (WTO), the United Nations Conference on Trade and Development (UNCTAD) and the World Intellectual Property Organization (WIPO) pursuant to the aforesaid resolution. The **World Day for Cultural Diversity for Dialogue and Development** (21 May), celebrated in some 20 Member States, permitted clarification and dissemination of the principles emerging from the **UNESCO Universal Declaration on Cultural Diversity** conducive to local, national and regional policy debate. The strategy for dissemination and publication of the Declaration was carried out, in particular through its translation into local languages and the production of a "youth" version of the Declaration (being translated into local languages), which has been available since May 2004 and has been widely distributed to Member States, IGOs and NGOs.

04112 **Main line of action 2:**
The contribution of intercultural dialogue and pluralism to respect for cultural diversity

142. Publication of the remaining volumes of the general and regional histories has continued: Volume VI of the History of Humanity has gone to press and Volume VII is at the finalization stage. Volume VI of the General History of Latin America was officially presented at the 169th session of the Executive Board in April 2004. Volumes V and VI of the General History of the Caribbean have gone to press and will be published by the end of 2004. The scientific research produced through the General History of Humanity project had the benefit of UNESCO-UNDP cooperation in connection with the 2004 edition of the Human Development Report 2004 entitled *Cultural Liberty in Today's Diverse World*.

143. The **identification of methodologies deriving from good practice in the sphere of cultural pluralism at the national and local levels** was continued by means of two pilot projects: the "Culture in the neighbourhood" network for greater intercultural dialogue between neighbourhoods, particularly in Burkina Faso, Gabon and Ghana and in societies in post-conflict situations, such as in Afghanistan; development of the database of the "Cities for Peace" network, set up following the UNESCO Cities for Peace Prize and so far listing over 800 good practices in terms of harmonious urban living (http://citiesforpeace.unesco.org). The Prize will be awarded this year, in Barcelona on 6 September, to five cities with exemplary action to their credit regarding pluralism and the promotion of peace.

144. The publication in May 2004 of a CD-ROM on Cultural Diversity and **Indigenous People** showing the ways in which indigenous cultures find expression and conveying the power of new indigenous voices through arts and the publication in June 2004 of the booklet entitled *UNESCO's Activities in Favour of Indigenous People*, together with the designation of the United States author Navarre Scott Momaday as UNESCO Artist for Peace on 12 May 2004, contributed to UNESCO's efforts to recommend the adoption and/or revision of national policies for indigenous peoples.

145. Under the **intercultural dialogue** programme, of which interreligious dialogue is a component, activities were undertaken to strengthen mutual understanding between cultures and religions and to assist in overcoming intercommunity conflict. With respect to the contemplated results, the following tangible advances may be noted: consolidation of the UNESCO/UNITWIN Chairs network; the issuing of specialized publications focusing on conflict resolution, particularly in the African context.

146. Cooperation between UNESCO, OSCE and HIVOS was encouraged through the project on **Intercultural Dialogue in Central Asia** in the framework of the International Conference on "Culture, Dialogue and Sustainable Development in Central Asia", in Kyrgyzstan in April 2004, focusing on the promotion of peace through intercultural dialogue and pluralism in the region, as well as the links between cultural diversity, dialogue and sustainable development. As a follow-up to the Recommendations of the International Conference on "The Role of Women in Intercultural Dialogue in Central Asia" held in Tajikistan in 2003, a **Central Asian Women's Cultural Website** has been set up at the UNESCO Almaty Office in collaboration with the Kazakh National University and relevant local NGOs. Recommendations for the promotion of cooperation between the Arab world and Japanese culture in the course of an international symposium on "Cultural Diversity and Globalization. The Arab-Japanese Experience: a Cross-Regional Dialogue" formed the basis for the development of future action under the **Arabia Plan** (6-7 May 2004).

147. The flagship project **The Slave Route** enjoyed the dynamic of the **International Year to Commemorate the Struggle against Slavery and its Abolition (2004)**, which was officially inaugurated by the Director-General in Ghana in January 2004, with subsequent launches in Mauritius (February 2004) and the Bahamas (May 2004), in addition to symposia organized within Member States. A communication strategy was put in place to ensure the mobilization of Member States, in particular by means of the publication of educational posters, the making of a video clip in French, English, Spanish and Portuguese; the design of a travelling exhibition on slavery and its abolition by the Schomburg Center for Research on Black Culture, New York, with an abridged virtual version http://www.one9ine.com/dev/lest/build2/); and the publication in French, English, Spanish and Portuguese of the booklet *Struggle against Slavery*. The publishing of specialized articles in the national and international press, in addition to the *New UNESCO Courier*, considerably raised the profile both of the commemoration and of the tenth anniversary of the project **The Slave Route**, particularly through the presentation of forms of cultural expression derived from the slave trade and slavery. The United Nations Secretariat in New York is joining in these efforts by financing the reproduction of documents and disseminating all of UNESCO's communication tools on the subject via its information centres worldwide. Furthermore, UNESCO reported on progress with the general inventory of sites and places of memory associated with slavery and the slave trade at the forty-first meeting of the World Tourism Organization (WTO) for Africa. In accordance with the recommendations of the Executive Board and the scientific research goals for 2004, greater attention was given to contemporary forms of slavery. Under the cross-cutting project to combat exploitative migration, a series of studies on trafficking in women and children in Africa was initiated in six pilot countries (South Africa, Benin, Lesotho, Mozambique, Nigeria, Togo). In addition, an inter-agency research network piloted by UNESCO regarding the sociocultural aspects of trafficking in persons was launched in partnership with ILO, IMO, UNICEF and UNODC.

| IV.1.2: Strengthening the links between cultural policies and development policies |

04121 **Main line of action 1:**
Assistance to Member States in preparing and applying innovative cultural policies

148. Since the beginning of the biennium, three Member States have received technical assistance from UNESCO to review their **cultural policies**. The First Cultural Forum for Iraq, convened jointly by UNESCO and the Iraqi Government, led to the adoption of an Appeal with a view to the framing of a national action plan for culture (26-27 May 2004). The link between cultural diversity, intercultural dialogue and sustainable development was the subject of reflection regarding the review of national cultural policy in Jordan in the course of an expert seminar on "Cultural policy in Jordan" (Amman, 15-17 June 2004).

149. With regard to the training of cultural managers, training was organized for 32 students/ government officials from 15 countries in connection with the international diploma in cultural management in respect of the **UNESCO Chair in Cultural Policies and Cooperation** of the University of Girona (4-6 February 2004). With respect to implementation of operational projects, the "Portal of Culture of Latin America and the Caribbean" was created by the Forum of Ministers of Culture and UNESCO (ORCALC), and was presented at the thirteenth Quadrennial Statutory Regional Conference of National Commissions (Aruba, 3-7 May 2004). A subregional workshop for the creation of an Afro-American Centre for Cultural Diversity and Development was held between 19 and 21 May 2004 in Esmeralda, Ecuador, and attended by 41 high-level experts. The UNESCO/UNAIDS joint project for a cultural approach to the prevention and treatment of HIV/AIDS was extended and reinforced, in particular through activities in Africa and Central America on methods of adopting a cultural approach to HIV/AIDS, and in connection with International Women's Day (8 March 2004), thereby permitting an exchange of knowledge concerning AIDS prevention and education in a cultural perspective by emphasizing the cultural factors associated with the scourge in order to identify needs, priority groups and potential partners in the field. **Capacity-building in Member States** was pursued through the regional workshop on cultural indicators for development in Africa (Maputo, March 2004), in cooperation with UIS, assisting participating countries in evaluating the qualitative and quantitative tools necessary for implementing and monitoring cultural policies. Six field projects in West Africa were launched under the NEPAD initiative to decide on **cultural tourism** strategies. Cooperation was initiated with the Palestinian Authority to draw up a cultural tourism policy.

04122 **Main line of action 2**:
Enhancing the linkages between cultural and biological diversity as a key basis for sustainable development

150. Following the Johannesburg Summit, the Culture and Science Sectors continued the initiative seeking to explore the various interfaces between biodiversity and cultural diversity, in particular under the research project on "cultural diversity and environment" launched by UNEP. This research began with work on linguistic diversity and its impact on biodiversity. Bringing together community representatives, ethno-scientists and linguistic experts, a pilot cultural mapping exercise on biodiversity related to ceremonies was initiated with and led by Masai communities in Kenya and Tanzania involving elders, opinion and political leaders, women's groups, traditional chiefs, headmen and local administration. Furthermore, UNESCO's participation in connection with the 2005 Aichi Exhibition was initiated with the organization of a round table under the LINKS cross-cutting project on the transmission of traditional knowledge on the environment, interregionally and between generations.

Programme IV.2:
UNESCO's contribution to the protection of the world's cultural diversity through cultural and natural heritage preservation

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Subprogramme IV.2.1	2,090,500	751,407	35.9
Subprogramme IV.2.2	7,322,585	1,772,915	24.2
Programme IV.2	**9,413,085**	**2,524,323**	**26.8**

IV.2.1: Promotion and implementation of the Convention concerning the Protection of the World Cultural and Natural Heritage (1972)

04211 **Main line of action 1:**
Support to the World Heritage governing bodies

151. A total of **50 new nominations for World Heritage inscriptions**, including three transborder nominations, were received from States Parties by 1 February 2004. The twenty-eighth session of the Committee took place in Suzhou, China, from 28 June to 10 July to determine how many of the nominations had been completed for evaluation by IUCN and ICOMOS. IUCN and ICOMOS analyses for natural and mixed properties and cultural properties, respectively, were reviewed during the session. During the session, 165 reports on the state of conservation of sites were examined, as were 48 new nominations. Thirty-four new sites were placed on the World Heritage List, 29 being cultural sites and five natural sites. Geographical representation of the List was enhanced by the fact of five new countries having listed sites for the first time, namely Saint Lucia, Togo, Andorra, the Democratic People's Republic of Korea and Iceland, raising the total number of World Heritage sites on the List to 788. Three sites were removed from the list of World Heritage sites in danger following the presentation of successful conservation reports (Angkor – Cambodia, Mount Ruwenzori – Uganda; Fort Bahla – Oman), and were replaced by three new sites regarded as endangered, namely, Bam (Iran); Cologne Cathedral (Germany); and Kilwa Kisiwani and Songo Mnara (United Republic of Tanzania). The Committee recommended that in future a maximum of two new nominations per State Party (of which one should be a natural site) be submitted at each session of the World Heritage Committee. Owing to time constraints, the Committee will resume and complete its work during an extraordinary one-week session in December 2004. The **revision of the Operational Guidelines** for the implementation of the Convention is being finalized and is due to be adopted in autumn 2004.

04212 **Main line of action 2:**
Protecting the world's cultural diversity and supporting the development process through the 1972 Convention

152. Tonga acceded to the Convention on 30 April 2004 raising **the total number of States Parties to 178**, only twelve short of full universality from a UNESCO membership point of view. The use of the number of **tentative lists** submitted by States Parties as a performance indicator is being revised in the light of questions raised by IUCN and ICOMOS analyses of the lists about the quality of their contents. State of conservation reports on all the 35 **World Heritage sites in danger** were submitted for review by the Committee at its Suzhou, China, session; **reports** on

165 additional sites included in the World Heritage List were also submitted to the same session for noting or action. International assistance from the World Heritage Fund for eight training courses/seminars and six projects concerning the preparation of site-management plans was approved. **New partnerships** are currently being developed, for example with Earthwatch, and the existing partnership with the United Nations Foundation and major media groups like CBS, National Geographic and the web-based Omnitourism group are being expanded with a view to including new sites in future. The **contribution to operational policies and activities for development cooperation within the United Nations system** (i.e. 167 EX/Decision 7.2 and 167 EX/Decision 8.1) has been reinforced by the signing of a Memorandum of Understanding, in February 2004, between the World Heritage Centre, UNDP-GEF Small Grants Programme (SGP) and the Secretariat of the Convention on Biological Diversity (CBD), with a view to promoting community-based activities in support of protected areas and conservation. Resources from the UNDP-GEF/SGP, the World Heritage Fund and other partners like the United Nations Foundation will be used to promote activities to be undertaken within the framework of the MOU. With regard to World Heritage sites in post-conflict situations, a workshop to evaluate the natural heritage of the Democratic Republic of the Congo was organized under the UNF/ UNESCO/ DRC project. Chinese **media professionals** were made more familiar with the 1972 Convention, and a Training Workshop for Journalists on the World Heritage Convention was organized at Emei Mountain in Sichuan Province, jointly organized by the Chinese National Commission and UNESCO. Targeted actions were taken to preserve **World Heritage in Africa** at three sites in Mali, and steps were taken to finalize the draft management plan for Mount Kenya National Park/Natural Forest World Heritage site, and to initiate a plan for Lamu Old Town World Heritage site. A one-week World Heritage in Young Hands Skills Development Course was held in Nanyuki, Kenya, in April 2004 to increase awareness of heritage protection among the young.

IV.2.2: Protecting cultural diversity through the preservation of cultural heritage in all its forms and through normative action

04221 **Main line of action 1:**
Preserving cultural diversity through the safeguarding of the physical cultural heritage

153. Some 30 cultural sites have the benefit of operational activities for safeguarding, situated in particular in 18 LDCs of which nine are in Africa. Some 15 training courses have been organized since the beginning of the biennium for approximately 100 specialists from 30 Member States. Seven museums are at present afforded the expertise and support of the Organization for their establishment or modernization. A double issue of *Museum International* devoted to the intangible heritage was published, accompanied by a CD-ROM concerning the "Proclamations".

154. In Mozambique, operational plans for the restoration of the fortress of San Sebastian were signed with the help of funding from Japan amounting to $1 million and €500,000 from the Association of Portuguese-speaking Cities. A strategy for the International Campaign to Safeguard the Site of Tyre and its Surroundings was drawn up and submitted to the Lebanese authorities. Conservation and Restoration of Kumtura Thousand Buddha Caves in China was pursued under the UNESCO/Japanese FIT project on the "Conservation and Restoration of Kumtura Thousand Buddha Caves". In the north and west of Yaoundé the identification of sites to be preserved was completed. The studies for the rehabilitation of the Pagoda of the Bell Kings in Douala (Yaoundé) were completed. In Kazakhstan, national and regional capacities in the conservation of the mud-brick architecture and earth structures are being developed. In Kyrgyzstan a conservation programme is being developed, particularly at the Second Buddhist Temple Complex. A plan to evaluate the results achieved by the Old Havana restoration and management model has been approved. The assessment of heritage conservation and management in south-eastern Europe was completed, notably in Albania and Croatia. Coordination of an Italian-funded project in Albania for

the restoration of the building of the National Monuments Institute and training for cultural heritage conservation and management was initiated, together with conservation of the historical centre of Plovdiv, Bulgaria, to be funded by Japan. Cooperation with Croatia to develop Vukovar as a cultural centre was initiated. Following the unrest and the damage to the cultural heritage in Kosovo in March 2004, a damage assessment mission was sent (26-30 April 2004).

155. A **Programme for the Preservation of Endangered Movable Cultural Properties and Museum Development** has been initiated to enhance UNESCO's capacity to assist its Member States in the preservation of movable cultural properties and in the development of museums, particularly for the benefit of Least Developed Countries (LDCs), Low Income Countries (LICs) and countries in transition. While the main funding for it comes from the US-funded $3.5 million contribution (as approved by the General Conference in October 2003), the programme will be enlarged by donor support. UNESCO field offices submitted some 30 project proposals. Eleven pilot-projects will be initiated in Kyrgyzstan, Mongolia, Pakistan, Ghana, Kenya, Mali, Sudan, Yemen, Guatemala, Tajikistan and Afghanistan. The development of a **database-driven website with ICOM and ICCROM on endangered cultural assets** will complement these efforts, permitting online North-South and South-South technical cooperation between experts. The Intergovernmental Committee for the Campaign of the Museums of Egypt held its fourteenth session in Cairo and picked the company to take charge of building the museum. The call for tenders for the rehabilitation of the Kuwait National Museum was finalized, as was the strategy for managing the cultural heritage in the region of Al Aym in the United Arab Emirates. Preparations have started in Almaty for the Central Asian museum management scheme. The Programme on Museum Development in Africa (Mombasa, Kenya) is disseminating information in the field of tangible heritage through the 2004 edition of its broadly circulated newsletter. Good practice of museum management in North-East Asia (China, DPR of Korea, and Mongolia) has been enhanced through targeted studies on, for example, ICT for museum information, fund-raising and education.

Flagship project: Heritage preservation in pre-conflict and post-conflict situations

156. In Afghanistan six major cultural sites are being restored; the walls and the roofing of Kabul Museum have been rebuilt. The second session of the International Coordination Committee and an international meeting on the safeguarding works conducted by the Italian scientific teams had to be postponed for security reasons and will take place after the elections. The first meeting of the International Coordination Committee for the Safeguarding of Iraqi Cultural Heritage was held successfully at Headquarters on 24 and 25 May; $3 million were obtained from Member States and $5.5 million in the UNDG framework. The eighth session of the International Committee of Experts for the reconstruction of the Mostar Old Bridge was held on 8 April. That monument, the little bridge whose rebuilding was financed by Luxembourg, and the Hammam, restored thanks to funding from France, will be inaugurated on 23 July 2004. More than €1 million have also been obtained to advance the training of archaeologists in Albania. The technical meeting of the International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor was held in Siem Reap in February 2004. A global strategy for Palestine in preparation for the next joint Palestinian Authority/UNESCO meeting, to be held on 15 and 16 July 2004 at Headquarters, is being finalized. In Liberia an assessment of endangered heritage calling for emergency assistance is being prepared. A strategy to rehabilitate the cultural heritage in **Haiti** is also being finalized as part of United Nations efforts.

04222 **Main line of action 2:**
Safeguarding and promoting intangible cultural heritage

157. The proceedings of the third **Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity** began in January. Fifty-five requests for preparatory assistance had been

recorded by UNESCO at 30 June 2004. Forty-five Member States received financial and technical assistance. Support is provided by way of preparatory assistance for the establishment of national committees. Seventeen action plans for safeguarding masterpieces proclaimed on the occasion of the second Proclamation are being drawn up thanks to the generous support of the UNESCO/Japan Trust Fund for the safeguarding and promotion of the intangible cultural heritage. Promotion of the masterpieces programme was ensured by a regional training seminar in Dakar (22-24 March 2004) with the participation of eight West African countries. The booklet of the third Proclamation was published in English and French in May 2004 and the Japanese version will be available at the end of June. A new Proclamation website was launched and an audiovisual media library with all the Proclamation candidatures was established (www.unesco.org/culture/masterpieces). Three presentations of proclaimed masterpieces took place at UNESCO Headquarters: Ningyo Johruri Bunraku Puppet Theatre (Japan), Wayang Puppet Theatre (Indonesia) and the Carnival of Barranquilla (Colombia). A second series of short films co-produced with Discovery Channel and broadcast in particular at the Universal Forum of Cultures in Barcelona was made under the **programme for the safeguarding of endangered languages**. The fifth celebration of **International Mother Language Day** took place on 21 February, in cooperation with the Education Sector and with the participation of the Permanent Delegations. Work on the online Atlas of the world's languages in danger of disappearing is continuing in cooperation with the Communication Sector. Protection and promotion of Chinese ethnic minorities' intangible heritage has been promoted in cooperation with the Chinese Folk Literature and Art Association. With regard to **national capacity-building**, 16 decentralized projects were launched by the field offices. Within the **traditional and popular music of the world**, the digitization of the record series has been completed in partnership with the World Music Online-Magazine MONDOMIX (France) and within the framework of the EmuCast project funded by the European Union. A total of 112 titles have been digitized in various digital formats. National systems of **Living Human Treasures** are being established in several regions, including seven African countries, Brazil for Latin America, Cambodia and Fiji for Asia and the Pacific, and some Maghreb countries for the Arab States.

04223 **Main line of action 3:**
Protecting cultural diversity through normative action

158. Important indicators of progress and achievements include increases in the number of States party to: the **1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict**, which reached 110 (one more); the **1954 (First) Protocol**, which remains at 88, and to the **1999 (Second) Protocol**, which reached 22 (two more); the **Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property** (Paris, 1970), which reached 103 (one more); the **Convention on the Protection of the Underwater Cultural Heritage** (Paris, 2001), which remains at two ratifications; and the **Convention for the Safeguarding of the Intangible Cultural Heritage** (Paris, 2003) (first three ratifications: Algeria, Mauritius and Japan). To mark the fiftieth anniversary of the Hague Convention, a commemorative symposium was held on 14 May 2004 and attended by some 40 Member States. An Information Kit has been produced (English, French and Spanish) and disseminated to increase awareness of the Convention and its Protocols. The **UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage** was widely disseminated. In contributing to the fight against illicit trafficking in cultural property, cooperation between UNESCO and the World Customs Organization (WCO) resulted in the adoption of the Model Export Certificate for Cultural Property and Explanatory Notes in March 2004 by the Permanent Technical Committee of the WCO. Fifteen States have provided UNESCO with electronic versions of their legislation for the establishment of the UNESCO Cultural Heritage Laws Database. To promote the **2001 Convention on the Protection of the Underwater Cultural Heritage** and the **2003 Convention for the Safeguarding of the Intangible Cultural Heritage**, a

regional seminar for the Western and Central African States was organized in Dakar (Senegal) in June 2004.

Programme IV.3:
Safeguarding cultural diversity through creativity and development

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Subprogramme IV.31	1,480,420	371,994	25.1
Subprogramme IV.3.2	1,459,345	269,806	18.5
Programme IV.3	**2,939,765**	**641,800**	**21.8**

IV.3.1.: Encouraging arts and crafts for sustainable development

04311 **Main line of action 1:**
The living arts and their contribution to human development and social cohesion

159. With regard to the **consolidation of cooperation with artists and specialized networks**, the activities undertaken confirm that the expected results will be achieved: the World Observatory on the Social Status of the Artist has received contributions from 28 Member States and six NGOs, in addition to much correspondence testifying to its impact. Concerning the **other artistic initiatives**: two birth centenary celebrations were organized, one on behalf of the Chilean poet Pablo Neruda, in cooperation with the Chilean Permanent Delegation to UNESCO, on the occasion of World Poetry Day, and the other for the Ukrainian dancer and choreographer Serge Lifar, with the Ukrainian Delegation to UNESCO and the International Dance Council. Under framework agreements between NGOs and UNESCO, an International Guide to Pan-African Cultural Markets, Professional Networks and Resource Institutions, compiled by the International Music Council (IMC) has, since May 2004, been accessible online free of charge. ITI has extended its network to seven members: Armenia, Viet Nam, Ukraine, Portugal, Canada, India and the Islamic Republic of Iran. With respect to **arts education**: the first consultation meeting for the preparation of the World Conference on Arts Education (Lisbon, Portugal), held at UNESCO Headquarters, brought together approximately 30 experts from the specialized European IGOs and NGOs. Possible topics and a suitable format for the World Conference on Arts Education were discussed and the dates of the World Conference have been postponed to March 2006, which will delay achievement of the expected results until the next biennium.

160. With regard to the **promotion of arts and creativity**, UNESCO is providing its support to the organization of the World Festival of children's amateur theatre with more than 30 amateur groups from Europe, Asia, America and Africa and around 500 participants in Havana from 19 to 25 July. Introduction of **arts education and national cultural identity** was pursued in preparation for the World Congress on Arts Education (2006), in cooperation with the Hong Kong Institute of Contemporary Culture to research the best practices in the field of art education at the primary and secondary levels based on creativity, cultural heritage and traditional arts in China.

04312 **Main line of action 2:**
Combining economic growth and poverty reduction through crafts and design

161. Achievement of the expected results is progressing apace: the design of the portal www.unesco.artisans.org was finalized in May 2004, in particular for the promotion of the winners of the **UNESCO Crafts Prize** and of the women having participated in the various subregional training workshops. The case studies on **exchanges of experience between craftspeople and designers** conducted in India and Colombia were completed with a view to a trilingual publication and a partnership established with the Museum of New Mexico Foundation (United States of America) in order to offer selected winners of the UNESCO Crafts Prize an opportunity to take part in the first Crafts Fair, in Santa Fe in July 2004. **Technical assistance** was provided in connection with the International Crafts Fair in Puerto Rico, the emphasis being on the promotion and legal protection of craftwork, and for that purpose preparatory activities were carried out to extend the "**Seal of Excellence**" to other subregions (Central Asia and South Asia); furthermore, at the Universal Forum of Cultures in Barcelona (Spain), the exhibition "Love/Why?", under the "Design 21" Project funded by the Felissimo Corporation (Japan), has since 8 May 2004 been presenting works by 60 designers from all over the world reflecting UNESCO's role in promoting cultural diversity. Seven **diagnostic studies on craft potential and its impact on socio-economic development** of the countries participating: El Salvador, Costa Rica, Honduras, Nicaragua, Guatemala, Panama and Aruba were carried out to assess the place of handicraft as a social economic and cultural development factor in Central America and the Caribbean. The results obtained, are the basis for the cross-cutting project "Handicraft as a social, economic and cultural factor for development in Central America and the Caribbean".

IV.3.2: Strengthening the role of cultural creation in human and economic development

04321 **Main line of action 1:**
Cultural industries and copyright: policies and partnerships

162. As of June 2004, the **Global Alliance for Cultural Diversity** had some 300 members, linked together via an online database. They represent the business community and authorities of 80 countries from all regions. More than **30 partnership projects** for the development of cultural industries and the fight against piracy in developing countries are under way, including projects on the creation of cooperatives for musicians as a means of developing the African music industry, the publication of instructional material on copyright and contractual practices for musicians, fine artists and audiovisual artists in Latin America, and the development of a national strategy for the music industries in Jamaica and Colombia. Projects in the field of publishing cover, *inter alia*, the reform and improvement of the publishing sector in Algeria, the stimulation of intra-African book trade and support for the development of the book industry in Cambodia. The Forum "When culture becomes business" with the Canadian Heritage Ministry took place in Paris from 12 to 14 January 2004 to develop new markets for entrepreneurs in the arts and culture from Canada, Europe and Africa. All relevant indicators show a positive picture. The Clearing House for Literary Translation broadened its audience, with some 10,000 visitors a month, an information network of 500 specialized organizations and institutions, and an operational network whose participating organizations signed a joint declaration of intent in London on 17 and 18 March. A list of modern novels recommended for translation, based on the survey conducted among National Commissions (April 2003), was published. A process of reform of the **Index Translationum** was launched with the dissemination of an online survey concerning its quality and accessibility.

163. The **World Book and Copyright Day** (23 April) was celebrated in over 120 countries. A donation project under the Global Alliance for Cultural Diversity, associating the Franco-Belgian

distributor Maxi-Livres and the NGO "Culture and Development" and aimed at promoting publishing and reading in Africa, has been highly successful. The Antwerp programme, **World Book Capital 2004**, was officially launched and the World Capital 2005 selection committee chose the city of Montreal. The Capital 2007 call for candidatures has been launched. The Global Alliance project for the development of books in Algeria, with the participation of the International ISBN Agency of Berlin, provided the necessary training with a view to the introduction in the country of the ISBN system and legal deposit (April 2004). The work plan for the development of the book sector in the Maghreb was established in February 2004. The **Fellini Medal** was awarded to the film-makers Ousmane Sembène and Chantal Akerman, in the context of Barcelona 2004, and UNESCO hosted the opening of the two weeks of Argentine cinema "La Sudestada".

164. In the field of Copyright, the new site containing national laws has been launched. The **e-Copyright Bulletin** continues in online language versions, the Russian language version of the Bulletin also passed to "digital". The Manual on Copyright and Neighbouring Rights was published in Arabic. The first Anti-Piracy Training for Trainers (APTT) subregional seminar for copyright enforcement officials from the countries of South Eastern Europe was funded by the Government of Norway and was developed in the framework of the Global Alliance for Cultural Diversity in Sofia (Bulgaria) from 17 to 20 May. The copyright and anti-piracy programme has gained new impetus as demonstrated by donors' trust, stakeholders' satisfaction and increased numbers of web visitors.

MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

Overall assessment

165. During the first six months of the 2004-2005 biennium, a good start was made in the implementation of Major Programme V in line with the three principal strategic objectives assigned to the programme in the Medium-Term Strategy for 2002-2007 (31 C/4): (i) promoting the free flow of ideas and universal access to information; (ii) promoting the expression of pluralism and cultural diversity in the media and world information networks; and (iii) promoting access for all to information and communication technologies, especially in the public domain.

166. Although it is still early in the biennium, certain trends and developments are already becoming apparent in **Programme V.I**, which contains the principal priority of "fostering equitable access to information and knowledge for development, especially in the public domain". The Intergovernmental Council of the Information for All Programme (IFAP), the younger of the two intergovernmental programmes in the Communication and Information Sector, has been consolidated and its focus refined, following the third session of its Intergovernmental Council (May 2004) and two meetings of its Bureau (March and May 2004). The latter included a virtual meeting which brought together all eight Members in a virtual conferencing setting. Members agreed that this was a positive and productive experience and could be a role model for meetings of similar organs. The IFAP Council and its Bureau have submitted proposals for the preparation of the draft of document 33 C/5. In so doing, Council members identified needs and responded with suggestions for initiatives that could contribute greatly to achieving the IFAP goals and illustrate their potential benefits for people and communities. A major trend shaping implementation during the period under review was the Plan of Action adopted by the World Summit on the Information Society (WSIS, Geneva, December 2003). To improve coordination and monitoring as well as provide information on the variety of activities initiated by UNESCO in this context, an online platform (http://www.unesco.org/wsisdirectory) has been launched. The Organization also commenced a new round of discussions with members of the NGO community to identify examples of best practices and to guide UNESCO's planning for the second Phase of the Summit

(November 2005) and participated in the first meeting of the Preparatory Committee of WSIS held in Hammamet, Tunis (June 2004).

167. There is a growing demand for the building of networks in, and facilitating access to, the huge collections of information contained in the world's libraries and archives. In this context, information infrastructure, such as libraries and specifically designed ICT tools, is increasingly being recognized as a valuable resource that is currently under-utilized in the policies and strategies to build knowledge societies. Those communities engaged in the preservation of their documentary heritage are reporting a continuing struggle for funding and profile, which is where the Memory of the World Programme and other awareness-raising efforts continue to have such a vital role to play in catalysing preservation work. Similarly, increasing emphasis is being given to the needs and opportunities for the use of ICTs in education, especially for (i) enhancing teaching and teacher skills through the integration of ICTs into pedagogy and curriculum design; (ii) sourcing relevant quality educational content; (iii) coordinating and sharing technical solutions in this field; and (iv) improving access to distance learning and reducing the costs of learning for professionals in developing countries. As lessons are learnt, previous shortcomings with regard to quality, relevance and affordability are being addressed and improvements will continue to ensure empowerment through ICT-based education, particularly for the exchange of curricula and new methods of ICT training in priority areas.

168. Another noticeable trend during the period under review is the growing number of organizations working in the area of community access using a variety of models and technologies; this is increasing the need for closer coordination and collaboration. It is in this regard that, during the period, UNESCO continued its efforts to build alliances with significant stakeholders and partners, including other United Nations agencies and the private sector to achieve common development objectives in communication and information. Particularly noteworthy here is the letter of intent which the Organization signed with Microsoft for collaboration in promoting the effective use of ICTs in teaching and learning; improving lifelong learning opportunities for disadvantaged youth and adults; and exploring the potential to include a Microsoft-based Open Application Sharing platform to UNESCO's global programmes.

169. A concern which continues to shape part of UNESCO's work in **Programme V.2**, promoting freedom of expression and communication development, is the need to enhance awareness about and respect for freedom of expression. Thus, a major thrust of activities in this period was the celebration of World Press Freedom Day on 3 May, the modalities of which ranged from seminars and conferences to the distribution of press freedom material to schools and through the media. Further ways of strengthening this work and collaboration with all relevant media professional organizations, international and national media NGOs will be developed in the course of the biennium. Recent successful activities in assisting governments in introducing media legislation conducive to freedom of expression will also be continued and reinforced. The comprehensive framework for providing assistance to media in open and post-conflict zones developed by UNESCO, together with key NGO and donor partners, proved successful in promoting the Organization's special mandate and increasing its visibility in this field. Thus, UNESCO is now engaged in developing assistance to the media in Haiti, Iraq and Sudan, in addition to ongoing activities in Afghanistan, the Balkans, Liberia, the Democratic Republic of the Congo, and Rwanda.

170. The promotion of the expression of pluralism and cultural diversity in the media and world information networks requires consistent work to (i) encourage the formulation of policies which create an enabling environment for pluralistic media and information networks; and (ii) ensure continuous support for communication media distribution systems and access facilities, in different languages and appropriate user orientations. UNESCO's actions in the January-June 2004 period reflects the understanding of this interdependence between encouraging enabling policies and

supporting the development of free and pluralistic communication media and the promotion of content diversity.

171. On partnerships, it is worth noting that, in implementing its activities during the first six months of the 2004-2005 biennium, the Sector collaborated closely with a number of international, regional, and national NGOs, professional bodies, training and research institutions as well as civil society groups whose activities and concerns lie in the domains of the Programme. A number of actions undertaken by UNESCO in communication and information contribute to strengthening participation in decision-making about development programmes by different segments of society, particularly women and youth, which is considered essential for attaining the Millennium Development Goals.

Programme V.1:
Fostering equitable access to information and knowledge for development, especially in the public domain

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Subprogramme V.1.1	4,105,715	981,471	23.9
Subprogramme V.1.2	2,169,045	239,793	11.1
Subprogramme V.1.3	3,610,925	712,409	19.7
Programme V.1	**9,886,585**	**1,933,673**	**19.6**

V.1.1: Fostering actions to reduce digital divide and promote social inclusion

05111 **Main line of action 1:**
Promoting research, principles and policies for knowledge societies

172. UNESCO initiated activities geared towards achieving **the expected results of a strengthened international framework of cooperation for building knowledge societies and consolidated Information for All Programme** (IFAP) through the holding of sessions of the IFAP Council and Bureau during the reporting period. Also, the IFAP Secretariat successfully launched an online process for the submission of projects to be funded under the IFAP Special Account and funds-in-trust arrangements. The process included a virtual meeting bringing together all eight members of the Bureau of the IFAP Council which resulted in allocations of $247,416 to nine projects. The Organization commenced the **implementation of relevant sections of the Declaration of Principles and Plan of Action adopted by the World Summit on the Information Society** (Geneva, December 2003) and set up a monitoring and tracking mechanism on UNESCO's activities with the launching of the UNESCO WSIS Action Directory (http://www.unesco.org/wsisdirectory). This is an online platform providing access to information on the Organization's contribution to the implementation of the relevant sections of the WSIS Plan of Action. UNESCO has also developed principles to be safeguarded during the global debate on Internet governance. In Central America, a study was published, in cooperation with the ITU, analysing the advances of information society, the implementation of ICTs in different fields related to development and its relation with WSIS. An international conference on universal access to

information, co-funded by UNESCO, was held in Moscow, as a follow-up to the Geneva Action Plan and a preparation for the Tunis Summit 2005.

173. As a step towards attaining the **expected result of UNESCO being positioned and active as a key organization in preparing for the second part of WSIS** (Tunis, 2005), the Organization facilitated closer involvement of NGOs maintaining official relations with UNESCO with the creation of an ad hoc committee of the NGO-UNESCO Liaison Committee. The Committee is intended to steer the involvement of NGOs in the preparation of UNESCO's input to the Tunis phase. Through its active participation in the first meeting of the Preparatory Committee of WSIS (Hammamet, June 2004), which agreed on the focus, output and structure of the preparatory process of the Tunis phase, UNESCO has increased its role as a key partner in the preparations for this second part of the Summit. The Organization also closely cooperated with the Ministry of Information and the NICTs of Senegal in the holding in Dakar, in April 2004, of the meeting of Ministers with responsibility for the NICTs convened by the President of Nigeria. The meeting should mark a turning point in the handling of the question of the NICTs in Africa, adopting a consistent approach and creating synergy between all efforts. Similarly, UNESCO initiated activities towards **improving freedom of access to information, media independence and pluralism** through technical assistance and other support to Member States for the reformulation or establishment of democratic media legislation in line with internationally recognized principles of freedom of expression. In this regard, the authorities of Paraguay pledged, at a UNESCO-sponsored seminar on broadcasting, to give legal recognition and grant licences to community broadcasters, thus giving a voice to different sectors of society. Within the framework of the First World Forum on Human Rights, organized by UNESCO and the city of Nantes, France (May 2004), a round-table discussion involving journalists, civil society, academics and other professionals examined the increasing effects of terrorism and the counter-terrorism measures on media, journalists, reporting and access to information.

05112 **Main line of action 2:**
Strengthening capacities of communication and information professionals and institutions

174. As a move towards attaining the **expected result of enhanced expertise, capabilities and learning opportunities in new trends of ICTs**, the UNESCO-supported Multimedia Training Kit, a complete suite of open access, multimedia training materials for grass-roots communicators, was further expanded during the period and the first steps to make UNESCO's community browser eNRICH available for French-speaking African countries were taken with its translation and adaptation from English. UNESCO also supported the Residential Training Programme of the Caribbean Institute for Media and Communication (CARIMAC), enhancing expertise, capabilities and learning opportunities in new trends of ICTs in that region. The Caribbean Knowledge and Learning Network was set up in Grenada to link virtual institutions and colleges in preparation for the creation of a Caribbean Centre of Excellence for ICT training and development, spearheaded by the University of the West Indies and the Caribbean Telecommunication Union. Similarly, UNESCO supported the design of e-learning processes and the preparation of agreements with regional and national organizations for the development of online courses with a view to enhancing expertise, capabilities and learning opportunities in new trends in ICTs in Central America, Cuba, the Dominican Republic and Mexico. In Africa, 60 journalism students, including 30 Gambian students, were given organized training courses, in particular at the BREDA multimedia centre in Dakar, in January-February 2004. Training sessions were also organized for journalists from the independent newspaper *Le Témoin*, and for radio technicians and presenters.

175. With regard to the **enhancement of freedom of expression and freedom of the press in university education and in training of media professionals**, a UNESCO Chair in Freedom of Expression was opened at the Universidad Especializada de las Americas in Panama

(January 2004); UNESCO supported the Lebanese American University in Beirut to hold a seminar on ethics and professional conduct of journalists in the Arab region in Beirut (June 2004) as well as several workshops on the development of contents for the promotion of freedom of expression in Costa Rica, Dominican Republic, Guatemala, Mexico, Nicaragua, and Panama. To contribute to the attainment of the **expected result of increased capacities of information handling and access to knowledge of libraries, statisticians and other information specialists**, support was provided for (i) a regional training seminar on "Introduction to WinIDAMS" at Cairo University in Egypt (May-June 2004) for 16 representatives of IDAMS distributors from 13 countries and eight information specialists from various Egyptian institutions; (ii) a satellite broadcasting of a WinIDAMS training seminar in the Arab region (April 2004) for an estimated 400 participants; (iii) a training course in library automation using CDS/ISIS in Luanda, Angola, for 43 local librarians, in cooperation with the IIEP and the French Ministry of Foreign Affairs. Also during the period, 1,200 requests for WinIDAMS were received through the Internet and treated; 450 copies of the new UNESCO Information Processing Tools CD-ROM containing the latest versions of CDS/ISIS and IDAMS in several languages; and 200 UNESCO CD-ROMs containing Greenstone 2.50 were distributed.

`051113` **Main line of action 3:**
Increasing community access through multimedia/telecentres, libraries, archives and other information service providers

176. The activities carried out under this main line of action were designed to reach **the twin expected results of improved community access to and skills for communication and information for development as well as reinforced capacities of communities to access and exchange information for development**. In this regard, the scale-up of community multimedia centres in Mali, Mozambique and Senegal was launched with country studies and continued resource mobilization to gather a multi-stakeholder coalition to support CMC development. A new CMC opened its doors in Dondo in central Mozambique and a CNN report on the CMCs and the community radio forum in Mozambique (May 2004) helped to raise the profile of these projects with a global audience. UNESCO published and distributed (in hard copy and CD-ROM) a *Guide to Community Multimedia Centres – Getting Started and Keeping Going* which offers a valuable tool to managers and staff of CMCs as well as to the other stakeholders and partners involved in CMC development. Also, as a step towards reinforcing the capacities of communities to access and exchange information for development, UNESCO supported an analysis of the role, networking and aims of multipurpose community telecentres in the South Asian Association for Regional Cooperation (SAARC) countries. The analysis, which was intended to determine the impact of community-based projects, revealed that, although their growth has been impressive in some of the countries, the main issue continued to be sustainability as few local governments can afford to bear the cost of maintaining the telecentres; greater impact would also be assured through ownership of the MCTs by the community with content being based on local needs.

177. To contribute to **enhancing access to information of disadvantaged youth in developing countries and countries in transition**, UNESCO initiated, under the INFOYOUTH Programme, several activities in Latin America and Africa which addressed the needs of disadvantaged young people, including the development and support of ICT skills training, content production, networking, HIV/AIDS preventive activities and fostering interregional cooperation.

`05114` **Main line of action 4:**
Enhancing public service broadcasting

178. To **increase the recognition of the educational and cultural functions of public service broadcasting (PSB) as a gateway to the knowledge society**, financial and technical support was provided for international gatherings where public service broadcasting was a central theme of

discussions. These gatherings were (i) the Asian Media Summit held in Kuala Lumpur (May 2004) where, in collaboration with Asia Pacific Institute for Broadcasting Development and the World Radio and TV Council, UNESCO organized a special workshop on "Citizens' Media" to highlight the need for audience participation in broadcasting in line with the **expected result of enhanced audience participation in public service broadcasting**; and (ii) the special session on parliamentary broadcasts at the General Assembly of the Commonwealth Broadcasting Association held in Suva, Fiji (February 2004). Promoting greater awareness of the technical factors that affect carriers and initiating concrete restoration measures are essential to achieve **enhanced access to information for PSB audiences**. In this context, UNESCO provided support for audiovisual heritage preservation specialists to develop their skills and knowledge about the causes of and solutions to technical problems affecting long-term preservation of audiovisual magnetic carriers in PSB stations. The capacities of PSB personnel in the Caribbean were strengthened to manage the "vinegar syndrome" – a chemical reaction that destroys films on cellulose triacetate support that is particularly devastating in tropical areas. Twelve specialists from the region were also exposed to technical aspects relating to digital, audio, film, broadcast and video including disaster avoidance, recovery of magnetic tapes and linear uncompressed video archiving.

V.1.2: Harnessing ICTs for education

05122 | **Main line of action 2:**
Promoting ICT-enhanced learning

179. UNESCO supported the preparation of four distance-learning modules for archivists as part of an online training portal being established by the Association internationale des Archives francophones. The final product will be available online and on CD-ROM thus helping to **enhance collaboration with institutions in support of ICT-based distance learning by professionals in developing countries, one of the expected results**. Also, as a measure to attain **the expected result of increased access to open educational resources and to open source, free software in areas of interest to educational institutions**, the Organization encouraged the development of a web-based, free, tri-lingual training platform (Arabic, English and French) by the Scientific and Technical Information Research and Study Centre (CERIST) in Algeria. An evaluation will look into its dissemination and possible localization with respect to other non-Latin alphabets as an effective tool providing access to open educational resources. Similarly, further progress was made in setting up a virtual campus for the education of civil servants in Latin America with the training of 37 participants from 15 countries in a project involving French and Mexican institutions. Functional and technical specifications and recommendations were prepared and tested on the establishment of an e-campus at the Latin American Educational Communication Institute for delivering programmes to be designed by the Mexican Secretariat of Public Education (SEP). UNESCO held a workshop on "ICTs in Education for People with Special Needs" in Erevan, in collaboration with the Union of Blind People (Armenia) and Apple IMC.

05123 | **Main line of action 3:**
Empowering people through information, media and ICT literacy

180. During the period under review, UNESCO continued its efforts to **raise international awareness about the importance of media literacy**, through its "Mentor" project. The project, which is financed by the European Commission, seeks to promote media literacy in schools in the Mediterranean region. An international seminar was organized in the context of the Barcelona International Forum of Cultures (May 2004) to further develop media education activities in the region. The participants drafted a guide to facilitate cooperation between journalists and teachers in promoting understanding and better access to the new media and proposed the creation of an

International Association for Media Education (MENTOR) to improve networking among media specialists and educators. UNESCO supported another seminar by the School of Journalism (ISPI) in Tunis (March 2004) where representatives from countries in North Africa discussed the possibility to include media literacy in journalist training programmes to enable graduate journalists to teach media in secondary level schools. In Thailand, UNESCO initiated the preparation of a secondary school teacher guide on media education as a response to the current need for increased awareness and understanding of the impact of the media on young people; it is expected to raise media literacy levels among secondary school teachers and students in the country.

181. In the NEPAD priority area relating to the development of ICT and education, UNESCO contributed to the formulation of a major project to expand the African Virtual University (AVU) through a $7.5 million grant by the African Development Bank. The purpose of the project is to increase the number of countries participating in the AVU, introduce interactive distance training services, strengthen the African capacity for developing tertiary courseware, and develop a quality assurance policy and methodology. The 3-year project has the following key components: the establishment of learning centres and connectivity provision in AVU partner institutions, especially in Ethiopia, Djibouti, Madagascar, Tanzania, Uganda, Zambia, and Zimbabwe; teacher training and development; and mainstreaming gender issues into AVU operations. It will help **enhancing capacities of training institutions and teachers in information and ICT literacy**. Within the framework of UNESCO's action for the reconstruction of the Democratic Republic of the Congo, the Organization has started to establish a network of education resource centres, connecting teacher training colleges in different regions to a main centre in Kinshasa and to community centres in remote areas. University curricula in e-learning and distance training will also be undertaken. In Macedonia, UNESCO and the World Association of Newspapers organized six workshops on media in education for 120 teachers from the region. A workbook on the subject was printed in 10,000 copies for the equivalent number of students in selected towns. The general objectives of the project are to promote universal values of freedom of speech, democratic citizenship and a culture of peace through improved educational content and school-based networks.

V.1.3: Promoting the expression of cultural and linguistic diversity through communication and information

05131 **Main line of action 1:**
Supporting culturally diverse and multilingual contents

182. Within the framework of UNESCO's Programme for Creative Content aimed at promoting the expression of cultural and linguistic diversity through the media, the Organization launched its audiovisual E-platform. This initiative seeks to stimulate the distribution of television productions from Africa, Asia and the Pacific as well as Latin America and the Caribbean at national, regional and international levels. The audiovisual E-Platform was created to empower local producers to reach international audiences while enhancing the effectiveness of the Internet as a medium for communication and delivery. It will help to attain **the expected results of quality content production promoted through using both traditional and new media; increased access of local content/endogenous programmes to international audiences; and improved flow of intercultural information from South to South and from South to North**.

183. UNESCO also supported several international ventures to **promote the production and distribution of quality local content on global issues** such as (i) the Reel Intercultural Dialogue, a series of five short fiction films produced in collaboration with cinema and television schools worldwide and released on DVD and online; (ii) the Reel Piece project, a series of locally written and directed short films produced by ScripNet in Sri Lanka which offered, for the first time,

dramatized work about the war and peace process in the country; and (iii) the production and dissemination of programmes on critical educational and regional integration issues by Gayelle Community Television in Trinidad and Tobago. UNESCO supported the Jamaica Creative Production and Training Centre (CPTC) to organize in February 2004 a global marketing seminar during which the participants discussed international forums, strategies and online access networks for marketing and distributing local content/endogenous programmes from Jamaica and other Caribbean countries. The "Africa Animated" project was launched in collaboration with several partners such as the South African Broadcasting Corporation (SABC); Union of National Radio and Television Organizations of Africa (URTNA), the National Film and Television Institute of Ghana (NAFTI) and the Southern African Broadcasting Association (SABA). The objectives of the project are to (i) broaden the skill base of animation in Eastern, Southern Africa and the South-West Indian Ocean countries; and (ii) produce independent, culturally relevant, educationally valuable and cost-effective media programmes and affordable local content in a series of regional hands-on training workshops with special emphasis on children's programmes.

184. With regard to the **expected result of enhanced knowledge and skills of communication and information professionals in preparing culturally diverse and multilingual contents**, a number of training activities were supported during the period under review, including: (i) the production, in collaboration with the Public Service Broadcasting Trust of India, of a set of video tutorials for the training of content producers in the least privileged areas in India where training opportunities are scarce; (ii) training courses and seminars organized in the Republic of Korea in collaboration with the Asian Broadcasting Union; (iii) the Global Marketing Seminar in Jamaica which provided valuable information on strategies and online access networks for the marketing and distribution of local content/endogenous programmes in the Caribbean; and (iv) a consultation on enabling environment for community radio held in collaboration with the Ministry of Information and Broadcasting of India and the UNDP and attended by some 60 community local media activists, civil society organizations and government officials.

185. Also during the period under review, UNESCO continued with the Initiative B@bel project which is designed **to promote equitable access to information and increase the expression of cultural and linguistic diversity in cyberspace**, another of the expected results under this main line of action. The research work carried out on "Multilingualism and the Internet" was published in the International Journal on Multicultural Societies; and a second series of studies examining how the Internet is affecting the survival of smaller language communities and the impact and challenges in the use of Chinese and Russian multilingual domain names and e-mail addresses was launched. In cooperation with national and international experts, UNESCO has been working to develop Unicode compatible fonts for the Armenian language and Mande languages and started testing the handbook for documenting endangered languages in South Asia. The handbook provides a methodology which allows minority language communities to self-document their languages. The america-indigena.org portal was created to offer Latin-American and Caribbean indigenous communities a space for local expression; an agreement was made with the Indigenous Parliament of the Americas (PIA) for the creation of a Regional Indigenous Committee that will collaborate in the production of endogenous multilingual contents for the portal.

`05132` **Main line of action 2:**
Preserving information and audiovisual heritage

186. A number of activities were carried out with the view to **strengthening digital preservation of information heritage and improved access to audiovisual heritage**. In this respect, UNESCO developed a tool for the collection, evaluation and inscription on the Memory of the World Registers and organized a training seminar on advocacy for the Memory of the World Programme in Central Asia to increase awareness of the need to preserve documentary heritage. Although it is

too soon to identify clearly the extent to which the Organization has been successful in broadening the diversity of new inscriptions, initial indicators point to an increase in the type of nominations being submitted as well as the growing interest of Member States in participating in the programme. To assist Member States in the Moscow Cluster (Armenia, Azerbaijan, Belarus, Georgia, Moldova and the Russian Federation) in the development of the public digital archive policy, UNESCO has launched a programme on the creation of public radio and television digital archives. The Digital Archive of TV and Radio has already been prepared for the Russian Federation (www.tvmuseum.ru) and will be developed for the remaining countries in the Cluster. A training course on digital networking technologies for cultural heritage preservation was also held at the Regional Academy for Online Network Governance and System Administration (RAONGSA) in May-June 2004 and about 20 institutions have joined the UNESCO Digital Silk Roads Framework Initiative which aims at cooperation towards building digital silk roads in support of cultural heritage preservation.

Programme V.2:
Promoting freedom of expression and communication development

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation at 30.06.2004 %
Subprogramme V.2.1	2,671,427	653,687	24.5
Subprogramme V.2.2	1,749,700	457,422	26.1
Programme V.2	**4,421,127**	**1,111,108**	**25.1**

V.2.1: Promoting freedom of expression and the independence and pluralism of the media

05211 **Main line of action 1:**
Promoting press freedom, freedom of expression and democracy

187. The celebration of World Press Freedom Day on 3 May 2004 offered the opportunity to intensify efforts to attain **the expected result of increased public awareness of press freedom as a fundamental right**. Throughout the world, 3 May served as an occasion to inform the public of violations of the right to freedom of expression and as a reminder of the many dangers facing journalists in their quest to bring the public their daily news. UNESCO marked the day with an international conference on media in conflict areas and countries in transition – which ended with the adoption of the Belgrade Declaration on support to the media in conflict and post-conflict situations. The Declaration stressed that independent local news media are essential to provide trustworthy information that is vital for peace and reconciliation efforts. It also called on the authorities to respect the freedom of media outlets in the zones they administer, including in times of conflict. The participants called on UNESCO to reinforce its coordinating role in supporting media initiatives in conflict and post-conflict zones. The UNESCO Guillermo Cano World Press Freedom Prize for 2004 was awarded to the jailed Cuban journalist and poet, Raul Rivero. UNESCO sponsored events organized by the Southeast Asian Press Alliance and the UNESCO Chair on Freedom of Expression (Chulalongkorn University, Bangkok, Thailand) to celebrate World Press Freedom Day. In addition to editorials appearing on 3 May, reports on the events highlighting the lack of press freedom and freedom of expression in countries helped to raise public awareness about limitations on their rights as expressed in Article 19 of the Universal Declaration

of Human Rights. UNESCO co-sponsorship of a week-long series of activities in celebration of World Press Freedom Day in Trinidad and Tobago contributed to heightened public awareness of press freedom as a fundamental human right.

188. To **attain the expected result of enhanced protection of press freedom and of the rights of journalists**, UNESCO continued its close relations with regional and international media organizations and press freedom advocacy groups, notably IFEX. Financial support was provided to IFEX to enable its members from countries in transition and developing countries to participate in its annual congress in Azerbaijan and to hold training workshops on ICTs and freedom of expression. Also during the period under review, UNESCO prepared a report on freedom of expression in cyberspace as part of the follow-up activities to the WSIS and provided support to the International Press Institute to publish a study on press freedom trends around the world. These reports will help **to sensitize decision-makers and the international community on the importance and new trends with respect to freedom of expression in knowledge societies**.

`05212` **Main line of action 2:**
Promoting independent media to conflict situations

189. UNESCO, together with key NGO and donor partners, initiated efforts to exchange experiences and ideas **concerning assistance to media in tension areas and conflict zones** aimed at developing a framework for action and a holistic approach to **promoting independent media** in such situations. With these discussions as a backdrop, the Organization has outlined a framework for action that incorporates the lessons learned and experiences from a broad spectrum of agencies familiar with media and conflict and that takes into account the varying needs and potentials of media assistance in different conflict regions and during the different phases of a conflict. The framework served as the background for the discussions at the international conference on media in conflict areas and countries in transition held in Belgrade in May 2004 as noted in the preceding main line of action. UNESCO was instrumental in initiating a strategic partnership for addressing media needs in West Africa. Together with a team of representatives from international and regional NGOs, professional organizations and United Nations, the Organization undertook a media needs assessment in Liberia the results of which were incorporated into the governance section of the UNDG/WB Needs Assessment for Liberia.

V.2.2: Supporting development of communication media

`05221` **Main line of action 1:**
Fostering media development

190. The International Programme for the Development of Communication (IPDC) granted more than $1.5 million to 62 media projects in developing countries and countries in transition during the meetings of the Bureau and the Intergovernmental Council in Paris (March-April 2004). The financial support from the IPDC will contribute to **strengthening capacities of communication media in developing countries and countries in transition**. The 2003 IPDC-UNESCO Prize for Rural Communication was awarded to Radio Toco, the first and only community-based radio station in Trinidad and Tobago. The station has developed into a veritable laboratory for community mobilization and community broadcast training in the fight against poverty and the promotion of sustainable human development. During the period under review, the governing bodies of the two Intergovernmental Programmes in the Communication and Information Sector deliberated on measures to **enhance synergies between the IPDC and IFAP programmes** – another expected result under this main line of action – and proposed a joint meeting of members of their Bureaux.

05222 **Main line of action 2:**
Enhancing the impact of communication and information for sustainable development

191. A UNESCO-supported media seminar (June 2004) helped alert environment journalists from the six countries in the Mekong River basin in South-East Asia to current issues and the contribution they make to sustainable development of the Mekong. The Organization also published and distributed a report on action research on the cross-cutting theme project on ICTs for poverty alleviation in South Asia (Bangladesh, India and Nepal) as well as provided support for the publication of a special issue of *i4D*; it is anticipated that these activities will contribute to the attainment of the **expected result of improved knowledge and understanding about the contribution of ICTs to sustainable development and poverty reduction**.

UNESCO INSTITUTE FOR STATISTICS

06004 192. Detailed information on the activities of the UNESCO Institute for Statistics is contained in the "Report by the Governing Board of the UNESCO Institute for Statistics (UIS) on the activities of the Institute" (170 EX/31) submitted to the present session of the Executive Board.

PROJECTS RELATING TO CROSS-CUTTING THEMES

(i)   Eradication of poverty, especially extreme poverty

	Work plans allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation at 30.06.2004 %
Total, Eradication of poverty especially extreme poverty	**7,155,120**	**1,156,733**	**16.2**

01511 **Enhancing the socio-economic skills of deprived youth in the Arab States**

193. The project, which aims at improving the socio-economic skills of marginalized youth in Egypt, Lebanon, Sudan, the Palestinian Autonomous Territories and Jordan through continuing education, is currently in its planning phase. Consultations were held on the implementation of training courses. Activities will begin at the end of June with national training of trainers on building social skills for non-governmental organisations working with poor communities in Lebanon. Subsequent training workshops are planned for July and August 2004.

01512 **Technology-related vocational training for marginalized girls: schools and learning centres as community catalysts for poverty reduction**

194. The project continued to work towards empowering poor and out-of-school girls in Cambodia, Indonesia and Nepal by helping them to acquire appropriate technology-related knowledge and skills, which would open the door to more job opportunities. The second phase of the project aims at further building the capacity of the local partners, to expand the pilot training activities launched last biennium and replicate the model at other sites.

195. In **Indonesia**, a national workshop was organized in February 2004 to review the results of the pilot training activities for poor out-of-school girls implemented at the three participating technical and vocational schools. The most interesting experience highlighted was the successful school-NGO collaboration, which proved to be effective in reaching out to the excluded groups, and adapting the existing programme to the needs of the specific groups. Following the workshop and consultation process, the directorate for Technical and Vocational Education of the Ministry of Education set up a gender task force, two additional vocational schools will join the project and a new training cycle will soon start in two schools. Overall, the school/community level activities are well linked with the government's overall policy to reach out to those excluded, and the sense of ownership in the local partners is being fostered.

196. In **Cambodia**, the follow-up to last biennium's activities is underway. Those girls who participated in the previous phase of the project have now formed self-help groups, and they contribute to disseminating the improved agricultural techniques in their communities. The vocational skills to be taught are further diversified; more stress is put on "appropriate technology". In **Nepal**, a steering committee composed of the government representatives, NGOs and Community Learning Centres has been set up to monitor the overall project. A new needs assessment has been conducted, also to identify additional project sites.

`01513` **Breaking the poverty cycle of women: empowering adolescent girls to become agents of social transformation in South Asia**

197. Disadvantaged adolescent girls are the main beneficiaries of this project. During phase I in 2002-2003, an interdisciplinary and rights-based framework for empowering marginalized adolescent girls was developed in four countries of South Asia. With a preventive, participatory, policy-oriented approach the project succeeded in mobilizing family and community members in each project site, and, thereby secured their participation in the development of the local programme structure and delivery mechanisms, creating supportive environments for adolescent girls' empowerment.

198. The primary objective of the project in 2004-2005 is to further consolidate and strengthen the empowerment process launched in Phase I. To this end, during the first semester of 2004, the following workshops were organized in South Asia: (i) The second Workshop of the Subregional network of non-formal Scientific Education and Popularization of Sciences (February 2004), in Islamabad and Quetta, Pakistan. The recommendations adopted were to reinforce internal communication through the common scientific website, pursue the implementation of the national project and reflect further on how to introduce rural populations to science and technology. The orientation proposed for activities during Phase II was to produce some common tools for popularization of science, which can be used in a maximum number of countries of the region regardless of their languages. (ii) The subregional workshop on Policy issues concerning out-of-school adolescents' learning needs (March 2004) initiated policy debates on effective strategies for responding to issues related to out-of-school adolescents in South Asia. Core issues such as gender equality, the legal framework for ensuring adolescents rights, linking formal and non-formal education for continuing learning opportunities, and inter-ministerial as well as intersectoral collaboration and planning for a holistic approach, were discussed. (iii) In addition, the CCT Phase II Planning meeting (March 2004) in Dhaka provided an opportunity for reinforcing the network of national and local partners and deepening their commitment. Moreover, guidelines for phase II of the monitoring and evaluation component have been elaborated with a strong focus on capacity-building in monitoring and evaluation techniques for youth organizations. The monitoring and evaluation guidelines have been disseminated to project partners and field offices for further planning of the activities envisaged.

01514 **Non-formal education and environmental management for indigenous communities in Indonesia**

199. The goal of this project is to sustain the relationship between indigenous people living in Siberut Island Biosphere Reserve and their natural environment as a key factor in securing successful socio-economic development and the survival of indigenous livelihoods. During the implementation of the first six months, UNESCO Jakarta Office concentrated on a wide range of intensive advocacy and policy efforts (e.g. series of meetings, village visits, dissemination of information, etc.), which were conducted at multiple levels for stakeholders, including NGOs, research institutions, local government and indigenous communities, resulting in a broader understanding of the wide range of poverty issues that indigenous communities in Siberut Island Biosphere are facing. One of the main findings is that top-down approaches to development in Siberut have caused environmental degradation and have failed to generate long-term welfare of local communities. In line with the overall strategic direction and objective of the project, a number of actions have been identified and will be presented, discussed and finalized in a meeting between key stakeholders in July 2004.

02511 **Integrating science and technology into micro-finance schemes: from subsistence living to small-scale enterprises**

200. The project started to work towards promoting the use of appropriate technology within micro-finance schemes in order to help to transform the activities of the clients of micro-finance institutions (MFI) from subsistence living to small-scale enterprises. In the first six months of the biennium, the researchers were identified to participate in a national level survey of policies and practices of MFIs. These researchers will conduct a national study, which will eventually identify not only best practices but also policies that adversely affect the growth of activities funded by MFIs. As an external partner, the African Technology Policy Studies Network (ATPS) helped in the identification of the researchers to carry out the field study.

02513 **Local and Indigenous Knowledge Systems (LINKS) in a global society**

201. The Local and Indigenous Knowledge Systems (LINKS) project continued its efforts to place marginalized rural communities at the heart of sustainable development and biodiversity conservation initiatives, by emphasizing the need to recognize and integrate indigenous knowledge, practice and worldviews. Work has continued on consolidating and expanding the network of field and research projects in 10 countries worldwide with partner institutions from another nine countries. To consolidate and further expand LINKS field projects in Pacific Small Island Developing States (SIDS), consultations on indigenous knowledge, biodiversity conservation and traditional knowledge education were held with partner institutions and local communities in Palau and the Solomon Islands. As part of this effort, work is under way with the University of Bergen (Norway) to revise and update an Encyclopaedia in Marovo and English that provides a detailed understanding of traditional knowledge of the extensive and unique biodiversity of the Marovo Lagoon (Solomon Islands).

202. The field project in the Bosawas Biosphere Reserve (Nicaragua) has obtained the formal agreement of the indigenous (Miskito-Mayangna) Kunaspawa Association to focus on the traditional ecological knowledge of the Maynagna communities of Lakus River. Training was provided to local, indigenous schoolteachers and community leaders to lead village debates and systematically record local knowledge on natural resources, their modes of exploitation and changes in abundance. Also, the LINKS project hosted and trained a Cree intern from James Bay (Canada), in collaboration with the Centre National de la Recherche Scientifique (CNRS-France) and with support from the Quebec Government. Training focused on developing a photo and audio archive

on Cree culture, including identifying audio materials from the National Museum of Civilization (Canada). Finally, a survey of curricula has been conducted in five Pacific countries in order to determine current pedagogical content pertaining to traditional knowledge. On this basis, a curriculum has been developed to integrate the CD-ROM on traditional navigation into coursework on science, mathematics, English and cultural studies.

02514 The UNISOL - TAPE alliance against poverty

203. The UNISOL-TAPE alliance against poverty consists of two pillars: the technology component of TAPE (Technology and Poverty Eradication) and the education and health component of UNISOL (Universities in Solidarity for the Health of the Disadvantaged). Building on the networking and outreach work in the last biennium, the alliance focused on the following objectives:

UNISOL: (i) Improving access of the poor to medical and social services offered by outreach posts and universities – the major theme of the International UNISOL-2-Conference. The conference (Kenya, April 2004) developed recommendations with respect to the construction of integrated health-and-social-development data, in an effort to overcome the shortcomings of vertical databases and information use that currently prevail in sectoral ministries. Participants from 15 African countries attended, representing a broad spectrum of stakeholders from scientists to community leaders; and (ii) the need to enhance the skill level of students to pursue their commitment to poor communities proactively and translate that commitment into relevant action led to the organization of a four-day training seminar following the international conference from 3 to 7 May 2004. The training focused on best practices models, the role of poverty as a human rights violation, and successful project management to address inequities in health services.

TAPE: The overall strategic objective of the TAPE project was pursued within the first six months of the current biennium: to inform, demonstrate and promote activities relating to the access of people living in poverty to technology. The project continued to put an emphasis on advocacy, policy formulation and implementation. To this end, several events were organized and co-organized in the current biennium, which, with the publications, are all designed to be replicated at regional and national level. While TAPE reaches all regions and many countries, greater depth and coverage of the least developed countries continues to be a priority.

02515 Small-scale mining and sustainable development in Latin America

204. In Latin America, artisanal and small-scale mining usually occurs in fragile ecosystems that are frequently characterized by depressed, primary and underdeveloped economies, by a fragmented social structure, and by cultural and biological diversity. Artisanal and small-scale mining largely depends on local and subregional economic linkages. Therefore, if properly managed, it has the potential to act as an effective catalyst to poverty alleviation and sustainable economic and social development at the local level. Within the project, a strategic vision for the artisanal and small-scale mining subsector has been elaborated and the main issues and lines of action have been defined and prioritized. Characterization studies of the subsector, identified as a priority by multiple stakeholders as an input to develop national and regional agendas, have been conducted in Bolivia, Colombia, Ecuador and Peru. Main results and lessons learned are being analysed and will be disseminated widely among stakeholders in the region. An effective contribution to poverty alleviation through pilot projects in selected Andean countries and Brazil addressing environmental, technological, economic and social challenges of sustainable local development based on artisanal and small-scale mining is also under implementation.

03511 **Poverty eradication** – **building national capacities for research and policy analysis, developing country strategies and action plans and monitoring their implementation**

205. The project started working towards its main objective of promoting poverty eradication at the country level, especially by building national capacities in the area of research and action plans on poverty reduction. A call for applications concerning the recently commenced Small Grants Programme on Poverty Eradication for national research and policy analysis entities has been widely disseminated through different channels, including UNESCO's website, a brochure in several languages and concerned field offices. An International Advisory Committee composed of eminent experts and a number of policy-makers from different regions of the world was set up to advise on the final selection of successful candidates, to adjudicate on the quality of research results produced and on the good practices in poverty eradication identified under this programme.

03513 **Urban poverty alleviation among young and female migrants in China, Lao People's Democratic Republic, Cambodia and Mongolia**

206. Aiming at providing young and female migrants with life and basic skills to help them fight against poverty, the project started to implement its three main objectives for 2004-2005: (i) to pursue the support to integrative activities concerning migrant women themselves; (ii) to enlarge the networking activities through training of organizations; and (iii) to produce research outputs for policy-makers using the materials of each pilot site's activities. In January 2004, a Chinese national workshop held on the project in Dalian resulted in a debate between the partners from the pilot sites and policy-makers on main policy recommendations regarding urban poverty alleviation among young migrants. By June 2004, all the partnerships concerning seven pilot sites (Chifeng, Beijing, Dalian, Shanghai, Chengdu, Diqing and Kunming) have been concluded. Within the framework of the follow-up to the artistic exhibition "Together with Migrants" held in November 2003, a movie was produced in order to introduce the exhibition and the project and a bilingual (Chinese/English) book was published showcasing the project, the artists' involvement as well as research papers produced by the partners in the pilot sites.

03514 **Combating exploitative migration of women and children in Africa**

207. The project has initiated two regional studies on factors favouring human trafficking in six pilot countries (Benin, Nigeria and Togo in Western Africa; Lesotho, Mozambique and South Africa in Southern Africa). Interdisciplinary regional teams, coordinated by the Women's Consortium of Nigeria and the Centre for Human Rights – Pretoria University, analyse how poverty, combined with political, legal and sociocultural factors leads women and children into this modern-day slavery. In parallel, the project has commissioned the Institute of Social Studies, The Hague University, to collect some 15 best practices in fighting exploitative migration in Africa to serve as the basis for the design of awareness-raising campaigns. Consultations were carried out with the main international organizations working in the field of trafficking (ILO, IOM, UNICEF and UNODC) to define each agency's added value and modalities for cooperation. An inter-agency research network on trafficking was initiated on the occasion of a meeting on "improving data and research on trafficking", Rome, 27-28 May 2004. Finally, an internal workshop was organized to explore ways to mainstream poverty eradication as well as future priorities (cultural approach to HIV/AIDS, gender equality and human rights, migrants rights).

03515 **Contributing to the eradication of poverty by strengthening human security in Burkina Faso, Mali, Niger and Benin**

208. On the basis of the experience gained in the previous biennium and the results of the UNESCO-Karthala publication entitled "Poverty – is it fate? Promoting autonomy and human

security among underprivileged groups – Benin, Burkina Faso, Mali and Niger", projects combining poverty reduction and the strengthening of human security were pursued on a participatory basis with the local people. The coordinators of project management committees in Burkina Faso, Mali and Niger took part in a meeting on the island of Gorée, Senegal (30 March-2 April 2004) to discuss ways and means of operationalizing the concept that defines poverty as a violation of human rights. The Gorée meeting also made the first evaluation of the projects and their connection with the national monitoring committees (Mali and Niger) that are required to pursue reflection on the concept, extend the debate at the national level and take appropriate action to ensure that the concept is reflected in poverty reduction strategy papers (PRSPs) and other major poverty reduction frameworks.

04511 Handicraft as a socio-economic and cultural development factor

209. For disadvantaged social groups, especially women and youth, handicraft has the double potential of raising living standards and preserving cultural heritage. Drawing on the results of the last biennium's work, the project started to expand regionally: The activities scheduled in Meso-America, the Caribbean, Africa and Asia-Pacific targeted disfavoured social groups, especially women and youth. In this connection, a training workshop for youth was held in Phulang Village (Viet Nam). The training programme in Kingston (Jamaica) is scheduled to begin in September and a project document is being prepared by ORCALC (Cuba) on the programme in Meso-America and the Caribbean for submission to extrabudgetary funding sources.

04512 Cultural and ecotourism in the mountainous regions of Central and South Asia

210. This project promotes sustainable community-based cultural and ecotourism in isolated mountain areas of Central and South Asia, with a focus on poverty alleviation, reduction of rural-urban migration and the preservation of cultural and natural heritage. Project activities in eight countries, Bhutan, India (Ladakh), the Islamic Republic of Iran, Kazakhstan, Kyrgyzstan, Nepal (Humla), Pakistan (Chitral and the Kalash Valleys) and Tajikistan, started in Spring 2004 focusing on providing local employment and economic initiatives through training activities for local people, setting up community-run accommodation and the production and sale of high-quality craft items, as part of a strategy for the development of sustainable employment through tourism. Further activities include the drawing up of codes of practice for tour operators and service providers, and the organization of local cultural and other festivals. In addition to the eight project sites established under the project's first phase in 2002-2003, new project sites, managed by local NGOs, have been established in India in Himalchal Pradesh and in Sikkim. The project continues to benefit from a major extrabudgetary funding of over $700,000 from the Norwegian Funds-in-Trust.

211. In April 2004, the first of two regional project workshops was held in Thimphu and Phobjikha, Bhutan, bringing together representatives of the eight countries participating in the project, as well as representatives of Bhutanese NGOs, tour operators, tourism professionals, United Nations agency and government representatives. The workshop reviewed the results of an evaluation of the project's first phase, carried out in January-February 2004, and planned field activities for the 2004 working season. Activities carried out by the project in the Phobjikha Valley, Bhutan, a mountain wetland and home to the rare and endangered black-necked crane, are also part of the strategy for the development of sustainable employment through tourism. An information meeting for development and tourism professionals was held at UNESCO Headquarters in June 2004, focusing on project activities in Tajikistan and in Central Asia. The project website is online at www.unesco.org/culture/ecotourism.

04514   **Youth development and poverty reduction through sustainable community tourism in the Caribbean (Youth PATH)**

212. The YouthPATH project (Youth Poverty Alleviation through Tourism and Heritage) continued to work towards harnessing the creative energies of marginalized (mainly rural) youth from ages 15 to 25 years to preserve the cultural and natural heritage of their communities and develop these as sustainable community tourism centres in five Caribbean countries – Bahamas, Barbados, Jamaica, Saint Lucia and Saint Vincent and the Grenadines. During the first months of this biennium a pre-, mid- and post-evaluation was carried out. It showed that the first phase of the project had had a positive impact on the youth and the communities. Phase two of the project introduced three new sites in addition to the five existing projects (Sapodilla Cayes, Toledo District, Belize; Carib Territory in Dominica; and Galibi Island in Suriname). All three pilot sites include indigenous Amerindian populations. A two-day training workshop entitled, "Managing for Results: Implementing Youth Projects at Community Heritage Tourism Sites" was held for workshop Project Managers and Youth Coordinators to introduce a Results-Based Management approach to Project planning, management and implementation. The workshop also served as a means of familiarizing participants with each other's projects, establishing lines of communication and bonding the group into a tight cooperative unit.

04515   **Strategy for the sustainable development of tourism in the Sahara**

213. The second operational phase of the project "The Sahara of cultures and people" has begun to establish a framework to encourage empowerment and participatory approaches in the fields of culture, the environment and tourism and to promote the cultural and natural heritage of the Sahara through a form of tourism that meets visitors' expectations while ensuring the sustainability of resources and respect for the local people's way of life.

214. In addition to designing a strategy for the medium and longer term and efforts to raise the awareness of decision-makers and strategic stakeholders, UNESCO's action has been pursued through specific field activities that have tangible effects and serve as examples and springboards for combating poverty, in cooperation with local NGOs in Niger (training of guides, T.O., women in poverty, the unemployed and establishment of the "Imzad listeners" tourism circuit), Algeria (intangible heritage), Mauritania (training seminar in cultural tourism for poor people), Mali (renovation of a house as a cultural centre) and Morocco (building the capacities of a women's cooperative). In January 2004, the project was presented jointly by UNESCO, UNDP and UNEP at the festival on desert cultures in Timimoun (Algeria). UNDP provided $44,000 in funding for the feasibility study and compilation of the draft document on "The Ksour Route" (for the Algerian part). This pilot project consists in renovating old houses as quality tourist accommodation and as cultural associations. It was presented in Algiers, on 27 February 2004, at a donors meeting. Contributions amounting to $500,000 were announced at the end of the meeting.

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

	Work plan allocations for activities 2004-2005 $	Activities expenditure as at 30.06.2004 $	Activities expenditure vis-à-vis allocation as at 30.06.2004 %
Total, Information and Communication Technologies	**3,250,000**	**469,140**	**14.4**

01521 **New opportunities for children and young people with disabilities**

215. The project aims to harness the benefits of ICTs to the service of children and young people with disabilities in developing countries. The focus is on communication skills and on the development of appropriate tools, materials and methodologies. A recent inventory on existing materials, including on the Internet, has revealed a lack of good and inexpensive pedagogical programmes for the target group. Most of the programmes available have been developed by private companies and are, in general, not affordable to the population concerned. However, in the Nordic countries a number of programmes have been developed in state-funded projects some of which will be given to the project for free. An expert will be commissioned to examine these programmes, suggest the needed adjustments and develop an example by adjusting one of the programmes available.

01524 **The application of remote sensing for integrated management of ecosystems and water resources in Africa**

216. The Network of the UNESCO Chairs and national institutions in remote sensing and satellite applications was extended and reinforced; these institutions are implementing national development projects. The results include satellite retrospective analysis and mapping of forestry ecosystems in Côte d'Ivoire; the satellite imagery applied to the Niger River and Lake Chad; land degradation in Botswana; assessment and monitoring of Table Mountains in South Africa; and the establishment of undergraduate and postgraduate courses and degrees in GIS and remote sensing applied to water resources and ecosystems in Niger and Benin. In line with 32 C/Resolution 52 calling for post-conflict assistance to the Democratic Republic of the Congo, this country has been selected to participate in the project and financial support is being provided to its "Regional Post-Graduate Training School on Integrated Management of Tropical Forests (ERAIFT)" to develop relevant national projects.

217. Concerning international and inter-agency cooperation, partnership was established with the National Space Research Institute (INPE) of Brazil and in May 2004 a senior expert from that institute provided advisory services to the UNESCO Chair in Oceanography and Marine Sciences at the Eduardo Mondlane University in Mozambique. Joint projects and exchange of staff and students are being organized. The project also contributed to the annual meeting of the Committee of Earth Observation Satellite (CEOS) to follow up the Recommendations of the WSSD on capacity-building. In May 2004, an international seminar on the "International cooperation between the CCT and the University of Missouri-Kansas City of the United States of America" was held at UNESCO Headquarters; and the International Meeting of the BILKO Steering Team of which the project is a member was held at the University of Southampton in May 2004 to discuss the progress achieved.

02521 **Information and communication technology in science and engineering education in Africa**

218. The overall goal of the project is to enhance learning opportunities in basic and engineering sciences through the effective use of ICTs as a learning and teaching technology in Africa. The project will (i) foster the digitization and digital production of learning materials to enhance students' access to learning materials; (ii) demonstrate the usefulness of ICTs as a cost-saving educational technology for use in science and engineering education; and (iii) lighten the burden associated with the shortage of staff in most African universities. During the January-June period, a survey of E-readiness and the ICT infrastructure of five African universities was carried out. The report of the survey shows that, while the local area network infrastructure is well established in most of the universities visited, there was a problem with the speed of Internet connection. Thus the project will concentrate on e-content delivery through CD-ROMS but also made available through

the Internet. A website will be established for the training activities. The project has been decentralized to UNESCO Offices in Accra, Addis Ababa, Harare and Yaoundé for on-site training in those subregions. With regard to extrabudgetary funds, it is worth noting that the African Network of Scientific and Technological Institutions has set aside $20,000 for one of the training activities.

02522 Small islands' Voice (SIV)

219. Dialogue surrounding small-islands issues gained a refreshing perspective when, in January 2004, the DVD entitled *Small Islands Voice: Laying the Foundation* was produced to fulfil an awareness-raising role. In 25 minutes, people living on small islands outline a myriad of issues that they encounter on a regular basis including solid waste disposal; rising rates of crime and violence; loss of traditional cultures; limited economic opportunities; over-dependence on tourism; island "brain drain"; and poor infrastructural development. Through promotion of the DVD and by generating debate via two Internet discussion forums, the project has continued to advance local (and global) participatory modes of communication while bringing small-islands issues to the fore. Also during the six months under review, the SIV global forum (16,000+ recipients) highlighted debates concerning the export of spring water from Saint Vincent and the Grenadines; illegal fishing in Ascension Islands in the South Atlantic; and the "right" type of tourism development for Aitutaki, Cook Islands, in the Pacific. The case studies and insights presented on the forum have proved valuable for learning, teaching and research purposes, with postings being further relayed by local media (newspapers, radio) in islands in the Caribbean, the Indian Ocean and the Pacific.

220. Additional awareness-raising activities among young islanders focused on the SIV youth Internet forum. Thirty-eight schools in 12 island territories across the Caribbean, Indian Ocean and Pacific have been discussing three themes – "Life and love in islands", "My island home", and "Money in my pocket" – of the "Youth Visioning for Island Living" that is associated with the Programme of Action for Small Island Developing States (SIDS). To enhance the intercultural dimension of the youth Internet forum, students from Villa Clara in Cuba joined the youth Internet forum in early 2004 and have been posting responses in Spanish and English. Interregional linkages were enhanced through a student exchange programme allowing five secondary students and their teacher from the Seychelles to visit the Maldives in January 2004. One of the objectives of the SIV project is also to contribute the views of the general public to the review of the Programme of Action for Small Island Developing States (SIDS). During January 2004, the SIDS interregional preparatory meeting was held in the Bahamas and a Nassau Declaration was prepared. UNESCO collaborated with the Ministry of Education in the Bahamas to involve youth from New Providence and the Family Islands in Youth Focus Bahamas. This was a two-day event during which 35 young people met to develop a future vision for their islands and present their views and a manifesto to the main United Nations meeting.

02523 UNESCO/IOC regional ocean subportals as part of the UNESCO knowledge portal

221. The UNESCO/IOC community-based information sub-portals on oceans for Africa (African Ocean Portal); Caribbean and South America (*Portal Oceanico*); and South America (*FANSA Portal*) aim to facilitate access to information and data on all aspects of ocean/coastal research and management. Activities during the first six months have proceeded as planned in each of the three sub-portals. Concerning **Portal Oceanico**, in cooperation with the UNESCO Office in Quito, regional experts have been commissioned to serve as editors for subject areas in which further depth of information was required, contributing towards achieving the project's expected result of increased participation in production of content for the portal. Also, the chief editor of the portal participated in the editorial and planning meeting of the *FANSA* (regional harmful algal blooms)

portal which agreed that information produced would be closely integrated with the *Portal Oceanico*, thus greatly increasing the range of subjects covered.

222. Regional experts on harmful algal blooms were selected to provide content for the **FANSA portal**. The first editorial and planning meeting hosted by the Fundacao Universidade do Vale do Itajai, Brazil, enabled all of the editors to receive the training necessary to put information into the system. In addition to the portal editorial group and in partnership with the IOC Science and Communication Centre on Harmful Algae, Copenhagen, Denmark, a group of content providers for an e-learning course on HABs in the region was selected and trained in the use of the software chosen to deliver courses. In Africa, a network of regional experts representing marine science institutions in East and West Africa have been commissioned to input content and ensure regular updates to the **Africa Ocean portal** thus also contributing to achieving the expected result of increased participation in production of content for the portal with a wider range of subjects covered.

`03521` ICTs as a tool to improve local governance in Africa, Latin America and the Caribbean

223. In line with the objectives of promoting cooperation, networking and knowledge sharing on governance related issues, the project is being implemented in collaboration with the Virtual School of Governance (EVG) of the International Governance Institute (IIG) in Spain. As a follow-up to results achieved during the last biennium, three modules of a specialized course on electronic local governance have been completed and the intake of students will commence in October 2004. In preparation for the launch of the course and to ensure African participation in its delivery, a team of African professors was trained in online course delivery with a special focus on learning support techniques within virtual environments. The project has made steady progress with the elaboration of the second specialization course on local e-governance – CEGEL II which is currently awaiting funding from extrabudgetary sources. CEGEL I (training of city hall civil servants) led to the creation of a network of 43 persons and it is envisaged that the design of an additional distance training course for government employees in the Caribbean and Portuguese-speaking countries will increase e-governance capacities.

`04522` DIGI-ARTS subportal/UNESCO knowledge portal

224. The Digi-Arts project, an Internet sub-portal that serves artists, in particular adolescents and young people, aims to promote creativity, cultural and artistic diversity and intercultural dialogue. The following activities were implemented during the period under review: (i) two UNESCO DigiArts e-learning seminars (available on URL http://www.mecad.org/unesco.htm) were held in Spanish and English in May and June 2004, targeting artists, researchers, computer science experts and other practitioners in new media and the arts. More than 1,000 students from different geo-cultural areas registered and followed these seminars; (ii) first session of the Young Digital Creators Programme, a web-based initiative empowering young people to express their viewpoints on global issues of sustainable development by taking part in creative digital practices, was launched with three online applications, *Sound of our Water, Scenes and Sounds of my City,* and *Youth Creating and Communicating on HIV/AIDS.* Its focus on interdisciplinary approach of arts, education and technology, creative learning process, and intercultural dialogue has successfully engaged more than 75 institutions of UNESCO associated schools, clubs/centres, and Infoyouth network from different geo-cultural regions; and (iii) new media practitioners in Africa have been identified and are contributing to the extension of the regional networking activities and building of the African digital community, serving as potential networking agents promoting artistic and creative practices connected to media and technology in Africa.

05521 **ICTs helping to fight HIV/AIDS: changing young people's behaviour through preventive education schemes**

225. Preparatory work is under way for the establishment of HIV/AIDS information centres for youth in Bulgaria, Mozambique and Tanzania. The centres are designed to improve access to information on HIV/AIDS and raise awareness among the youth in those countries, particularly young girls, rural and disadvantaged young people, about the potential risks as well as efficient methods of preventing the disease. Activities planned include seminars and training sessions in ICT skills; producing information packages; creating content, and "youth-friendly" websites in local languages; and broad dissemination of collected "best" practices in the subject-area as measures to develop new attitudes in youth to combat HIV/AIDS.

05522 **Harnessing ICTs for the audiovisual industry and public service broadcasting in developing countries**

226. The project aims to advise developing countries in Africa, Asia and Latin America on the potential of ICT-enhanced broadcasting, both in their audiovisual industry and public service broadcasting. During the period of January-June 2004, research topic issues were identified both in the broadcasting and audiovisual policies component and in the component dealing with content production and dissemination of major societal development. Detailed terms of reference for training of content producers on key contemporary topics and for the preparation of guidelines for international strategies and national audiovisual policies were also developed.

05523 **ICTs for intercultural dialogue and diversity: developing communication capacities of indigenous peoples**

227. To contribute to preserving cultural resources of indigenous people through access to ICTs and indigenous content development, six project activities were launched in 10 indigenous communities – the Naga and the Mentowai in the Asia Pacific region; the Pygmies and the Himbas in Africa; and the Quechua, Aymara, Kikanantay, Rapa Nui and Mapuche in Latin America. The objective of these activities is to foster the use of ICTs in revitalizing the identity of indigenous communities; encourage the production of indigenous cultural content for television, radio and new media; while opening up new opportunities for traditional and innovative income generating activities.

05524 **E-campus - Improving open distance learning**

228. The main goal of the project is to encourage the adoption and best use of ICT-assisted Open Distance Learning (ODL) as a pillar of the virtual university concept. It will be anchored in the Mediterranean, Africa, Asia and Latin America in cooperation with universities and open distance learning providers. During the period covered, a survey was carried out in Brazil to assess distance learning needs in the Amazonian region. Based on the assessment report, currently being elaborated, support will be provided to the Amazonian State Secretariat of Science and Technology of Brazil for training of trainers and the use of new methods for training. Also under way are (i) a study of existing e-courses; and (ii) the selection of course structures to be developed as a model for an e-learning course.

05527 **ICTs as a tool for governance and democratic participation**

229. The project is closely linked to the process leading up to second phase of the World Summit on the Information Society in Tunis (November 2005). It will focus on delivering contents on political mechanisms, decision and participation processes and to create a space for online dialogue

between public authorities, community leaders, NGOs and citizens. As an initial step in the WSIS process, in a consultation meeting on the Tunis phase organized on 29 April 2004 with NGOs maintaining official relations with UNESCO, possibilities were examined on how to involve civil society through consultation meetings with clusters of NGOs on selected lines of the WSIS Action Plan, possibly in December 2004. A joint meeting of all NGOs for consensus and alliance building for the implementation of the WSIS Action Plan could also be held during the first half of 2005.

05528   Strengthening telecentres in Central America

230. A start was made towards achieving the expected result of an extensive knowledge about the presence, development, characteristics, nature and aims of the telecentres in Central America through the following activities: (i) preparation and application of an instrument for obtaining information about completed and ongoing projects on telecentres in the region; (ii) creation of a database of documents produced by organizations involved in the development of telecentres such as the Inter-American Bank of Development, the International Development Research Centre (IDRC); Central American Institute for Business Administration (INCAE); and Somos@Telecentros. The information extracted from the documents points to the diversity of the projects; and (iii) a study of the commitment of governments to support projects dealing with the reduction of the digital gap and the democratization of the access to information through ICTs. This information is contained in a great number of important agreements signed by Heads of States of Central American countries.

231. One of the aims of the project is also to help in formulating a coherent and organized policy for the promotion, development, maintenance and evaluation of the telecentres in the subregion. In this regard, key relations were established with national governmental institutions that are working or cooperating in projects of telecentres, including the National Services of Science and Technology and the National Councils of Science and Technology. The following institutions have also showed interest in cooperating in the project: (i) Central American Institute for Business Administration (INCAE); (ii) UNESCO Chairs on Communication; (iii) Latin American Association for Education by Radio (ALER); (iii) World Association of Community Radio Broadcasters (AMARC); (iv) Latin American Federation of Associations of Communication Schools (FELAFACS); and (v) Latin American Network of Radio Stations for a Culture of Peace (RADIPAZ). An agreement was signed with the International Telecommunication Union (ITU) to develop a number of joint activities and cooperate in implementing the project.

05529   Free open source software for information processing and education

232. A framework has been developed to conduct a comprehensive comparative evaluation of Free and Open Source Software (FOSS) and proprietary educational software approaches for education in Africa. In Latin America and the Caribbean, the identification of the main partners and software has been completed for the five components of the project. These include software localization; software documentation; the organization of Latin America and Caribbean Free Software (LACFREE) in 2005; and the development of the FOSS portal. Agreement has been reached between UNESCO and the University of Waikato, New Zealand, to further develop and enhance the UNESCO Free and Open Source Greenstone Digital Library System. The software is an easy and flexible tool which allows librarians to produce digitized content from their collections and to develop catalogues, fulfilling the objective of broadening access to information.

05530   UNESCO knowledge portal

233. The creation of a comprehensive Internet-based knowledge portal initiated in the last biennium shall serve as an entry point to a range of diversified knowledge put at the public disposal,

as a public repository and as a means of action. Following the first phase of the project, a benchmark assessment of the situation of portals/websites in the United Nations system and development institutions with recommendations for 2004-2005 has been completed. A series of intersectoral meetings was held to define the methods and actions needed to implement further a user-oriented web portal open to the communities that create/use knowledge in UNESCO's areas of mandate. These meetings discussed such issues as audience-user interface; contents/technical architecture; logical framework; management and marketing; management and training; editorial principles; and training.

Coordination of action to benefit Africa

234. **Development of relations with the Member States of Africa** – The visits made by the Director-General to **Angola, Botswana, Cameroon, Côte d'Ivoire, Ghana, Lesotho, Mauritius, Madagascar, Sao Tomé and Principé, Swaziland, Zambia, the Seychelles, Comoros** (the first official visit by a Director-General of UNESCO) and **Uganda** helped to strengthen the links of cooperation with these Member States. In the course of these visits, the Director-General attended the opening of the Conferences of the Ministers of Education of the countries of West Africa (ECOWAS) in Ghana, of Central Africa (CEMAC) in Cameroon, and of the Portuguese-speaking countries in Africa (PALOP) in Sao Tome and Principe, as well as the official launch of the International Year to Commemorate the Struggle against Slavery and its Abolition, in Ghana and Mauritius. In Comoros, it was agreed that UNESCO would provide support for the ongoing process of peace-building and national reconciliation; the Director-General also undertook to call, within the United Nations system, for increased international assistance to that country. In each of these countries a funding agreement was concluded under Japanese funds-in-trust for priority projects in such fields as human capacity-building, preventive education to combat HIV/AIDS, environmental protection, and the preservation and rehabilitation of the cultural heritage. Memoranda or joint communiqués were also signed indicating the direction of future cooperation.

235. Several major figures paid visits to UNESCO Headquarters. They included H.H. Mr Joaquim Chissano, President of the Republic of Mozambique and President of the African Union, and Mr Alpha Oumar Konaré, President of the Commission of the African Union. The visit of the President of Mozambique took place during the **Africa Days** organized by the Permanent Delegations, from 25 to 28 May 2004, on the theme "Africa on the move". A number of events – conferences, concerts, exhibitions – were held on that occasion.

236. **Marshalling of extrabudgetary resources for the financing of priority projects in Africa** – In accordance with resolutions 50, 51 and 52 adopted at the 32nd session of the General Conference, action plans are in the course of being implemented with regard to Angola, Côte d'Ivoire and the Democratic Republic of the Congo. Extrabudgetary resources amounting to approximately $7 million have already been mobilized for the benefit of the last of these countries. In addition, alongside the restructuring of PEER, the Organization has established mechanisms for strengthening its activities in certain countries of West Africa – Liberia, Sierra Leone and Guinea-Bissau – by establishing specific units in the countries concerned or within the offices that cover them.

237. **Promotion of local, national, subregional and regional partnerships in the implementation of the programme** – Cooperation with IGOs, NGOs and international partners for the development of Africa has been strengthened, as shown by the meeting held at UNESCO Headquarters on 9 April 2004, between the secretariats of UNESCO and the Community of Portuguese-Speaking countries (CPLP). In particular, there are plans to mobilize resources and partnerships for the implementation of activities in the Member States of the CPLP in the following

priority fields: the environment, the training of trainers, ICTs, the safeguarding and promotion of sites and places of memory. The two Secretariats signed a joint communiqué at the conclusion of the meeting.

238. Within the United Nations system, UNESCO is the lead agency for the Education sub-cluster of the human resources, employment and HIV/AIDS cluster. In this capacity, the Department has coordinated the participation of the Education Sector and field units in the activities of this cluster. The Harare and Windhoek offices have been involved in this process and played an active role in the meetings of the "Human Resources Development" Cluster (Pretoria, January 2004), in the meeting of the Task Team (March 2004) and in the sixth regional consultation of the United Nations agencies working in Africa (July 2004). UNESCO also helped to organize, in Livingstone (Zambia), in March 2004, the 23rd meeting of the Committee of Co-sponsoring Organizations (CCO) of UNAIDS. With regard to science and technology, a thematic cluster has been established on the proposal by UNESCO, which is also responsible for its coordination.

239. **Strengthening of cooperation with the African Union (UA)** – At the invitation of the President of the Commission of the African Union, Mr Alpha Oumar Konaré, the Director-General visited Addis Ababa (Ethiopia), from 5 to 7 July, where he attended the opening of the third ordinary session of the Assembly of Heads of State and Government of the African Union, chaired by Mr Joaquim Chissano of Mozambique, in the presence of the Secretary-General of the United Nations, Mr Kofi Annan. The Director-General took advantage of the Summit to meet informally most of the heads of state and government who were there. In the course of a meeting with President Konaré, the latter reaffirmed the importance which he attached to close cooperation with UNESCO for the organization of the fourth session of the Assembly of the African Union, to be held in Khartoum (Sudan) in July 2005, focusing on education and culture. The President also accepted the Director-General's invitation to form part of the select group of personalities approached to give their opinions on the United Nations Decade of Education for Sustainable Development (2005-2014). At the invitation of the Chairman of the third session of the Assembly of the African Union, Mr Olusegun Obasanjo, Chairman of the NEPAD Heads of State and Government Implementation Committee, the Director-General also addressed the 11th session of that Committee.

240. **Liaison and cooperation between the Secretariat and the NEPAD steering and implementation committees** – Cooperation has continued with the NEPAD secretariat, whose integration into the structures of the Commission of the African Union is now under way. All the measures have been taken in conjunction with the Commissioners of the African Union with responsibility for UNESCO's fields of competence. The second meeting of the **UNESCO Committee for NEPAD**, which focused on subregional and regional integration, took place in Paris on 5 and 6 April 2004. At the conclusion of its proceedings, the Committee made a number of recommendations concerning, in particular, the coordination and harmonization of the Organization's support for the Commission of the African Union and the NEPAD secretariat. The Committee also recommended that the Commission be invited as a matter of course to attend its future sessions. The recommendations of the Committee were transmitted to all the national commissions and the Permanent Delegations to UNESCO.

241. **African policy-makers alerted to the issues at stake and to the Organization's contributions to the implementation of NEPAD** – UNESCO has continued to provide assistance to NEPAD for the strengthening of **human resources**. A draft action plan in this field has been drawn up and should also include the northern parts of the Continent. This plan will then be submitted to the Commission of the African Union to be examined by the Member States. The NEPAD secretariat intends to encourage the initiation of an intergovernmental process to examine

the document with a view to it being adopted at the highest level at the Summit of the African Union in Khartoum (2005) on education and culture.

242. Culture is regarded by NEPAD as an essential factor for development and peace. In order to expand the reference document of October 2001 and provide a platform for new and more vigorous action to promote culture, the NEPAD secretariat has decided to organize a regional consultation on this subject. UNESCO, which was requested to contribute to this task, convened in Abidjan, in September 2003, a meeting of experts, whose reports and recommendations will provide the basis for the planned consultation. This could take place towards the end of 2004 or at the beginning of 2005. Approaches are now being made to the African regional and subegional organizations and the field offices with a view to expanding this basic document. UNESCO and the NEPAD secretariat then plan to submit the outcome of these proceedings to the Commission of the African Union as the **Global Agenda of the Continent for Culture**.

243. The Ministerial Conference on Science and Technology for Development, organized jointly by UNESCO in November 2003 in Johannesburg, led to the establishment of the **NEPAD Ministerial Council for Science and Technology**, which is continuing the consultations with a view to finalizing the plan of action adopted in Johannesburg. This plan mainly covers biotechnology, the ICTs, biodiversity, traditional know-how and energy. In January 2004, UNESCO organized a ministerial round table on the role of the biosphere reserves as laboratories for sustainable development. Through this initiative UNESCO intends to promote the use of the biosphere reserves as operational sites for sustainable development as a means of combating poverty and implementing the **Action Plan of the Environment Initiative for NEPAD**. The Government of Senegal, as coordinator of the programme, has been invited to transmit the conclusions of the meeting to the NEPAD secretariat and to the African Ministerial Conference on the Environment (AMCEN).

244. **A study day on NEPAD** was held during the Consultation of National Commissions for UNESCO of the African region which was held in Maputo (Mozambique) in May 2004 (see document 170 EX/12 Part I (A) Add). With regard to the **publication and dissemination of reports, studies and analyses**, the sixth issue of the newsletter *Listening to Africa* has appeared, in English and in French. Two studies are now under way, one on education in Africa within the NEPAD framework and the other on the definition of a UNESCO strategy for the African countries in post-conflict situations.

Fellowships Programme

245. UNESCO continued its action under the Fellowships Programme whose primary goal is the sharing of information, knowledge and experience among countries, thereby enabling Member States to **upgrade skills and enhance national capacities in areas of UNESCO programme priorities**. During the period under review, a total of 39 fellowships (Africa: 8, Arab States: 6, Asia and the Pacific: 12, Europe: 3, and Latin America and the Caribbean: 10) were awarded to beneficiaries, duly endorsed by their respective National Commissions. The gender distribution of the fellowships awarded was 64% to women and 36% to men. The total value of the 39 fellowships under both the regular programme and extrabudgetary projects is estimated at $1,228,327, of which 81% were in support of the Natural Sciences: Capacity-building was enhanced in biological sciences and biotechnologies and in technologies related to sustainable development and the sound management of the environment, with special attention to water resources and their ecosystems. The UNESCO/L'OREAL Co-Sponsored Fellowships for Young Women in Life Sciences, the UNESCO/Keizo Obuchi Research Fellowships Programme funded by Japan, the UNESCO/Israel – MASHAV Co-Sponsored Fellowships Programme, and the UNESCO/Czech Republic Co-

Sponsored Programme contributed to strengthening the capacities in these priority areas. The remaining 19% of awards were in support of the following Major Programmes: 8% for Social and human sciences, 5% for Communication and information, 3% for Education and 3% for Culture.

246. A new UNESCO Fellowships Programme web page was launched where all relevant information concerning fellowships updates and opportunities can be obtained (http://www.unesco.org/fellowships). A Directory of UNESCO Fellows awarded during the 2002-2003 biennium had been finalized and disseminated to all National Commissions and Permanent Delegations. Three new projects had been designed, negotiated and finalized during the period under review: UNESCO/Italy Co-Sponsored Fellowships, awarding 14 fellowships to Iraqi women, starting in 2004, to study in Italy and get university diplomas; UNESCO/Suzanne Mubarak/Japan-Egypt Friendship Fellowships for the Empowerment of Women Researchers in Peace and Gender Studies, funded by Japan. This project grants 10 fellowships per year for women from the developing countries; UNESCO/Cuba Co-Sponsored Fellowships, starting in 2005 and awarding 16 fellowships for graduate studies in Cuba to UNESCO Member States in the Africa Region.

Public information

247. While continuing to implement the new public information and communication strategy, the Bureau of Public Information has been restructured over the past few months to create greater synergy between its different sections and more coherence in their activities; to update modes of communication through increased use of information and communication technologies; and to use more efficiently the human and budgetary resources available for public information activities.

248. During the first six months of the 2004-2005 biennium, the Press Relations Service published over 60 **press releases** and more than 50 **media advisories**. All press releases are produced and distributed in English, French and Spanish. Selected press releases and media advisories were also distributed in Russian and Arabic. Press releases and media advisories concerned activities in the Culture sector (23), Communication and Information (21), Social and Human Sciences (20), Education (15) and Natural Sciences (8). In terms of press coverage, World Press Freedom Day and the UNESCO/Guillermo Cano World Press Freedom Prize drew most media attention with at least 200 articles in newspapers in 40 countries. The inscription of new sites on the World Heritage List, the International Year to Commemorate the Struggle Against Slavery and its Abolition, and Education for All Week with the "Big Lobby" organized with the Global Campaign for Education were equally given substantial press coverage around the world. BPI also produced the first of the three issues of the *New UNESCO Courier* programmed for this year, devoted to Small Islands Development. The second issue, to be published in September/October will include a feature on AIDS prevention education. For reader comfort, the magazine's format has been slightly changed and the number of pages reduced.

249. Following on the changes to the web initiated during the last biennium, the sectors and some field offices have continued, encouraged by the Editorial and New Media section of BPI, with the harmonization and **integration of the various thematic websites**. Several studies carried out by external specialists have informed this work, which has already had a major impact on the gradual transformation of the website into a portal. Comparative studies with institutions similar to UNESCO, and the results of the "user tests" carried out by ergonomists, have proved to be among the most interesting and most useful. They have also helped to identify the main expectations of users in terms of coherence, quality of content and multilingualism, and have also enabled UNESCO to take its place among the leading group of institutions seeking to make more extensive use of the web and the possibilities offered by the Internet in carrying out their activities. The integration of the field offices and the institutes will be the next indispensable stage in this process.

250. During the first half of 2004 the Bureau handled the public relations for 63 **cultural events**, concerts, exhibitions, film shows, anniversaries and international days. The successful coverage of these events by the media achieved the objectives set in terms of greater visibility. These events included the preview of the "Mysteries of Pompeii", a fiction documentary made in association with BBC and F2, "Metropolis" by Fritz Lang, the first film classified as part of the "world heritage" (Memory of the World) shown in its restored version, in association with MK2, the "Ningyo Johruru Bunraku" marionettes theatre (Japan) and the "Carnival of Barranquilla" of Colombia, both included in the list of the intangible heritage. The Section has also helped to mobilize international reporters through the Humanity Photo Awards awarded by the "China Folklore Photographic Association", a network of 25,000 Chinese photographers. BPI has contributed to the promotional activities carried out by the sectors, relating to preventive education against HIV/AIDS, in conjunction with Cristina Owen-Jones, Goodwill Ambassador of UNESCO; in support of women, in association with Titouan Lamazou, UNESCO Artist for Peace; and has initiated partnerships with the private sector, which have helped to support activities in various sectors.

251. The **Audiovisual Section** has continued its partnership with CNN. The 30 documentary features produced by UNESCO and broadcast by CNN include such subjects as the launching of the International Year to Commemorate the Struggle against Slavery and its Abolition, the adoption of the Convention for the Safeguarding of the Intangible Cultural Heritage, the protection of the cultural and natural heritage, the L'Oreal/UNESCO Prize "For Women in Science" and the multimedia centres. UNESCO has co-produced with the Discovery Channel a new series of 10 short programmes on endangered languages. These programmes have been broadcast worldwide in 32 languages. A partnership has been established with NHK for the production of 150 documentaries on the heritage, 40 on cultural and natural sites and two on the Bamyan Valley and the city of Bam. The material collected will constitute the first holdings of a digital archive collection on the heritage.

252. The Bureau has also distributed to the major broadcasting agencies (Eurovision, AP Television, Reuters) material on the winners of the L'Oréal/UNESCO Prize, the new sites on the World Heritage List and the nominations of Goodwill Ambassadors. A video on the International Year to Commemorate the Struggle against Slavery and its Abolition has been produced and distributed to all the field offices and a number of television channels. Another video presenting masterpieces of the intangible heritage was shown in the course of the annual meeting of UNESCO's Goodwill Ambassadors.

253. The photographic classification system has been completely overhauled in order to reflect more accurately the Organization's priorities. New photographs have been acquired in the fields of education, hydrology, information and communication, the tangible and intangible heritage and the slave route. In addition to the photographs distributed to the Permanent Delegations, the photographic library has dealt with a thousand requests over the last six months from journalists, NGOs, academic institutions, the sectors, field offices and Institutes. The photographic library has provided illustrations for several of the Organization's exhibitions and for the UNESCO Publishing Section. The **photographic service** is responsible for all the illustrations for the *New UNESCO Courier* and regularly provides material for the web section and the webmasters of the various sectors. Five hundred sound recordings which are among the most requested by journalists and UNESCO's partners have been transferred onto compact discs.

254. With regard to **publications**, 70 titles (books, periodicals and CD-ROMs) have been published or co-published by the UNESCO Publishing Office and, in some cases, by IIPE and the IBE. In addition, 35 contracts have been signed, including 17 co-publishing contracts and contracts for the assignment of rights in the Organization's official languages: English (4), French (3), Spanish (3), Arabic (1), Chinese (6), and 18 contracts for translation and publication in non-official

languages; Germany (2), Brazil (1), Greece (4), India (6), Italy (1), Mongolia (1), Portugal (2) and the Republic of Korea (1). Negotiations for the final volume of the General History of the Caribbean have been completed; other negotiations are now under way for the revised edition of Volume III.

255. Promotional activities included participation in major book fairs and international conferences worldwide. The promotion of the Organization's sales titles continued with the creation, production and distribution, to targeted groups, of a number of promotional brochures including UNESCO Publishing News and the Readers Club brochure. The UNESCO website is now available in three languages (English, French and Spanish) and includes the Readers Club, which has received a large number of visitors, in particular from the Spanish speaking world. This has, in turn, reinforced the visibility of the Organization. The decrease in the number of titles published in French and particularly in Spanish has had a negative impact overall on sales figures.

Strategic planning and programme monitoring

14001 256. **Draft Programme and Budget for 2006-2007 (draft document 33 C/5) prepared**: A detailed substantive questionnaire was prepared to facilitate the consultation of National Commissions for UNESCO, governments, intergovernmental and non-governmental organizations on key parameters for the preparation of document 33 C/5. In a series of regional consultations by the Director-General with National Commissions of the five regions Latin America and the Caribbean (Aruba), Africa (Maputo), Asia and the Pacific (Wellington), Europe and North America (Zurich) and the Arab States (Sana'a) a body of specific recommendations was formulated for consideration by the Director-General and the Executive Board, at its 170th session. These regional consultations were preceded by cluster consultations on programme priorities thereby strengthening UNESCO's decentralization efforts.

257. **Implementation and results of document 32 C/5 regularly monitored, including assessment of work plans**: The Bureau of Strategic Planning (BSP) monitored on a quarterly basis the progress in the implementation of work plans and raised any problems identified with sectors. On a six monthly basis monitoring reports were prepared for senior management together with an in-depth analysis and requests for corrective action.

258. **Results-based programme planning, monitoring and evaluation approaches refined and applied in programme and budget documents, reports on the implementation/Assistance provided to field offices in results-based management (RBM) and work plan management/Training in RBM developed and offered at Headquarters and in field offices**: BSP established in June 2003 a small team with the remit to work towards centering UNESCO managerial culture and practice on measurable and transparent results. In the first six months of 2004 the results attained were the following: (a) Implementation of an RBM pilot training programme through workshops offered to more than 100 staff members involved in programming during the first semester 2004 in seven different locations in Africa, the Caribbean and the Middle East. Feedback and evaluation by participants indicate a positive impact of the workshop on team building and staff capacities, which is also perceptible in documents such as that prepared for the IOC Executive Council (IOC/EC-XXXVII/2 Annex 16 rev); (b) The 32 C/5 work plans including expected results and performance indicators are being continuously improved as a result of the RBM training. For the first time, all Main Line of Action entries – accessible online, show expected results. (c) A Plan of Action for 2004-2005 has been developed, contingent upon extrabudgetary funding to enhance the quality of results formulation for the draft document 33 C/5 and its work plans. The Action Plan has been submitted to several donors.

259. **SISTER system, its infrastructure and its coverage further improved and consolidated/Programme monitoring capabilities of SISTER upgraded/Training in the use of SISTER expanded at Headquarters and in the field**: A major effort has been made to ensure electronic storage, processing and monitoring of document 32 C/5 and its approved work plans in SISTER. More than 800 work plans have been entered and updated by the SISTER team on behalf of the field offices that were encountering difficulties accessing the tool. In order to decrease connectivity problems, a functional and technical study has been carried out. The functional part of the recast of SISTER has been finalized to allow for the technical recast to begin. A user group, composed of representatives from the different Sectors/Services/field offices has been activated and will accompany the recast process. Furthermore, Field Office/Liaison Office/Institutes training is being undertaken to train focal points (in collaboration with HRM, BFC, and FABS team). An e-learning tool (Know How) has been reviewed, completed and put online for all users. More than 300 users have been assisted or trained, among them 11 Permanent Delegations/National Commissions. In order to facilitate analysis of the data contained in SISTER, programming and monitoring reports have been produced and presented for senior management.

260. **Scope of dialogue among civilizations broadened and intensified, and made more relevant to current challenges and regional specificities/Networking mechanisms created**: BSP has pursued its role as coordinator for the Organization's activities pertaining to the dialogue among civilizations, especially in connection with the implementation of 32 C/Resolution 47 on "New perspectives in UNESCO's activities pertaining to the dialogue among civilizations, including in particular follow-up to the New Delhi Ministerial Conference" at both global and regional levels. In concordance with the recommendations of this resolution, UNESCO broadened the scope of its activities by cooperating with non-governmental organizations (e.g. an international forum in Paris co-organized with the Euro Mediterranean Forum for Science, Development and Peace called "The clash of civilizations will not take place" in January 2004) and identified concrete possibilities for action at the regional level for the Arab States region (Colloquium on the Dialogue among Civilizations and Cultures, Sana'a, Yemen, February 2004, resulting in the Sana'a Call) and the Eurasia/Central Asian region (International Conference in Issyk Kul, Kyrgyzstan, June 2004 resulting in the Issyk Kul Declaration). The conference in Sana'a focused on formulating initiatives in education, culture and communication, and the event in Issyk Kul focused on values education, cultural heritage and water management as well as sustainable development.

261. With a view to broadening knowledge about the dialogue and its inherent potential as a tool for reconciliation, mutual understanding and peace-building, additional volumes were published in the UNESCO Dialogue Series containing the proceedings of "Dialogue among Civilizations: Quest for New Perspectives" (New Delhi, July 2003), the "Regional Forum on Dialogue among Civilizations", (Ohrid, August 2003) as well as "Globalization with a Human Face – Benefitting All" (Tokyo, July 2003). Furthermore, the innovative Mondialogo partnership on intercultural dialogue progressed well by consolidating the Mondialogo School Contest, involving some 1,500 school teams with some 22,000 participants, and by launching the Mondialogo Engineering Award process. The school contest winners will be announced in September 2004. Lastly, the virtual networking mechanism set up for the dialogue was activated to solicit contributions for the various conferences held and for disseminating the results and papers presented at these events.

262. **Cooperation and joint action with the United Nations High Representative for LDCs and other organizations reinforced**: UNESCO has contributed actively to the preparatory activities and panels for the 2004 summer session of ECOSOC and the ECOSOC session itself which was devoted to the subject of mobilizing resources for LDCs to implement the Brussels Programme of Action (LDCIII Conference in Brussels, 2001).

263. **The Organization's activities pertaining to women coordinated and their mainstreaming into all UNESCO Programmes improved**: (a) UNESCO contributed to the World AIDS Campaign 2004. This year-long campaign launched in February 2004 will culminate in World AIDS Day in December 2004. It seeks to accelerate and sharpen the global response to HIV/AIDS by focusing on women and girls, especially through preventive education. BSP's Section for Women and Gender Equality and the Culture Sector developed a framework for UNESCO's contribution, identifying key messages and partnerships in consultation with field offices and specialists working on AIDS from a gender perspective. (b) Regarding International Women's Day on 8 March, a broad range of activities were pursued, many of which highlighted issues surrounding women and AIDS: a video exhibition "In Movement: UNESCO salutes Women Video Artists in the World" in partnership with corporate sponsors; the award ceremony for the L'Oreal-UNESCO Prize for Women in Science; a series of events on "Africa's cultural response to HIV/AIDS: Women and their struggles" including the production of a video, "Le sud aide le sud face au SIDA" in conjunction with Routes du Sud and the Minister of Culture of Mali with the support of various corporate partners; the screening of a documentary "Shadow-Ombres Afghanes" on living conditions of women in Afghanistan; the screening of "My Wife is Yéré", a documentary discussing the education of African Women and finally a colloquium on "Nomad Women of Iran" complemented by an exhibition of photos by Mortez Poursamady. (c) BSP/WGE also organized the International Colloquium on Women in Service of Peace in cooperation with the Suzanne Mubarak Women's International Peace Movement on 8 June 2004. It highlighted the important role of women in peace-making and the need to recognize women in the decision-making processes. Speakers included Ms Suzanne Mubarak, Ms Marianna V. Vardinoyannis, Ms Leila Takla, Mr Boutros Boutros-Ghali, and Dame Margaret Anstee, the first woman in charge of a United Nations Peacekeeping Mission. (d) Various publications were produced in support of WGE's activities, among them the "United Nations Operational Guide on gender and HIV/AIDS: A Rights-Based Approach", and a "Handbook for Gender Focal Points in UNESCO National Commissions" providing advice, information and coaching. The Ministry for Foreign Affairs of Finland provided support allowing the publication of the "Gender Mainstreaming Implementation Framework". The website of the WGE section was strengthened to serve as an international online gender mainstreaming resource centre (http://www.unesco.org/women/).

264. **Training modules on gender developed and offered to all regions**: A Gender Focal Point (GFP) Training CD-ROM was developed and provided to all Executive Offices at HQ and GFP's in the field, providing a comprehensive set of resources and tools that can help integrate gender equality concerns into daily work. This module formed the basis for a capacity-building workshop on gender focal points, especially from the field in January 2004. The training enabled participants to sharpen their understanding of concepts of gender and development and to apply gender analysis in their own work contexts, strengthening the capabilities of gender focal points to act as "change-agents" within the Organization.

265. **The Organization's activities pertaining to youth coordinated and their mainstreaming into all UNESCO Programmes improved/Tools for capacity-building in working with youth developed and offered to all regions**: In order to advance the mainstreaming of needs of youth in the activities of the Organization, BSP's Section for Youth has produced several publications pertaining to youth (all of them online at http://www.unesco.org/youth/), namely (i) "Empowering youth through national policies: UNESCO's contribution" to assist national decision-makers; (ii) "UNESCO's commitment to youth: the Youth Forum" providing an overview of the three UNESCO Youth Forums held in connection with the General Conference; and (iii) "All Different, All Unique: Young People and the UNESCO Universal Declaration on Cultural Diversity" a "youth-friendly" version of the declaration adopted in 2001. Furthermore, BSP's Section for Youth organized a briefing for delegations in May 2004 in Paris concerning the Youth Development Index, a new tool developed by UNESCO/Brasilia, which is aimed at facilitating government monitoring

of youth policies. In the field of HIV/AIDS, UNESCO contributed to the Pan-African youth forum "AIDS: a Matter of Education" (March 2004, Dakar, Senegal) focusing on theatre, music and the cultural approach to fight HIV/AIDS. UNESCO also continued its cooperation with IGOs including the Council of Europe.

266. **Activities promoting a culture of peace and the International Decade for a Culture of Peace and Non-Violence for the Children of the World sustained and coordinated within the Organization, the United Nations system and globally**: BSP's Culture of Peace Coordination continued to collect and disseminate information on contributions to the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). New focal points within the Organization and in other United Nations bodies were identified with a view to intensifying collaboration for the Decade's mid-term. A report on Decade-related activities between June 2003 and June 2004 was prepared for the fifty-ninth session of the United Nations General Assembly including contributions from UNESCO's Sectors, UNIFEM, the United Nations University, the University for Peace and the International Labour Organization. Contacts with a large number of non-governmental actors were maintained thus emphasizing the importance of civil society in culture of peace activities. UNESCO's Culture of Peace website, as a key communication tool, was upgraded and continuously updated (http://www3.unesco.org/iycp/). It is being transformed into a "resource centre" with new texts as well as best practice presentations. Furthermore, a quarterly e-newsletter was created and disseminated to over 2,000 culture of peace actors. Contacts to several NGO umbrella organizations were developed further through participation in several NGO-led conferences. Lastly, a survey was initiated among laureates of UNESCO's Peace Education Prize as well as recipients of "honourable mention", so as to draw upon and tap laureates' experiences and suggestions in the field of peace education.

External relations and cooperation

267. During the period under consideration, relations with Member States were enhanced at various levels and have led to significant results, including in particular a reinforcement of cooperation through the Regional Consultations of National Commissions on the Preparation of the Draft Programme and Budget for 2006-2007, the conclusion of several agreements and the furthering of regional and subregional cooperation with Member States, including numerous visits of the Director-General to Member States.

268. In the Europe and North America region, the Director-General paid official visits to: **Ireland**, where he met several Ministers and visited the historic Library of Trinity College, the Parliament, and the site of Brú na Bóinne, inscribed in the World Heritage List; **Serbia and Montenegro** – at the invitation of President Marović, the Director-General paid his first official to Serbia and Montenegro. He first visited Serbia, where he had discussions with the President of Serbia and Montenegro, the Prime Minister of Serbia and several ministers. The Director-General participated on 3 May in the activities held to celebrate World Press Freedom Day and awarded the UNESCO-Guillermo Cano World Press Freedom Prize. He then visited Montenegro where he had discussions with the President and several minsiters; **Spain** – The Director-General went to Barcelona to take part in the opening ceremony of the Barcelona Forum 2004. On that occasion, he met the Prime Minister of Spain, Mr José Luis Rodriguez Zapatero; **United Kingdom** – The Director-General gave a lecture on "Dialogue among Civilizations and Universal Values" at Peterhouse (Cambridge), and visited Stonehenge, inscribed on the World Heritage List, accompanied by Lord McIntosh, Minister for Heritage; **Denmark** – the Director-General had bilateral meetings with several Ministers and participated in three thematic meetings on science, intangible heritage and cultural diversity. Also, in the period under review, three Heads of State and Government (**Georgia**, **Lithuania** and **Canada**) visited UNESCO, and five new ambassadors presented credentials.

269. Concerning the Arab States region, the Director-General signed two important agreements: a new cooperation agreement with **ALECSO** for 2005 and a Plan of Operation for the establishment of a National Centre of Excellence in Technical and Vocational Education and Training (TVET) in Bahrain. Two new ambassadors from the region presented credentials.

270. In the region of Latin America and the Caribbean, the Director-General paid official visits to: the **Dominican Republic** – the Director-General had discussions with the President of the Republic, several ministers, and senators and deputies, drawing their attention in particular to the importance of ratifying the Convention for the Safeguarding of the Intangible Cultural Heritage; **Panama** – where he had talks with the President of the Republic and several ministers; **Guatemala** – the President of Guatemala and the Director-General discussed the importance of cooperation with UNESCO in the area of peace and reconciliation as well as to promote the Mayan cultural heritage. He met Ms Rigoberta Menchú, a UNESCO Goodwill Ambassador, who explained to him the activities of the Mayan languages academy and her project for the establishment of a Mayan university; **Bahamas** – the Director-General held bilateral meetings with the Governor-General, the Prime Minister, as well as several ministers and signed a communiqué reflecting the areas of strengthened cooperation. He also officially launched the Caribbean Slave Route Symposium on "Slavery: Struggles and Victories" and the second phase of the UNESCO Caribbean poverty alleviation project, entitled "Youth Path" in the field of heritage tourism. Two new ambassadors from the region presented credentials.

271. In the Asia and the Pacific region, the Director-General paid official visits to: **Samoa**, on the occasion of the meeting of Pacific ministers of education. The Director-General also held bilateral talks with the Prime Minister and several ministers to discuss measures taken to step up the Organization's cooperation with the Pacific, particularly in the areas of quality education, cultural heritage and statistics; **Tonga** – on this first visit by a Director-General of UNESCO to Tonga, the Director-General met high-level government officials and Princess Salote Mafile'o Pilolevu Tuita. He also participated in the demonstration of "Lakalaka", proclaimed Masterpiece of the Oral and Intangible Heritage of Humanity; **New Zealand** – the Director-General met with the leaders of the country, including the Governor-General, the Prime Minister, and the Speaker of the Parliament to discuss with them the prospects of strengthening bilateral relations. He also visited the Tongariro National Park, the first cultural landscape inscribed on the World Heritage List; **Kyrgyz Republic**, on the occasion of the International Conference "Eurasia in the 21st Century: Dialogue of Cultures or Clash of Civilizations?" the Director-General had extensive talks with the President and the Prime Minister and opened, in the presence of the First Lady, the Centre of Dialogue among Cultures and Civilizations and a UNESCO Multimedia Centre; **China** – official visit on the occasion of the twenty-eighth session of the World Heritage Committee; and **Afghanistan**. Two new ambassadors from the region presented credentials.

272. Regarding **National Commissions**, efforts were continued during the period under review to **strengthen their contribution to the preparation of UNESCO's planning documents, particularly draft document 33 C/5**: The Regional Consultations with National Commissions on the Preparation of the Draft Programme and Budget for 2006-2007 (33 C/5) were held in Oranjestad, Maputo, Wellington, Zurich and Sana'a and attended by about 180 out of 191 National Commissions around the world. The meetings produced regional reports with concrete proposals and recommendations for document 33 C/5. The approach of "bottom-up consultations" was strengthened through new cluster consultations involving National Commissions and the UNESCO Cluster Office Directors. Quadrennial and statutory conferences were also convened in three regions (thirteenth conference in Latin America and the Caribbean, thirteenth conference in Asia and the Pacific and fourteenth Conference in Europe) and thematic debates held, with a special focus on key areas, such as the struggle against slavery and its abolition; pluralism, intercultural dialogue and indigenous people; renewable energies; NEPAD; HIV/AIDS; education for

sustainable development; the information society; the role of National Commissions and their partners in promoting sustainable development; Euro-Arab strategy and dialogue among civilizations.

273. In order to enable National Commissions to **better contribute to the design, implementation and evaluation of UNESCO's programme and to mobilize civil society partners in support of UNESCO, capacity-building of National Commissions** remained a top priority. Over the last six months, effort has been focused on training of officials. Three regional and cluster events were held successively in Asia, Baltic and Scandinavian countries and East Africa focusing on issues such as media relations, creation and management of information tools, partnership building, and fund-raising. Also, initiatives have been taken to invite experienced National Commissions to help organize some more tailored and small-scaled training programmes. In this connection, four National Commissions (France, New Zealand, Dominica and Slovenia) were provided assistance to carry out and/or host training/exchange programme for staff members from other National Commissions. "A Compendium of Good Practices of National Commissions for UNESCO" was published in English and French. Another well-appreciated publication, "The Architecture of National Commissions for UNESCO", launched in early 2003, is now available in Arabic, English, French and Spanish. The "Directory of National Commissions" was updated.

274. Also with a view to **strengthening operational capacities of National Commissions**, some 50 out of 70 requests from National Commissions under the Participation Programme for 2004-2005 have been evaluated by the Secretariat with recommendations for their approval. The requests concern mainly updating office equipment, training staff and enhancing capacities, as well as outreaching to partners. As in the previous biennia, some National Commissions from the LDCs, post-conflict countries, new Member States as well as the Palestinian Authority were provided special assistance and advice. To enhance networking and communication tools and services for National Commissions, the UNESCO databases and website on National Commissions, UNESCO Clubs, Parliamentarians and the private sector were modernized and improved.

275. In an effort to **help the National Commissions to effectively function in a new and decentralized context and better interface with UNESCO's field network**, two important guide books, namely the "Practical Guide for National Commissions for UNESCO" and "Guidelines for Interface and Cooperation between UNESCO's Field Offices and National Commissions for UNESCO", were prepared and updated. Both draft texts were first discussed during an informal meeting held in January 2004 and circulated to all National Commissions and field offices for broader consultation. According to the time schedule, these texts will be finalized and completed in late 2004 and early 2005.

276. **Efforts to revitalize the network of the UNESCO Clubs Movement and Centres** have continued throughout the period under consideration. Support has been provided to a range of international activities of UNESCO Clubs, Centres and Associations in line with document 31 C/4, and following 169 EX/Decision 7.1, including "Cultural Diversity – United Europe, Closer Collaboration by European UNESCO Clubs" – (April 2004, Malta), and the fifteenth session of the Executive Board of the Asia Pacific Federation of UNESCO Clubs and Associations (May 2004, China). Efforts continued to find a new approach to cooperation with the World Federation of UNESCO Clubs and Associations (**WFUCA**) as the international NGO to coordinate and animate the UNESCO Clubs Movement. In accordance with 169 EX/Decision 7.1, the Organization's support to the work of the Ad hoc Committee for the Renewal of WFUCA as well as its assistance to the activities of UNESCO Clubs, Centres and Associations were continued. Intensive support was provided to assist the work of the ad hoc committee for the renewal of WFUCA led by a "Chargé de mission" appointed by the Director-General, including the preparation of a revised constitution. Following the first meeting held in March 2004, the second meeting of the drafting

subcommittee was held from 16 to 18 June 2004 in Paris and had progressed well in its work. The first meeting of the Ad hoc Committee has been scheduled for 15-17 September 2004.

277. **Effective information-sharing, advocacy and cooperation accomplished in line with IPU/UNESCO partnerships/Awareness heightened among parliamentarians about UNESCO programme priorities and initiatives** – In cooperation with the Inter-Parliamentary Union (IPU), efforts related to the appointment of parliamentary focal points in national parliaments continued. The proceedings of the joint UNESCO/IPU meeting held in October 2003 were published and diffused at the 110th Assembly of the Inter-Parliamentary Union, held in Mexico in April 2004. The proceedings were also sent to all the National Commissions to facilitate the development at the national level of institutional relations between the parliament and National Commission. That dispatch provided an opportunity to remind IPU member parliaments to appoint UNESCO focal points. The programme sectors were asked to link systematically those parliamentary focal points to priority activities in their own sector. Cooperation was pursued with regional parliamentary assemblies and associations through UNESCO's participation in the African Parliamentary Conference on the theme "Refugees in Africa: the challenges of protection and solutions", held in June 2004. Following the twenty-ninth session of the Parliamentary Assembly of the Francophonie (APF), a draft cooperation agreement was prepared.

278. To **strengthen political commitment for UNESCO's priorities and initiatives at country, municipal and local community levels**, intersectoral coordination was established with a view to UNESCO's participation in the main international meetings held in that domain in 2004. During the period under review and at the invitation of the Mayor of Paris and the presidents of the World Federation of United Cities (FMCU-UTO) and the International Union of Local Authorities (IULA), UNESCO participated in the congress establishing the new world organization "United Cities and Local Governments" (UCLG), formed by the merger of the three major existing organizations, namely IULA, UTO (United Towns Organization) and Metropolis. The first plenary meeting, on the theme of "Human rights in our cities", was attended by the mayors of Johannesburg, São Paulo, Moscow and Madrid and city councillors from Venice and Bogota. Thematic workshops were held on the following topics: water management at the local level; the multicultural city; the role of local government in eliminating poverty and fostering social integration; and local democracy and citizen participation. A new brochure on the partnership between UNESCO and cities was published in connection with that occasion. Following the congress, work began on a cooperation agreement between UNESCO and ULGC.

279. **Impact of UNESCO's policies and strategies strengthened in United Nations forums and at the inter-agency level/participation in increased system-wide efforts and initiatives**: The Sector coordinated UNESCO's participation in the work of the United Nations System Chief Executives Board for Coordination (CEB), the United Nations Development Group (UNDG), ECOSOC and in the meetings and summits of intergovernmental organizations (League of Arab States, Organization of the Islamic Conference) as well as in the various initiatives of the non-governmental organizations and foundations working to implement the Millennium Declaration, such as the United Nations Non-Governmental Liaison Service (NGLS). The Division also disseminated the Director-General's directives on the implementation of the relevant decisions and recommendations of CEB, UNDG, the United Nations General Assembly and ECOSOC on strengthening cooperation between field offices and the United Nations system at the country level (for example, the Consolidated Appeals Process (CAP)), and on strengthening cooperation with local and national NGOs and coordinating their action with field offices, National Commissions and the NGO-UNESCO Liaison Committee.

280. In regard to **cooperation with IGOs and NGOs in priority areas**, the following activities were undertaken: setting up of a cooperation programme between UNESCO and ISESCO, under

which $8 million has been earmarked for activities to implement the Millennium Development Goals (MDGs); integration of UNESCO's activities and projects into the Consolidated Appeals Process (CAP) in aid of Afghanistan, Iran, Iraq, Haiti, the Democratic Republic of the Congo and Côte d'Ivoire; and implementation of a project to map NGOs in Africa, Latin America and the Caribbean, the Arab States and Asia and the Pacific. Also noteworthy was the conclusion of a cooperation agreement between UNESCO and the MBI Foundation that has led to the joint financing of activities for the benefit of Iraq and is intended to provide financial support for the rehabilitation of education systems in the Arab countries and for the elaboration and implementation of a cooperation project to put Arabic on the Internet.

281. Regarding **cooperation with extrabudgetary funding sources**, the implementation of the recommendations of the study carried out by the External Auditor on UNESCO's extrabudgetary activities will, in line with the Board's decision, continue to guide activities with the main emphasis on **improved procedures for preparation and presentation of extrabudgetary activities in line with UNESCO's strategic objectives and overall priorities** as identified in the C/4 and C/5 documents; **increased delivery rates** under extrabudgetary projects through better planning and alleviation of administrative procedures; and **diversification of funding sources** and cooperation modalities. A number of concrete results have been obtained.

282. In February, the Deputy Director-General signed a revised **cooperation agreement with the European Commission**, aimed at aligning the existing UNESCO/EC Cooperation Agreement from 1996 with the overall cooperation agreement signed in April 2003 between the European Commission and the United Nations. The signature of the revised agreement gave rise to a number of important discussions with key officials in the European Commission and is expected to lead to enhanced cooperation in the field of Education for All, water management, research, and cultural diversity. Since the EC's development activities are highly decentralized, specific emphasis will be put on appropriate training of UNESCO's field office staff in accessing funding from the EC.

283. Progress has also been achieved in UNESCO's efforts to enhance its **cooperation with Arab funding sources**. A major information meeting was carried out in February with all the Permanent Delegations of the Arab region, followed by bilateral meetings with the most interested of these delegations. At the regional consultations on document 33 C/5 in Sana'a, a workshop was held to identify the most suitable strategy for enhancing UNESCO's funding relations with the Arab region.

284. As a further example of UNESCO's efforts to diversify its funding sources and cooperation modalities, major progress in definition of **UNESCO's strategy for partnerships with the private sector** must be mentioned, and the preparation and conclusion of several important funding agreements with foundations and private companies. In this context, a strategy has been defined for forging private partnerships to facilitate UNESCO's lead role in the forthcoming United Nations Decade for Education for Sustainable Development.

285. While the voluntary contributions from bilateral government donors are likely to remain UNESCO's most important funding source, particular emphasis has been placed on **increasing access to funding from the multilateral institutions**, mainly the African Development Bank and the OPEC Fund, and the United Nations system. In the latter context, it is particularly gratifying that UNESCO has been successful in obtaining funding for several projects in Iraq through the multi donor trust fund established for this purpose in late 2003 under the World Bank and the United Nations Development Group.

286. Regarding the **capacity-building in resource mobilization**, a "Practical Guide on UNESCO's Extrabudgetary Activities" has been prepared and distributed, in four languages, to UNESCO staff at headquarters and in the field, Member States, and National Commissions.

Specific training courses will be proposed to all interested parties during the remaining part of the biennium.

[97 EX/Decision 7.2 and 167 EX/Decision 8.1] – UNESCO's contribution to operational policies and activities for development cooperation within the United Nations system

287. As part of the United Nations system, UNESCO is called upon to report regularly to its Executive Board on major developments within the system with regard to operational activities for development, and UNESCO's role therein. In pursuance of 167 EX/Decision 8.1, the following information is presented to the Executive Board as part of the Director-General's statutory report on programme execution.

288. **Joint Programming**: UNESCO as a member of the United Nations Development Group (UNDG) has participated in its various activities and in particular in the process of adopting Guidelines on Joint Programming within the United Nations system. These guidelines emphasize the need for simplification and harmonization of United Nations system operations at the field level. UNESCO has endorsed these system-wide Guidelines, aimed at increasing effectiveness and coherence, while reducing transaction costs in the delivery of development programmes. The actual implementation of the Guidelines within UNESCO will of course have to take into account UNESCO's specificity as a specialized agency with its own budget and programming cycle.

289. **CCA/UNDAF**: An external evaluation of the CCA (common country assessment) and the UNDAF (United Nations Development Assistant Framework) instruments was initiated by the United Nations secretariat in the spring of 2004. Specifically, the report assesses how effective the CCA/UNDAF mechanism has been in enabling the United Nations system's development operations to provide a coherent response to the needs and agreed priorities of the recipient countries. While the evaluation overall recognizes that the CCA/UNDAFs are useful instruments for shaping the United Nations' operational activities at the country level, it also outlines a number of measures that need to be taken to further improve effectiveness and coordination among the respective agencies, and to enhance the degree of national ownership. UNESCO is preparing to take a more active part in the preparation of the next round of CCAs and UNDAFs at the field level. By a joint memorandum from BSP and BFC in March 2004, UNESCO's field offices have been informed of the CCA/UNDAF Guidelines as revised during 2003, as well as of the timetable for the preparation of 16 UNDAFs in 2004 and 49 in 2005. The field offices have been requested to participate as effectively as possible in these exercises, with the obvious constraints that flow, however, from the fact that UNESCO does not have offices in every developing country. Appropriate training is being arranged for field office staff.

290. **Millennium Development Goals**: The Millennium Development Goals (MDGs) are fully taken into account by UNESCO, as evidenced by document 32 C/5 which centres UNESCO's programme activities explicitly around the pursuit of the MDGs. High priority is given to the central MDG, namely the halving of poverty by 2015 which is mirrored by one of the two cross-cutting themes of document 31 C/4, namely the eradication of poverty, especially extreme poverty. A mechanism has also been established within UNESCO to build and strengthen the Organization's capacity to address the MDGs and better assist countries in their pursuit. Progress so far may be summarized as follows:

   (i)   Poverty reduction: The multidimensional nature is increasingly being addressed through UNESCO's programmes. Special programmes include the promotion and mobilization of local knowledge, and support to rural and indigenous communities in their effort to resist marginalization and impoverishment, while enhancing resource security. A set of

intersectoral cross-cutting theme projects pertaining to poverty eradication has been included both in documents 31 C/5 and 32 C/5;

(ii) Education/Gender Equality and Women's Empowerment: UNESCO has integrated fully into its medium-term strategy and its programme and budget documents the six commitments agreed upon at the World Conference on Education for All in 2000, which are central to reaching several of the MDGs. A Gender Mainstreaming Implementation Framework has been elaborated with the participation of all gender focal points in sectors, the field and National Commissions and dedicated training is being offered. Above all, in accordance with document 31 C/4, the needs of women must be mainstreamed throughout all programmes;

(iii) HIV/AIDS pandemic: UNESCO has taken the lead in preparing a strategy for preventive education, which has been adopted by CCO at its last session in Zambia. Accordingly, UNESCO devotes resources to preventive education, both from the regular programme and from UNAIDS (see also below) and other extrabudgetary resources;

(iv) Water and environmental sustainability: UNESCO is the coordinator of the World Water Assessment Programme, a United Nations-wide programme which involves 23 United Nations agencies and convention secretariats, donors and other entities concerned with fresh water, to offer a comprehensive view of today's water problems. The first edition of the Report, Water for People, Water for Life, in 2003 provided an assessment of the progress towards achieving the water-related MDG, also in the context of the larger pursuit of sustainable development.

291. **Programme Support Costs**: UNESCO has been leading the continued inter-agency consultations to establish a new, preferably system wide, framework for the levying of programme support costs on extrabudgetary activities in pursuance of the recommendations made by the Joint Inspection Unit in 2002. Extensive discussions have taken place during two meetings in December 2003 and April 2004, with a further meeting to be scheduled during the fall of 2004. While the inherent differences among the various United Nations organizations are likely to make it impossible to reach a fully unified system, the discussions have allowed agreement on a number of basic principles and definitions, leading to a more harmonized support costs system.

292. **UNESCO's participation in the 2004 triennial policy review of operational activities**: Based on participatory consultations with Member States, United Nations organizations, and civil society, the Secretary-General of the United Nations presented to the Economic and Social Council, at its session in July 2004, an analysis of the overall implementation of the above-mentioned resolution 56/201 (document A/59/85) as an introduction to the 2004 triennial policy review of the United Nations' operational activities. In light of the broad debate of the document in ESOCOC, the Secretary-General will make a series of policy recommendations for the review itself, which will take place during the forthcoming session of the General Assembly. The review is given particular importance, since it will precede the 2005 review of progress towards the Millennium Development Goals (MDGs). UNESCO is participating actively in the inter-agency consultations that will help formulate the Secretary-General's policy recommendations. In particular, UNESCO has suggested that these recommendations address:

(i) an apparent and growing programmatic and operational divide at the field level between United Nations funds and programmes on the one side, and the specialized agencies on the other. During the 2004 ECOSOC debate, some delegations suggested that specialized agencies were not as effective as the United Nations funds and programmes,

and appeared also as not fully embracing the Secretary-General's reform policy. Given the differences in mandate and mission as well as well-documented structural and operational differences and distinctions between United Nations programmes and funds and the specialized agencies, it might be appropriate to undertake a joint analysis of the situation in order to address some of the present problems and shortcomings. This is also in line with the request to the Director-General in 167 EX/Decision 8.1;

(ii)   the mandate and structure of the UNDG, and its functional relationship with the Chief Executive Board (CEB) of the United Nations. UNESCO follows, to the extent possible, the numerous meetings and proceedings of UNDG and its vast subsidiary machinery. UNESCO has benefited from participation in this valuable forum of cooperation, concertation, policy development and information exchange, especially for field level approaches. It must, however, be recognized that for UNESCO – as other Europe-based specialized agencies, who are members of UNDG, it is not always possible to participate fully in all meetings, mostly New York-based. It would therefore be useful to identify measures that could be taken by UNDG to enhance the involvement by specialized agencies, both in terms of deliberations of policy and strategic issues (organized by UNDG Secretariat in New York) and field level UNDG activities;

(iii) the relationship between the United Nations country level programming frameworks (CCA/UNDAFs) and the Bretton Woods Institutions led Poverty Reduction Strategies (PRSs). In this context, note should be taken of the view expressed by some delegations during the recent debate at ECOSOC that CCA/UNDAFs lack a similar degree of national ownership as do PRSPs;

(iv)   the funding situation of the United Nations system as a whole, and notably the perspectives for agencies to access increasing financial flows to developing countries, both in the form of ODA and other forms. One issue requiring attention in that regard is the increasing imbalance between core- and non-core contributions, experienced by virtually all United Nations agencies, and its impact on the strategic and programme plans.

293. **UNESCO's partnership with the United Nations Development Programme (UNDP)**: As foreseen, UNDP has decided, with effect on 1 January 2004, to discontinue the cooperation agreements with specialized agencies. This decision leads to a decline in funds made available by UNDP for development programmes implemented by these agencies, notably in the form of sector analysis and policy advice, and technical support to project implementation. UNESCO may nevertheless still access funds from UNDP through direct contacts with the beneficiary countries through sub-contracts under projects under the national execution modality. New programmes of cooperation between UNESCO and UNDP have indeed been identified in recent months, notably: Foundations for Africa's future leadership, which aims to provide training and create networks for young people with leadership potential; Preparatory assistance for a national action plan for rehabilitation and reconstruction in Côte d'Ivoire (PARRENCI), and a programme entitled Support to regional networks, jointly developed with UNOPS, and aimed at promoting capacity-building at regional and community levels. In programmatic terms, the UNDP Administrator has expressed a preference for more budget support and fewer projects, wider and deeper debt relief, further reforms in developing countries to strengthen governance, encourage the rapid expansion of a job creating domestic private sector and increased investment in human development.

294. **UNESCO's partnership with the United Nations Foundation/United Nations Fund for International Partnerships (UNF/UNFIP)**: Progress has been very consistent in the continued development of cooperation with the United Nations Fund for International Partnerships (UNFIP).

In the period under review, the intensification of cooperation has been marked by the approval of six new projects, all in the field of biodiversity, for a total of $11,590,000 for execution by UNESCO. During the same period, UNESCO has signed a Memorandum of Understanding with the United Nations Foundation and the United Nations Fund for International Partnerships destined to facilitate joint fund-raising for programmes of mutual interest.

295. **UNESCO's partnership with the United Nations Environmental Programme (UNEP)**: Relations with UNEP are registering steady progress. After considerable negotiations, an agreement was concluded for the management of a major programme entitled Building Scientific and Technical Capacity for Effective Management and Sustainable Use of Dryland Biodiversity in West African Biosphere. The programme envisages the conservation and sustainable use of biodiversity in six reserves in West Africa predominantly composed of savannah ecosystems.

296. **UNESCO's partnership with the United Nations Office for Project Services (UNOPS)**: UNESCO has cooperated with UNOPS in the organization of the Conference on Renewable Energy, which was held at UNESCO Headquarters in February 2004. As mentioned above, negotiations are currently under way to establish a joint programme on support to local, decentralized development, and to foster partnerships between regions of developed and developing countries. It must be recognized, however, that there remains considerable scope for strengthening cooperation with UNOPS within the cooperation agreement signed in November 2002. A number of discussions have taken place in recent months in order to explore these perspectives, notably in the field of post-conflict rehabilitation, but few operational decisions have been made.

297. **UNESCO's partnership with the Office of the High Commissioner for Refugees (UNHCR)**: During the period under review, cooperation in the Horn of Africa region has continued with the UNHCR-UNESCO PEER Refugee Returnee Programme, now in its tenth year. A new joint project between UNHCR and UNESCO, entitled Peace Education Technical Support Project, was approved in January 2004 with UNOPS as the implementing agency, and Norway as the main funding source.

298. **UNESCO's partnership with the World Food Programme (WFP)**: On 19 July 2004, UNESCO and WFP held a policy discussion on "Food for Education in the Context of EFA" at UNESCO Headquarters with the participation of the Executive Director of WFP. The meeting facilitated a better understanding of the important role of food-assisted education programmes in achieving EFA, particularly in the poorest countries. These programmes include school feeding, but also support to the education of girls and other disadvantaged groups. A particular focus of the meeting was on HIV/AIDS and the key role of education in addressing the pandemic. As a result of the meeting, UNESCO and WFP agreed to strengthen their cooperation in the following areas: Education of girls, HIV/AIDS education, literacy and non-formal education, particularly for women and the Decade on Education for Sustainable Development.

299. **UNESCO's partnership with the Joint United Nations Programme on HIV/AIDS (UNAIDS)**: From July 2003 to July 2004, the Director-General chaired the UNAIDS Committee of Co-sponsoring Organizations (CCO). For the 2004-2005 biennium, UNESCO's allocation from the core UNAIDS budget was increased to $7.2 million (from $4 million in the previous biennium). This has enabled UNESCO to increase considerably its own human resources devoted to battling the epidemic, and to raise substantial amounts of other funds from bilateral and multilateral donors. As part of its inter-agency cooperation, UNESCO convenes an Inter-Agency Task Team on HIV/AIDS and Education. It cooperates in a number of other inter-agency initiatives and contributes to most major international conferences and gatherings. In March of this year, the UNAIDS co-sponsors jointly launched an initiative that will be led by UNESCO, entitled "Towards an AIDS-Free Generation: A Global Initiative to Expand Prevention Education against HIV/AIDS".

Participation Programme

300. A Report by the Director-General on the implementation of the Participation Programme and emergency assistance during the first semester of 2004 (170 EX/24) is being submitted to the present session of the Executive Board under item 8.7 of the provisional agenda.

Human resources management

301. During the first six months of the biennium, the Bureau of Human Resources Management has focused on the completion and implementation of the policy framework, and on the implementation of the learning and development programme.

302. Actions taken and results achieved in the context of the **implementation of policies**, are as follows:

- **Rotation/Recruitment Policy**: 47 international professional posts vacant or to become vacant in 2004 were advertised internally for one month in February 2004, in the context of the new recruitment policy. By the end of April 2004, i.e. in a period of 3 months, 23 internal candidates were appointed to these posts, which confirms the rapidity of the internal phase of the new recruitment process, as well as its effective support to the career development of UNESCO staff. The posts which were not filled internally have been advertised externally for two months in June 2004.

- Two major policies were launched in March 2004: the new **Performance Assessment policy** and the **Learning and Development policy**: (i) the implementation of the new **Performance Assessment policy** started with the identification of expected results/work assignments between supervisors and staff across the Organization. A new online tool (PerfoWeb) was developed and made accessible on Intranet in April 2004. More than 30 information sessions to staff and supervisors were held as well as briefing sessions on the definition of expected results. Videos of these sessions were sent to the field and institutes to bring their staff to the same level. By the end of June 2004, approximately 40% of the staff had their expected results recorded in PerfoWeb. This rather slow start may be explained by two factors: Firstly, as any new process, it requires a phase of adaptation/understanding for all staff concerned; secondly, the definition of results/work assignments necessitates that supervisors invest a significant amount of their time with their staff over a relatively short period of time; in addition, there may also be a lapse period between the time of discussion and definition of results and the actual entry of the data into PerfoWeb; finally, some minor technical fine-tuning and adjustments to PerfoWeb were required, which were swiftly acted upon by DIT; (ii) the implementation of the new **Learning and Development policy** was marked by the decentralization of training funds to Sectors/Bureaux and Field Offices, and by the launching of a series of corporate training initiatives (para. 304 below).

- The **competency framework** for senior managers was integrated into the Performance Assessment report, as a basis for the evaluation of the managerial competencies for all managers at P-5 and above. In April 2004, based on the same competency framework, an assessment methodology and tools were piloted for the development of senior managers.

- In terms of **geographical distribution**, 15 external candidates (including 10 young professionals) from non- and under-represented countries were recruited during these first six months, which contributes to improve geographical distribution. The 10 young

professionals, recruited at junior level, also contributed to bring new talent into the Secretariat. The recruitment process for the 2005 intake of 10 Young Professionals has started, with 410 applications received, of which 341 came from under-represented countries, and 69 from non-represented countries. The final selection will be completed in October 2004.

303. Steps to improve the cost-effectiveness of services at Headquarters and in the field have been taken, starting with the automation of the registration process of personnel administrative transactions. This automated process, to be operational in the last quarter of 2004, will speed up the overall personnel transaction process, thereby improving services to staff members. Over the same period, criteria for the granting of the rental subsidy have been updated.

304. In its efforts to refine and implement UNESCO's staff **learning and development programme**, the following was achieved:

- As part of UNESCO's **corporate training** offer, 277 staff members participated in courses on the six official languages, 170 of which improving their English and French skills. Eighty-one General Service staff members participated in UNESCO's Language Proficiency Exam. Training in desktop IT applications continued. In order to improve learning effectiveness and cost efficiency, a blended approach between classroom and e-learning methodologies was piloted.

- In the context of its leadership development, UNESCO organized its first Global Senior Managers Meeting in March for about 130 Directors from Headquarters, the Field, and the Institutes. The desired outcome of the Global Meeting was "to reach a common understanding on the future profile of UNESCO and on the reform process". It was meant to facilitate an informal exchange of ideas and experience about these issues among all senior managers, aimed at developing cooperative approaches and a shared understanding of the Organization's priorities. The meeting was also meant to facilitate personal exchanges and sharing of information, to develop a sense of corporate identity and of team work.

- Based on first experiences with **e-learning** for FABS, SISTER, as well as desktop IT applications, HRM is currently establishing a longer-term e-learning strategy, including long-distance study possibilities. Field offices and institutes have received language-training CD-ROMs to help train their staff in the official as well as local working languages. The CD-ROM "Welcome to UNESCO" has been developed with latest C/5 data and is handed over to every newly appointed staff member. In addition to information about UNESCO, personnel matters and settling issues, the CD-ROM also includes the certificate-course "Basic Security in the Field". In order to further promote staff self-learning, of which e-learning is an important part, HRM will inaugurate its new multimedia centre at Bonvin in September 2004. The centre will focus mainly on language learning, but it will also provide interactive media and books on different areas of staff development.

- In order to complement the corporate training offer with learning and development measures catering to the special needs of UNESCO's programmes and individual staff, some $2 million in funds were delegated to sectors, bureaux, institutes (category one) and field offices, based on a pro-rata of their staff numbers. The units are expected to establish their own learning and development plans based on individual learning plans established together with performance objectives. HRM has a coordinating and advisory function. For example, in June 2004 HRM helped CLT implement a Sector-wide workshop on project preparation and resource mobilization.

- Other non-delegated funds are used for specific training such as results-based management training and training for national programming tools such as PRSP run in collaboration with BSP. Human rights training for staff is being developed by SHS.

305. As concerns the Medical Benefits Fund, special measures have been taken, in the short-term, to ensure timely claims reimbursement. At the same time, a comprehensive study on the MBF long-term financial stability and equilibrium has started, with a view to submitting a report to the 171st session of the Executive Board.

Budgetary and financial matters

306. The 2004-2005 **regular budget** approved by the General Conference at its 32nd session amounted to **$610,000,000**. As of 30 June 2004, this had been increased by:

(i)   the carry-over of the unspent balance of $2,109,926, subject to final audit, arising from the Approved 2002-2003 regular budget, in accordance with the decision of the 169th session of the Executive Board (169 EX/Decision 6.3); and

(ii)   donations and special contributions amounting to $1,926,285, in accordance with the Appropriation Resolution (32 C/Resolution 85, paragraph A(b));

resulting in an adjusted appropriation of $614,036,211. The adjusted appropriation for 2004-2005, *excluding* the carry-over from 2002-2003 of $2,109,926, amounts to **$611,926,285** as at 30 June 2004. The Director-General expresses his gratitude to the governments, institutions and individuals for their generous donations and contributions.

307. With regard to the **regular budget** 2004-2005 *excluding* the carry-over from 2002-2003, the total *expenditure* as at 30 June 2004 was $149,653,045, or 24.5% of the adjusted appropriation of $611,926,285.

308. For **staff costs**, the budget allocation as at 30 June 2004 amounted to $331,186,500 including the reserve for reclassifications. The actual expenditure on staff costs as at 30 June 2004 amounted to $80,352,051, i.e. 24.3%, which stands within the time-elapsed target of 25%.

309. Under the **Participation Programme**, 1,785 requests representing a total amount of $42,727,324 have been received for the 2004-2005 biennium as of the deadline of submission (29 February 2004), of which 431 requests amounting to $8,102,601 have been approved as of 30 June 2004. This includes seven requests approved under Emergency Assistance ($175,000).

310. With regard to **extrabudgetary resources**, total expenditure for the implementation of activities amounted to **$126.4 million** as at 30 June 2004, the breakdown of which is shown under the following table, which compares the situation with that of 30 June 2003.

Funding source	Implementation expenditure		Increase/ (Decrease) in 2004 compared to 2003
	As at 30 June 2003 (6 months)	As at 30 June 2004 (6 months)	
	$M	$M	$M
United Nations sources			
UNDP	3.4	2.9	(0.5)
UNFPA	0.3	0.2	(0.1)
UNOIP (Iraq)	34.7	1.7	(33.0)
Other United Nations sources	8.1	7.4	(0.7)
Subtotal United Nations sources	**46.5**	**12.2**	**(34.3)**
Other sources			
World Bank	2.1	0.8	(1.3)
Regional Banks and Funds	1.7	2.5	0.8
Self-benefiting trust funds			
Brazil	19.2	46.1	26.9
Other self-benefiting trust funds	3.6	4.1	0.5
Donated Trust Funds	26.3	37.8	11.5
Associate experts, special accounts and voluntary contributions	21.1	22.9	1.8
Subtotal other programmes	**74.0**	**114.2**	**40.2**
Grand total	**120.5**	**126.4**	**5.9**

The level of the expenditure achieved as at 30 June 2004 is comparable to the same period in 2003. However, different trends underline this overall figure of **$126.4 million**:

- There has been a sharp decline in the expenditure under funds from the United Nations sources, mainly due to the termination of the "Oil for Food Programme" for the benefit of Iraq, which ended in December 2003.

- Self-benefiting trust funds in Brazil constitute 36% of the total expenditure as at 30 June 2004, while it constituted 15.9% in June 2003.

- Bilateral cooperation in the form of donated trust funds shows a substantial growth in expenditure (increase of $11.5 million as of 30 June 2004 as compared to same period in 2003).

Hundred and seventieth Session

Item **3.1** of the provisional agenda

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

PART I

ADDENDUM

SUMMARY

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

The addendum presents salient developments in cluster subregions and overall aspects and trends of programme implementation.

Salient developments in cluster subregions and overall aspects and trends of programme implementation

Kingston Cluster Office

1.   The Office covers 13 Member States, three Associate Member States and four other countries and territories in the English and Dutch-speaking Caribbean, 14 of which are members of CARICOM. The Caribbean Community (CARICOM) is the main political and economic body encompassing the region. CARICOM is moving rapidly to deepen the process of regional integration, through the establishment of the CARICOM Single Market and Economy (CSME) and the Caribbean Court of Justice (CCJ). This involves the implementation of a series of regulations and legislation as well as ongoing negotiations among Member States, the development of acceptable regional agencies to carry out the required agreements and, above all, the political will of the CARICOM leadership together with the support of the NGOs, the business sectors, the labour unions, and faith-based organizations. However, there are many challenges and opportunities for the Community as it endeavours to move towards integration, given the countries' inherent limitations and vulnerabilities in the context of new global developments.

2.   The recent increases in oil prices have raised concerns that Caribbean economies could be further destabilized: the impact of higher energy rates on economic growth seriously affects the development process of the region, and particularly the social aspects of development. Eastern Caribbean Heads of Government have agreed to set up a Task Force on Energy Policy to advise on effective energy conservation management, alternative sources and reform of the energy sector. Moreover, the expansion of the European Union also represents a challenge for the Caribbean States which are part of the ACP group of countries. CARICOM countries are seeking to strengthen economic ties and trading relations with other trading blocks in Central and South America to offset the recent changes in the multilateral arena.

3.   The political situation in countries such as Haiti has raised serious concerns in the Community about the democratic process and peace in the region. Some countries however have made great improvements in the field of governance by developing mechanisms such as e-government platforms, thus providing the population with easier access to government information and services.

4.   Greater attention must be directed to the potential impact of climate variability and change and its impact on sustainable development in the Caribbean small islands. The recent floods in Haiti and the Dominican Republic have shown the vulnerability of Caribbean countries to climate conditions. Among the major challenges the region faces is the management of its natural and coastal resources and ecologically vulnerable ecosystems, as well as the management of natural disasters. The marginalization and vulnerability of young people to a range of social ills, including teenage pregnancy and HIV/AIDS, drugs, high unemployment and under-employment, homelessness and violence, are causing concern in all countries. Governments and a range of agencies and partners at local, national and regional levels are grappling with strategies to include young people in decision-making processes and to involve them in the design of youth policies and programmes which increase their capacity to face these challenges, reduce their vulnerability and increase their opportunities.

5.   Education is a major public issue in the region; the media are reporting daily on problems, challenges and initiatives in the education field as well as on projects and external and private sector support. In Jamaica, the political discussion on education is particularly vivid and the Prime Minister has taken a major initiative for educational reform and highly mediatized consultations at all levels are ongoing since several months.

6.   Education systems, suffering from lack of financial and human resources and from management problems, are often charged as "responsible" for the increase in violence and crime, the loss of traditional values, the marginalization or social exclusion of young men and the lack of qualification and competitiveness of the work force. With universal primary education practically achieved and high numbers of secondary students, the quality of education is the predominant issue in the region, where low – and decreasing – success rates in the regional school leavers' examinations, low literacy and numeracy skills in students at all levels, high rates of repetition and of drop-outs among male students are preoccupying ministries of education and society in general. The achievement of several EFA goals (such as gender parity and adult literacy) in a number of countries is jeopardized.

7.   The continuing increase of HIV/AIDS infection rates in the region, already ranked second after sub-Saharan Africa, poses additional challenges to the education system, both in terms of prevention education in a context of very early sexual initiation, and of mitigating the impact of the epidemics on teachers and students infected or affected and overall on education systems. There is however growing awareness in the education sector about the role it has to play and recent initiatives supported by UNESCO, such as the first ever Caribbean Conference on Education in HIV/AIDS, the adoption of a "National Policy on HIV/AIDS Management in Schools" in Jamaica and the creation of a UNESCO Chair in Education and HIV/AIDS at the University of the West Indies, are among the positive developments in this regard.

8.   In an era of globalization and the perspective of CARICOM regional integration and the planned creation of a Caribbean Single Market, a qualified and flexible workforce is crucial and modernization and strengthening of science and technology, and of technical and vocational education are recognized as essential in this respect. Also, there is a strong demand by governments for ICTs in education and distance education, which already receive strong support from donors, including through UNESCO. Teacher education remains a high priority in the region.

9.   In a globalized cultural environment, the Caribbean has been at pains to maintain its cultural identity and benefit economically from its unique competitive advantage in the arts, particularly in the field of music. The continuous growth of cable television has become a source of concern among social analysts who blame the steady diet of sex and violence delivered on a 24-hour basis for the upsurge in crime and violence that now plagues the region.

10.   Caribbean governments are engaged in the development of well-articulated cultural policies. Jamaica, St Kitts and Nevis and St Lucia have recently implemented new cultural policies based on the Barbados model which seems best suited to governance patterns in CARICOM Member States. Governments have also come to recognize the vast potential of cultural industries such as music that can bolster national economies in light of the loss of traditional sources of income from banana and bauxite exports.

11.   Caribbean governments and tourism officials recognize new trends in tourism that indicate that the modern traveller has a major interest in experiencing the cultural products and lifestyle of the destination. Museums, art galleries and historic sites are now major attractions. Cultural and heritage tourism are becoming the fastest growing sub-sector in tourism, closely followed by community tourism. This trend is likely to grow as tourist numbers begin to rise again following the dramatic losses in tourism after September 11th.

12.   The changing communication environment and its trend towards concentration of media ownership remains of concern, largely because of its potentially harmful effects on media pluralism, cultural diversity, professional standards in journalism and the evolving role of new and traditional media in development. As the Caribbean confronts globalization, a new thinking and attitude is seen

to be missing, for example the need for mainstreaming information and knowledge using ICTs in pursuit of development opportunities. While state-controlled media have not always provided the best platform for independent information and free debate, commercial media have not fully recognized the role they can play for a vibrant democracy and economic development.

13. A need has emerged to urgently formulate harmonized policy on the new media and ICTs, a strategy for the broadcast sector and programme outlets that serve the evolving Caribbean society.

Montevideo Cluster Office

14. The Montevideo Office serves as the Regional Office for Science in Latin America and the Caribbean and the Cluster Office for the MERCOSUR countries (Argentina, Brazil, Chile, Paraguay and Uruguay). Within the cluster, there is a national UNESCO Office in Brasilia and a Regional Office for Education and representation to the Government of Chile in Santiago, Chile. The cluster includes five Member States of considerably different sizes in surface, number of inhabitants, and socio-economic conditions.

15. There are slight winds of recovery from the latest economic breakdown (2001) and national statistics revealing a trend towards lower unemployment rates (Argentina 14% for the first semester 2004, Paraguay 10.8% for 2002 national figures available and Uruguay 14% for the February-April 2004 period). Nevertheless, these countries continue to suffer from the effects of their recurrent economic crises. Official poverty figures set the current scenario: in Argentina, 57.5% of an urban population sample of 24,107,196 people (Argentina's total population: 36,260,130) was poor according to the *Instituto Nacional de Estadística y Censos* (October 2002); in Paraguay, statistics by the *Dirección General de Estadística, Encuestas y Censos* informs that the percentage of people living with unsatisfied basic needs reached 43.2% of the population in 2002 (poverty and extreme poverty figures added); finally, regarding Uruguay, poverty estimates of the *Instituto Nacional de Estadística* for 2003 are at 30.9%, indicating that poverty affects proportionally more children than adults, due to the family composition of poor households where less than 50% of the family components are actually adults. In 2002 and 2003, some of the countries, particularly Argentina and Uruguay, were hit by severe economic and financial crises that are slowly being overcome.

16. Since 1995, four of the five cluster Member States (Argentina, Brazil, Paraguay and Uruguay) have formed the MERCOSUR common market. The fifth Member State, Chile, together with Bolivia and Peru, participates in MERCOSUR as Associate Member. MERCOSUR has developed into the major subregional mechanism for integration in economic and political matters. It impacts increasingly on the fields of competence of UNESCO, for example through the deliberations and decisions of the six-monthly statutory meetings of the ministers of education, culture, foreign affairs, environment, etc. UNESCO participates in a number of these meetings as observer.

17. The resolutions of these meetings provide elements of reference for the development of UNESCO's strategies and activities for the subregion. On the other hand, MERCOSUR provides a forum for UNESCO to introduce its themes and priorities to policy-makers. In addition, in the context of UNESCO's decentralization policy, coordination and consultation with the National Commissions for UNESCO are being strengthened.

18. Focusing on the local level, UNESCO's main goal in the field of education is to set the ground for effective and sustainable EFA platforms. Strategically, the translation of EFA objectives into the local realities is done through results-based design of interventions stimulating the experience and innovation within communities of practices as the basis for methodological model-setting that enable duplication of best practices and innovations. Regarding national EFA commitments, Uruguay did not attend the Dakar Forum. Therefore, the country has not officially

subscribed to the EFA commitments. This does not mean a lack of concern on education however, since formal education underwent a deep transformation since 1995. Although access is being addressed in all countries, the main problem relates to inclusiveness. Though there exists formal commitment to Dakar, there is no responsibility for the education plan implementation in Argentina and the EFA National Plan has not been recognized at the national level. Paraguay does have an EFA National Plan, but it is not made operational.

19. At the subregional level, the political and social crisis in Haiti at the end of 2003, and the subsequent destruction and looting of buildings and archives, was the principal reason for the non-implementation of the natural sciences programme. As a result, data and back-up were lost and the project to build a platform for the creation of a data bank in support of integrated water resources management had to be cancelled.

20. Good progress has been achieved in the Latin American and Caribbean region in the areas of international cooperation and capacity-building in the earth sciences and natural hazards. In the framework of the International Geoscience Programme (IGCP), multidisciplinary activities have been planned involving geoscientists and institutions from within and outside the region. Networking, training and capacity-building activities have been conceived in cooperation with universities and other geoscientific institutions of the region. The GEOLAC Network (*Red Latinoamericana y del Caribe de Facultades-Departamentos de Geología, RED GEOLAC*), created with the sponsorship of UNESCO, has also been involved in these activities. Regional activities have also been planned and implemented to reduce the vulnerability to natural disasters, especially regarding the technical and scientific aspects of preparedness and prevention.

21. An effort has been made to extend and improve information and communication with main counterparts in the field of social sciences, among them: the Association of Universities Montevideo Group (AUGM); CLACSO; the Regional Coordinator of Economic and Social Research (CRIES); the Peace and Justice in Human Rights Network; Parliament Authorities (Comisión Parlamentaria Conjunta del MERCOSUR) and local governments (MERCOCIUDADES); and the MERCOSUR Philosophy and Human Sciences Network.

22. The meetings of the Ministers of Culture of MERCOSUR, Bolivia and Chile constitute the main interface between the work plan of the Montevideo Office and the policies of the cluster Member States in the field of culture. Major themes have been the promotion and application of the UNESCO Conventions on Cultural Heritage, the Declaration on Cultural Diversity and Economics and Culture. Culture activities of the Office are generally subregional and focused on policy and decision-making. The presence of a Regional Adviser for World Heritage has contributed to an increased interest and impetus in the conservation and management of World Heritage in the region.

23. In the field of communication and information, focus has been on cooperation in MERCOSUR, such as through the MERCOSUR Seminar "Experiences of Public Policies in Science, Technology and Innovation – The transition towards an Information Society".

Kathmandu National Office

24. Nepal is one of the poorest countries in the world, whose per capita income is around US $230 per year. The country has been in political turmoil since October 2002, when the King dismissed the elected cabinet and appointed cabinet ministers. A new Prime Minister was appointed on 3 June 2004. Subsequently two ministers were sworn in, including a Minister of Education and Sports. However it may take another several weeks to have all cabinet ministers lined up. It is considered to be extremely difficult, or almost impossible to hold a general election under the

present circumstances. The current political difficulties can therefore be expected to continue for some time.

25. The Maoist insurgency has escalated since the ceasefire agreement was broken unilaterally in August 2003 after several months of peace negotiations with the Government. As stated by a recent UN-OCHA mission, 80% of the country is under control of the Maoist's people's government. Maoists try to control the education system as well: they have developed their own education policy guidelines and curriculum, and force schools and teachers to follow them. There are many incidences of "abduction" of teachers and pupils/students in order to indoctrinate them. There is also evidence of children being used as soldiers. Due to the Maoist activities and frequent *bandha* (strikes) during the last academic year, schools were open only for 150 days out of the official 220 school working days. An "education strike" organized by the Maoist students association is currently going on indefinitely and the Ministry of Education and Sports has started negotiations in June with the Maoist students association.

26. Due to this situation and security problems, it is difficult to carry out the work and deliver services in a timely manner. UNESCO and other United Nations agencies are not direct targets of Maoist attacks, maybe due to the United Nations' focus on humanitarian assistance. UNESCO's community learning centre programme was not disturbed as it is transparent in its operation and management and stresses community participation ownership. However, risks remain because programme personnel work closely with the Government, particularly District Education Offices. In the light of the serious security concerns, the United Nations Country Team has developed common security guidelines, and prepared advocacy and public information materials emphasizing humanitarian mandates of the United Nations system, with a specific mission statement and a description of the activities of the United Nations agencies.

27. The Government of Nepal organized the Nepal Development Forum from 3 to 5 May, in collaboration with the World Bank. UNESCO participated in the Forum, as well as pre-conference thematic meetings. The insurgency and security situation, the absence of a democratically elected and representative government, and human rights violations were among the most highlighted issues by the donor participants at the Forum.

28. Nepal has prepared a PRSP which constitutes Nepal's tenth Five-Year Plan (2002-2007). The Plan emphasizes pro-poor and decentralization policies (such as handing over of school management to communities). The World Bank and some donors pushed for SWAP (sector-wide approach), which the Government adopted in principle. Education, notably Nepal's EFA Programme 2004-2009, is considered a successful example in Nepal's SWAP endeavours.

Bangkok Cluster Office

29. In **Cambodia**, the elections of 27 July 2003 led to a political stalemate now dragging into its eleventh month, thereby delaying the process of decision-making in the important process of educational reform in the country. In spite of this situation, UNESCO continues to support the implementation of the EFA national plan, through a sector-wide approach (SWAP) chaired by the Ministry of Education, Youth and Sport. UNESCO is chairing the donor Committee for Education.

30. The HIV/AIDS epidemic has reached a rate of 2.6% of the adult population aged from 15 to 49, the highest rate in the region. It is estimated that HIV has already infected 169,000 people. With a trend of 20 new infections per day, the HIV/AIDS epidemic has moved from high-risk target groups to the general population. UNESCO primarily focused its action on prevention education activities due to the vulnerability of youth, and also targeted other segments of society through various information campaigns. However, the HIV/AIDS pandemic has kept on spreading

throughout the society to isolated groups. Cambodia's indigenous, ethnic and linguistic minorities living mainly in Mondolkiri and Ratanakiri provinces in the north-east of the country, as well as sexual minorities, illiterates or drug addicts, do not benefit from traditional mass information campaigns and therefore require a more diversified and suited response. UNESCO is supporting national authorities in addressing these target groups and chairs the United Nations theme group on HIV/AIDS in Cambodia.

31.   Within the context of globalization, the Cambodian authorities and cultural professionals have strengthened their efforts for an international recognition of the diversity of the country's cultural and artistic expressions. It is in this context that the Royal Ballet of Cambodia has been proclaimed Masterpiece of the Oral and Intangible Heritage of Humanity, and that an inventory of the intangible cultural heritage of Cambodia has been recently released by UNESCO.

32.   The general problem of deforestation is threatening to affect the landscape of the world heritage site of Angkor, in particular its water management. This requires that UNESCO also advise the national authorities both in the field of water management and cultural heritage protection.

33.   According to the Mekong River Commission, monitoring stations show the Mekong river well below previous lowest level records. This situation has important consequences for the Tonle Sap river, which pours into the Tonle Sap Lake, a MAB Biosphere reserve. This renders more urgent the launching of a large environmental education campaign and research programme jointly prepared by the Government, ADB, FAO and UNESCO.

34.   In the past decade, **Viet Nam** achieved impressive results through its Doi Moi reform policy as reflected in a number of national development indicators. Progress is recorded in nearly all of the eight Millennium Development Goals and the first one – poverty reduction (the target of halving poverty between 1990 and 2015) – has already been achieved 11 years ahead of time. Also in education, Viet Nam has recorded an impressive 92% primary enrolment and has almost achieved overall gender balance in primary and secondary education. In the area of health, child and maternal mortality rates and major health threats, such as tuberculosis and other communicable diseases, have been brought under control in recent years.

35.   However, as Viet Nam moves ahead in its quest for development, the challenges become increasingly complex and more persistent. At the same time, the social and economic transformation brings its own set of new challenges such as unemployment and lifestyle health risks including the threat of HIV/AIDS. The coming years will therefore require even more complex, refined and targeted policy responses and interventions. This fact becomes further evident when one moves beyond aggregated national development figures and focuses on achievements and challenges at local level.

36.   The United Nations published this year its third MDG report, *Closing the Millennium Gaps*, which incorporated the latest development data. It shows that not everyone has benefited equally from the national socio-economic process. The figures reveal widening gaps between rich and poor, between provinces and different ethnic groups. For example, the poverty rate between the top five and bottom five provinces ranges from less than 2% in Ho Chi Minh City to more than 76% in Lai Chau. Similarly, significant and widening socio-economic disparities are found between different ethnic groups in Viet Nam, with the Kinh and Chinese among those groups faring the best and Hmong, Gia Rai and Dao among the worst off. Thus, despite high annual growth rates of up to 7% and a more than 50% reduction in overall poverty over the past decade, major poverty challenges remain for Viet Nam.

37.   **Thailand** experiences an insurgency in the south. It has a "culturally-structured" nature with links to both national and international causes. There are some rights issues linked to a tightening of administrative control in that regard.

38.   In **Myanmar**, the failure of the Government to allow Aung San Suu Kyi to attend her party's latest national congress also indicates a standstill in the further political and economic development of this country.

39.   The highway network linking up South-East Asia and Southern China is now virtually complete. This will increase economic opportunities but also bring the risk of the spread of negative economic, social, cultural, and health-related consequences. The economies seem to move again towards the formation of "bubbles".

Jakarta Cluster Office

40.   Three of the four Member States covered by the Jakarta Cluster Office have been involved in elections during the first half of 2004. In **Malaysia**, Abdullah Ahmad Badawi became Prime Minister on 31 October 2003. The focus placed by him on issues of rural development, governance and corruption, and the human and social dimension of development resonate well with the public. As a consequence, the governing coalition, the Barisan Nasional, obtained a large victory at the 22 March 2004 election, defeating the Islamist opposition party PAS. Meanwhile the economy is expanding – at an expected 6% growth rate for the next two years and with the Government taking strong structural measures to ensure a business-friendly environment.

41.   In general the consequences for programme implementation are positive – particularly with the policy focus on the poorer communities more predominantly a concern in East Malaysia. Malaysia demonstrated a high degree of commitment to a cross-border World Heritage nomination (with Indonesia) in early 2004. As a result of its more advanced economic status, Malaysia has expressed interest in cooperating in UNESCO's activities through, for example, volunteer programmes – currently being explored in relation to support for Timor-Leste. With strict law enforcement and security awareness, and now a strong secular political mandate, terrorism is less a problem than in other members of the Cluster.

42.   In the **Philippines**, the incumbent President, Gloria Macapagal Arroyo, was declared victor of the presidential elections. GDP growth has been steady at 4.5%, although driven mainly by consumption while export growth was fragile. Modest recovery in per capita GNP has improved the quality of social outcomes, in particular, incidence of Filipinos living below the US $1 per day (and US $2 per day), having reduced from 13.5% (47.1%) to 9.6% (41.8%) by the start of 2004: most of the MDGs are on track. UNESCO activities continue to function well in this environment, although there are serious difficulties in maintaining operations in Mindanao – specifically on UNESCO's "GENPEACE" (gender, literacy and peace) programme, due to the continuing threat of terrorism and kidnapping.

43.   UNESCO is well accepted in **Indonesia**, in particular for its contribution to the development of new community-based decentralization practice and policy, environmental sustainability, World Heritage and a free media. However, the office's operations are affected by problems of security: numerous bombings have occurred – including a minor explosion at the United Nations Building (and recent riot-based destruction of the United Nations premises in Ambon). These pose a direct threat to United Nations agencies. Through extending Indonesian programme activity to Madrasah schools, positive relations have been established at high levels now by UNESCO, between Islamic education in the Southern Philippines and Indonesia.

44. **Timor-Leste**, the newest Member State of UNESCO, has experienced political stability through the first half of 2004, although there were serious riots in Dili. The country is however making slow progress in the field of governance. Part of the problem is the lack of capacity at various levels, leaving a great deal of dependence on international advisers; and the lack of infrastructure – where, for example, access to email, fax and consistent telephone service is very limited even at ministerial level. Health, road transport and electricity supply are poor and uncertain. UNMISET, the United Nations support operation, has extended its limited (peace and security) mandate into 2005, recognizing the lack of progress on key dimensions of change in the country. The scope for UNESCO activity is therefore enormous across all sectors, but the difficulties of operating are real. UNESCO's implementation facility in Dili is making a difference, but programmes are always beset by unexpected problems – including sometimes from simple negligence by government officials not fulfilling contracted responsibilities, or complete inability to establish any form of communication. The Cluster of Member States of the Jakarta Office has however resolved as a Cluster to assist Timor-Leste, with the next Cluster Meeting being scheduled for Dili in Timor-Leste in December 2004. UNESCO's Cluster Strategy is therefore of direct assistance in this difficult circumstance.

Almaty Cluster Office

45. Following huge difficulties after the collapse of the Soviet Union (all indicators went down and transition came along with high social costs), **Kazakhstan** has experienced high-level economic growth since the mid-1990s (9.5% in 2002). Inflation has been under control, a convertible and stable currency has been introduced, agriculture was successfully privatized, the banking sector has been strengthened and growth is constantly high, with positive repercussions on social development. Prospects as regards MDG 1 (halve extreme poverty by 2015) are positive in Kazakhstan. However, rural populations are still in trouble. Unemployment (officially 9% in 2002) is the main cause of poverty.

46. The country is heavily dependent on oil and mineral extraction, with a reliance on foreign companies. The country's import-substitution strategy has not yet shown results. The economic disparities between urban areas and the rural areas are huge, with the latter often lacking basic social and sanitation facilities. Corruption impinges on the society, affecting efficient enforcement of laws or implementation of legislative and programme efforts. Being a country in transition, Kazakhstan is implementing a number of structural reforms, which result in frequent rotations within the government. However, in general, the political situation remains stable.

47. In **Kyrgyzstan** tensions remain between the Kyrgyz and Uzbek communities over access to land and housing, affecting inter-ethnic relations. In 2000 the authorities tried to stem a steady exodus of skilled Russians, by making Russian an official language and by promising the Russian minority dual citizenship. The economic situation continues to be difficult, still as a result of the transition process from communism. Poverty is still very high but the country is making progress towards MDG 1 thanks to its sound economic policies and the commitment of international financial institutions and main donors. However, the country still has to address problems of governance and inter-ethnic relations.

48. **Tajikistan**'s transition has been marred by outbreaks of violence. Owing to the continuing security problems and the difficult economic situation, the agricultural sector needs reforms: many state farms are still not privatized, irrigation networks have deteriorated and productive investment is weak. Unemployment is reaching high levels and average salaries are rather low (average: US $10.6/month). Poverty touches more than 80% of Tajikistanis, with regional differences.

49.   **Uzbekistan** is the most populous Central Asian country. A World Bank report in the summer of 2003 found economic growth and living standards to be among the lowest in the former Soviet Union. The European Bank for Reconstruction and Development (EBRD) announced in April 2004 that it was cutting aid to Uzbekistan because of the country's failure to reform and its human rights record. Recently, the Government changed its currency policy, lifting currency exchange restrictions assuming obligations under Article 8 of the IMF Charter. Thus a mechanism of free exchange of currency was introduced. Rich in natural resources, including gas, gold, uranium and cotton, Uzbekistan's economy is growing, with investment from Turkey and other countries.

50.   The country faced a wave of violence with reports of suicide bombings in early 2004. Uzbekistan opposes moves towards closer political integration among the countries of the former Soviet Union and has pulled out of the collective security treaty of the Commonwealth of Independent States.

Yaoundé Cluster Office

51.   The first half of 2004 was marked by the revitalization of cooperation with UNESCO. This new impetus has focused particular attention on the **Central African Republic**, a country in a post-conflict situation and democratic transition process. In this connection, following an initial needs assessment mission in UNESCO's fields of competence, missions have been undertaken by programme specialists from the Education, Culture and Science Sectors. On a practical level, several actions have been carried out: a project to rehabilitate schools in areas affected by conflict; validation of the EFA National Plan; a training seminar for journalists in the run-up to pluralist elections, and the extension of national coverage by radio stations.

52.   With regard to **Cameroon**, activities have continued in several fields: EFA, with the implementation of a project to train teachers in scientific disciplines; education for the prevention of and awareness-raising about HIV/AIDS; promotion of a culture of peace; and the establishment of more community radio stations. An outline plan of action has also been formulated to promote cultural diversity in the framework of two conventions related to the preservation and protection of the tangible and intangible heritage.

53.   Lastly, despite some interventions in **Chad**, notably in the fields of education and communication, there must be a systematic relaunch of UNESCO activities. Chad will be the subject of particular attention in coming months.

Mali Cluster Office

54.   In order to raise UNESCO's profile, the Office endeavours to be present in the concertation and coordination bodies of the United Nations system (CCA/UNDAF – Common Country Assessment/United Nations Development Assistance Framework) and of technical and financial partners, in particular in **Mali**. For instance, in the framework of UNDAF, UNESCO chairs the following theme groups: UNAIDS/Mali, communication, and gender and human rights, in addition to the thematic commission on education. As to the technical and financial partners/Mali, in addition to attending monthly meetings, UNESCO is lead agency of the thematic commission on non-formal education. The Office also takes part whenever possible in meetings with technical and financial partners in **Niger** and **Burkina Faso** and keeps itself informed of United Nations system coordination work in Burkina Faso.

55.   With regard to national policies, it is worth pointing out that two countries in the cluster (Burkina Faso and Mali) held donor round tables in the first half of the year focusing mainly on analysing the Poverty Reduction Strategy Papers (PRSPs). For Burkina Faso, the Government

presented the PRSP for 2000-2015, together with a priority action programme for 2004-2006, which should provide a frame of reference for determining the financial and technical commitments of partners. Since the 1995 round table, Burkina Faso has made significant progress in structural reform, governance and economic development. Nevertheless, poverty persists and human development indicators have not met expectations. The poverty rate was estimated at 46.4% in 2003 and there is reason to believe that the relevant Millennium Development Goals cannot be reached. The Government anticipates that the rate will drop to 35% by 2015. With regard to education, it is clear that the country cannot reach the goal of 100% in 2015 (the rate expected by the Government by 2015 is about 86%). The implementation of the Ten-Year Basic Education Development Plan has nevertheless enabled significant progress to be made in recent years (the gross enrolment ratio (GER) is up from 43% in 2000 to 52.3% in 2003). The literacy rate has risen from barely 21% in 1998 to 32.3% in 2003.

56.   Implementation of the PRSP in Mali, adopted in 2002, has highlighted four essential issues: (i) indicators, their relevance and quality; (ii) the capacity to absorb external resources, in particular in the education and health sectors; (iii) the recurring problems in harmonizing development partners' policies and procedures; and (iv) budget support. The poverty reduction strategy envisages reducing the poverty rate from 63.8% in 2001 to 47.5% in 2006, with an annual growth rate of GDP of 6.7% for the period 2002-2006. For 2003, the Malian economy registered a growth rate of 6.1% as against 4.2% in 2002. Concerning the social situation, an improvement in indicators has been noted in the education sector: the gross enrolment ratio at the primary level rose from 64% in 2002 to 67% in 2003. These indicators should see significant improvement, in particular through the continuation of support projects for the Ten-Year Education Development Plan: Education IV, funded by the African Development Bank (ADB) and the Programme to Support the Education System, funded by the United Nations Development Programme, the Norwegian Agency for Development Cooperation and Luxembourg, for which UNESCO is executing agency.

57.   In education, the Office has continued to lobby in favour of EFA, build capacities of NGOs and civil society organizations in EFA implementation, and has targeted its action on preventive education and combating HIV/AIDS. Two major projects have been implemented, one to improve teacher-training modules, the other to promote preventive education for children in difficult situations, in particular street children, with the dual aim of: (i) giving children, in particular underprivileged children, access to the fundamental rights set out in the Convention on the Rights of the Child, and (ii) protecting or lessening the impact of the epidemic on this highly vulnerable section of the population.

58.   In connection with the promotion of human rights, UNESCO has launched a training project for local elected officials on human rights, local democracy and citizenship. The project aims to organize training courses on human rights, participatory democracy and local governance in the regions and the district of Bamako. The training will be carried out as part of a participatory process.

59.   UNESCO has helped to improve the Mali Broadcasting Service (ORTM) by providing support for training technicians from the central radio station and the four regional stations who are responsible for transferring sound to digital media. This activity has enabled a greater number of technicians to make more extensive use of information and communication technologies (in particular DAT: digital audio tape, and digital editing). The celebration of World Press Freedom Day gave rise to several events, conferences and debates, in particular on the role of the press during elections. Extensive media coverage of the events has helped raise awareness of these issues among decision-makers and the general public. Lastly, in the field of culture, several activities ranging from the integration of cultural diversity in national policies to the protection and

safeguarding of the cultural and natural heritage were given support in the Member States concerned.

Dakar Cluster Office

60. During the first half of 2004, the countries in the Dakar cluster continued to be affected by economic and social hardship with some improvement on the previous biennium. In **Cape Verde** and **Senegal**, the trend of economic and social indicators was positive. This stability facilitated the implementation of development programmes. In Senegal, for instance, the Training and Education Development Programme is entering its second phase, which provides for greater attention to the EFA goals relating to gender and vocational training for young people and adults. In **Gambia**, the development process is continuing in an economic climate made difficult in particular by the low level of rural development and a low literacy rate.

61. **Liberia** and **Sierra Leone** are trying to stabilize after years of war. These countries in a post-conflict situation deserve special attention from all partners, including UNESCO. **Guinea** is suffering from the knock-on effects of upheavals in neighbouring countries, in particular Côte d'Ivoire, which have generated a constant flow of refugees and growing insecurity while domestic economic conditions are deteriorating.

62. **Guinea Bissau** is becoming more stable politically, but development activities such as those of the World Bank and other partners have been interrupted or left pending for a considerable time. The revival is very slow given the scale of requirements. The standard of living of the population remains extremely low. The situation as regards education is also far from satisfactory, even though the introduction of free schooling in basic schools has brought about some improvement in the gross enrolment ratio. The aims of the new government are (i) to increase access to education and improve the quality of teaching, and (ii) to build management capacities. Actions embarked upon include the following: school building and community participation; rehabilitation of schools and school equipment; distribution of textbooks and supplies; enrolment of girls, and teacher training.

63. In general terms, the interventions of the UNESCO Office in Dakar and Regional Office for Education in Africa (formerly BREDA) aim to meet priority needs in the countries of the cluster, focusing on teacher training, early childhood education, basic education, training for parliamentarians, and education and training for girls.

64. As part of the follow-up to the eighth Conference of Ministers of Education of African Member States (MINEDAF VIII), three subregional conferences, including those of the Economic Community of West African States (ECOWAS) and the Portuguese-speaking Countries in Africa (PALOP), decided to develop and implement specific projects to encourage cooperation between countries and subregional integration. For instance, subregional projects have been identified and prepared in the following fields: (i) teacher training, in particular through distance education; (ii) combating HIV/AIDS in the education sector; (iii) support for girls' education; (iv) support for science and technology education; (v) citizenship education; (vi) training in educational planning and management; and (vii) production of teaching materials.

65. The Office intends to pay particular attention to countries in a post-conflict situation or in transition (Guinea Bissau, Liberia and Sierra Leone) in the present biennium.

UNESCO Nairobi Office

66. The Nairobi Office covers Burundi, Kenya, Rwanda and Uganda. At the macro level, the main change that has occurred in the last six months is the huge influx of refugees into some of the

cluster member countries. The recent outbreak of hostilities in the Democratic Republic of the Congo has displaced people, some of whom have found their way into Burundi, Rwanda and Uganda. This has important implications for the implementation of programmes. UNESCO may be called upon to develop emergency education programmes for refugees. Furthermore, regular programme implementation may be affected, especially those programmes dealing with Biosphere Reserves. On a positive note, peace is gradually returning to Burundi and soon the entire cluster region may be rid of conflicts.

67. On the economic front, there is improvement in economic performance in all the member countries of the cluster. Countries are now focusing on development away from crisis management. This will help the implementation of UNESCO's programmes, especially those dealing with long-term development, such as science and higher education. This has become apparent from requests for UNESCO assistance for accreditation of higher education institutions and the formulation of science and technology policies.

68. At the sectoral level, the human resource capacity in science and technology is still weak. The problem is compounded by the fact that the training resources (staff, laboratory, books and library) is equally insufficient. This adversely affects S&T human resource capacity-building. However, recently almost all universities upgraded their ICT infrastructure. Thus, it is now possible, in a limited manner, to use ICT as a teaching technology and enhance the capacity-building process.

69. Some countries in the region have recognized the important role that S&T policy plays in harnessing scientific and technological resources for socio-economic development. This was emphasized at the regional level, at the 2003 NEPAD Meeting of African Ministers of Science and Technology. In this connection, some Member States in the subregion have requested UNESCO assistance in the review or formulation of national S&T policy.

70. Water, playing a central role in socio-economic development, has become the most critical natural resource issue in Africa, as the majority of people lack reasonable access to safe drinking water and adequate sanitation. Nearly a third of African countries face chronic water scarcity while at the same time water demand is on the increase. In particular the supply and quality of freshwater remains a top priority. Sound planning, management and development of water resources are the starting point for freeing the continent from poverty and under-development. There is the need to plan and implement integrated water resources management including enhanced water conservation and storage.

71. Experience from culture programme implementation has highlighted the need for education and public awareness activities to take a more integrated approach. UNESCO needs to advocate a holistic approach to all aspects of heritage education and link it to wider issues.

UNESCO Moscow Office

72. There have been some notable political changes in the cluster of the UNESCO Moscow Office since January 2004, especially with regard to the **Russian Federation**. Shortly before the presidential elections, President Vladimir Putin announced a new government and a new administrative structure. The number of ministries was reduced from 30 to 17 and all functions were restructured. Mr Putin was later re-elected as President. Governmental reforms are still ongoing and by today many ministries have not been fully reorganized and staffed. This has hampered programme implementation and caused some delays.

73.   In **Chechnya**, the assassination of President Akhmad Kadyrov had affected the start of the implementation of one flagship project, the restoration of the education system in Chechnya. Most activities are expected to be delayed until after the presidential election in August 2004.

74.   In **Georgia**, Mr Saakashvilli was elected President after last year's "rose revolution". Restoring the authority of the central Government in the Adjana region has strengthened his position.

75.   The **Caucasus initiative** of UNESCO was continued with several activities aiming at fostering among the three Caucasus countries the cooperation of scientists and experts in different spheres of interest of UNESCO. Regional expert meetings were organized in the field of culture and with regard to the UNESCO Man and Biosphere Programme. While the political situation is unchanged, the possibilities for cooperation on the level of experts seem to have slightly improved.

76.   While some countries have introduced relatively liberal rules concerning freedom of the press, especially in the Caucasus region, the situation of the press in others still causes concern.

77.   The **HIV/AIDS** epidemic is of major concern in the countries of the UNESCO Moscow cluster. Several countries have worryingly high infection-rates. The epidemic hits young people particularly hard. According to the Federal AIDS Centre, 67% of all HIV infections detected in the Russian Federation are among young people aged 15-25; the highest HIV detection incidence is registered in the 20-29 age-group. It has to be mentioned, however, that there is an increased awareness of the problem and an increasing willingness to strengthen the national response to HIV.

78.   The area of the former Soviet Union is still marked by active migration processes, causing problems both in the countries of departure and the admitting countries. There is a need to build capacities in the field of migration of both governmental and non-governmental organizations to assure a peaceful social integration of migrants and to promote migrants' rights.

79.   The process of ratification of the United Nations Convention on Migrant Workers and Members of their Families by the cluster countries is going on slowly. It is unlikely that progress can be achieved in this regard in 2004-2005. Partially, this can be explained by insufficient observation and violation of the social and economic rights of the general population, high expenses of the measures required by the Convention and the current elaboration of CIS internal regulations in this field.

80.   Unsettled political, economic and social problems in the armed and post-conflict regions (Chechnya, Dagestan, Nagorny Karabakh, Pridnestrovie) give rise to xenophobia and intolerance, and sometimes require the involvement of a mediator to facilitate stabilization. An increase in national consciousness of the population and its hunger for a national self-identity in the young states can be noticed, particularly in the conditions of painful socio-economic reforms. This causes manifestations of nationalism with an impact on the rights of national and ethnic minorities.

81.   After years of difficult transition and sometimes painful economic reforms, many of the countries in the CIS have entered a new phase in their development. While measures such as the UNDP Human Development Index shows that living conditions for most people within the CIS have improved since the late 1990s, some regional indicators remain a cause for deep concern. Especially for remote and rural areas, development indicators are still unsatisfactory.

82.   Science systems, together with many other public functions, remain under-financed in the countries of the cluster. This continues to affect the science institutes, several of which have world reputation in their relevant fields of competence. While the situation is improving in Russia, other

countries of the cluster still face severe problems, as many well-trained scientists leave the science system or even the country.

Santiago Cluster Office

83.   The regional office and ECLAC have prepared the High-Level Seminar on "Financing and Management of Education in Latin America and the Caribbean", which was held in San Juan, Puerto Rico, on 30 June 2004, on the occasion of the Thirtieth Session of ECLAC. This first high-level seminar gathered ministers of education and economy from the region, in order to examine and agree upon strategies to mobilize and improve the use of financial resources for Education for All. Multilateral agencies had also been invited, in order to reinforce alliances towards Education for All.

84.   The countries of the region require a strong support in order to reach the Dakar and Santo Domingo goals by 2015. In this respect, a Regional Education Project for Latin America and the Caribbean, PRELAC, was approved at the Regional Meeting of Ministers of Education in Havana in November 2002. PRELAC proposed five strategic focuses that have to be assumed by the countries to attain the EFA goals. One of the focuses is "Social responsibility for education in order to generate commitment to its development and results", and it emphasizes the necessity of making significant efforts to improve the management and the use of the financial resources already available for education, together with the need to increase the amount of the funds available. The High-Level Seminar of Ministers of Education and Finance represented a unique opportunity to generate a stronger commitment of the public sector towards education financing and management, necessary to obtain more efficient educational systems in the Latin American and the Caribbean region. In response to a request of Argentina, Brazil, Peru and Venezuela during the UNESCO General Conference, one option for securing alternative sources of funding for education is that of debt swap.

85.   In order to establish a basis for discussion at the seminar, UNESCO and ECLAC elaborated a document containing an analysis and some policy recommendations "Financing and Management of Education in Latin America and the Caribbean". This document contains an analysis of the educational scenario in the region, a review on how the management of the educational systems are contributing to the students learning processes, and also a forecast of costs and options for financing education for 2015.

Quito Cluster Office

86.   During the first six months of the present year, cooperation in the Andean region (Bolivia, Colombia, Ecuador, Peru and Venezuela) was strengthened by consultations and a meeting of National Commissions for UNESCO in Quito in March. There is a possibility of extending cooperation on the basis of UNESCO's seed resources by focusing cooperation on more strategic and essential topics. This would allow contributions to the MDGs and to support governments in the process of globalizing and liberalizing their economies.

87.   In the UNESCO/Quito Office, which is also a Regional Office for Communication and Information, special emphasis is given to new technologies in different sectors and the promotion, for example, of the creation of digital cities.

88.   The region's political evolution continues to transmit highly complex signals in terms of governance because of the interaction of very severe risk factors such as drug cartels, paramilitary activities and guerrillas. The topic of governance has become increasingly important and has led to specific demands in terms of the fight against corruption, respect for human rights, transparency in

government processes, greater participation of the citizenry, the orientation of public investments, and the relationships between the State and civil society, the public and the private sectors. In this political framework, poverty, marginalization, social inequity and foreign debt are cross-cutting concerns.

89.   The demands on UNESCO focus on highly significant areas such as the support for identifying strategies and policies that contribute to tackling the main challenges identified. The importance given to working with indigenous peoples and groups of African descent, who account for a high share of the total population in the Andes, needs to be underscored. Special attention is being focused on working with the Tangible and Intangible Heritage and special follow-up continues to be given to sites currently included on the World Heritage List (Galapagos Islands, Cartagena de Indias, Cuenca, etc).

90.   The quest for sustainable development, poverty abatement, and the use of ICTs led to alliances with different players within and outside the subregion, as in the case of the ART Project that has been formulated in partnership with UNDP/UNOPS, the European Commission, WHO and ILO. This major international project seeks to further new forms and models of intervention for sustainable human development by focusing on specific areas (such as marketing to promote the economy and employment; service network intervention; training and education; promotion and valuation of cultural wealth and the identity of peoples; governance and civil and social protection).

Beijing Cluster Office

91.   The Beijing Office, which covers five countries of the East Asian subregion, namely, Democratic People's Republic of Korea, Japan, Mongolia, People's Republic of China and Republic of Korea, represents a subregion that shares profound and rich history and culture.

92.   In China, the Government formally launched the National EFA Forum in December 2003. The Ministry of Education and the United Nations Theme Group on Basic Education have agreed to combine the National EFA Forum and the UNTG Education Forum to synergize national and international efforts towards EFA in China. UNESCO co-chairs the UNTG on Basic Education. The Government has given priority in rural education and the Prime Minister highlighted the importance of rural education in his report at the second session of the tenth National People's Congress in March 2004. UNESCO assisted Chinese experts in rural education through the International Research and Training Centre for Rural Education (INRULED). It should also be noted that the gap of economic development between Eastern China and Western China has been expanding. The Government published the 2003 statistics on HIV/AIDS (840,000 living with HIV/AIDS and 80,000 AIDS patients). UNESCO has been active in the UNTG on HIV/AIDS and is a partner of the UNAIDS/PAF project "HIV/AIDS and EFA – Children Infected and Affected by HIV/AIDS".

93.   Also, the human rights of migrant workers from rural to urban are emerging issues in China. UNESCO facilitated the establishment of dialogues among local governments, academicians and NGOs, particularly on the issue of female migrant workers. China puts a great emphasis on the preservation of intangible culture heritage of ethnic minorities. UNESCO extended assistance to the preservation and revitalization of endangered languages of selected ethnic minority groups. Under Japanese Funds-in-Trust, UNESCO assisted the Chinese Folk Literature and Art Association to collect and record the folk songs of 10 ethnic minority groups into international phonetic alphabet. China hosted the 28th session of the World Heritage Committee Meeting in Suzhou on 28 June to 7 July 2004.

94.   In the **Democratic People's Republic of Korea**, after almost two years of preparation, the National EFA Action Plan has been completed and UNESCO is in the process of commenting on it.

95.   In **Mongolia**, UNESCO supported the EFA Week Campaign. The Korean FIT "Supporting the Preparation and Implementation of the National EFA Plan" seeks to strengthen the national capacity in EFA planning and implementation. UNESCO facilitated the National Seminar for Development of S&T Policy in Mongolia held in May 2004, where the master plan for S&T Policy, which was drafted based on recommendations from a UNESCO evaluation mission in 2003, was agreed among stakeholders, including all ministries concerned. The Mongolian Government decided to join the Science and Technology Policy Asian Network (STEPAN). UNESCO financially supported the International Institute for the Study of Nomadic Civilization (IISNC).

96.   For the **cluster region** as a whole, the cooperation with National Commissions for UNESCO in all five countries and the UNESCO Centre of Macao for coordination and implementation of UNESCO's programme activities has become closer through regular consultations – in particular through the regular holding of an annual subregional Meeting of the Secretaries-General of the National Commissions for UNESCO in East Asia and through the UNESCO Children's Performing Arts Festival of East Asia (CPAF). The fifth Subregional Meeting was to be held in Seoul on 31 July 2004, while the 2004 CPAF was to be hosted by the Korean National Commission for UNESCO and the City Suwon from 29 to 31 July 2004. The East Asian Biosphere Reserve Network (EABRN) is one of the most active subregional activities in the field of sciences, supported by the EABRN Secretariat now located in the UNESCO Office Beijing.

United Nations Educational,
Scientific and Cultural Organization

Executive Board

ex

Hundred and seventieth Session

170 EX/4
Part II
PARIS, 20 August 2004
Original: English/French

Item **3.1** of the provisional agenda

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

PART II

**Budget Adjustments authorized within the Appropriation Resolution for 2004-2005
and
Management Chart for Programme Execution in 2004-2005 (32 C/5 Approved)
Status as at 30 June 2004**
No. 34

SUMMARY

Part II of document 170 EX/4 contains:

A.   Report by the Director-General on budget adjustments
      authorized within the Appropriation Resolution for 2004-2005:
      In accordance with the Appropriation Resolution for 2004-
      2005 (*32 C/Resolution 85, paragraphs A(b) and (e)*), the
      Director-General presents to the Executive Board:

      (i)   a report on the adjustments to the approved appropriation
             for 2004-2005 arising from donations and special
             contributions received since the beginning of the
             biennium; and

      (ii)   proposed transfers between appropriation lines to reflect
             his decisions on structural changes in the Secretariat.

      Decision required: paragraph 9.

B.   Management Chart for programme execution in 2004-2005
      (32 C/5 Approved) as at 30 June 2004.

TABLE OF CONTENTS

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

INTRODUCTION

1.   The "Management Chart for Programme Execution" is a technical document intended to facilitate examination and assessment by the Executive Board of the budgetary aspects of the approved regular budget and extrabudgetary programmes. The document has progressively been restructured with a view to facilitating the interpretation of the charts and tables, accompanied by explanations and comments where appropriate. With regard to the present document, the following modifications have been introduced:

(a)   For the purpose of a consolidated and efficient examination of the global budgetary situation, information customarily presented separately to the Executive Board, i.e. "Report on budget adjustments authorized within the Appropriation Resolution" and "Management Chart" has been incorporated into one document. Thus the present document consists of two sections as follows:

Part A   Report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2004-2005;

Part B   "Management chart for programme execution" as at 30 June 2004.

(b)   The document presents, for the first time, a holistic status of both regular and extrabudgetary funds for the following three tables:

- Overall implementation by principal appropriation line including staff costs and Participation Programme (Table 1);

- Programme implementation by principal appropriation line and by principal source of funding (Table 2);

- Implementation of decentralized funds by appropriation line and by region (Table 3).

Under these tables, budget allocations and expenditures for both regular budget and extrabudgetary resources are shown for each line.

(c)   In presenting the above holistic situation that integrates regular and extrabudgetary resources, it was considered more appropriate to present the budgets and expenditures for extrabudgetary resources, which usually finance multi-year projects, on an annual basis and no longer by biannual values. This better reflects the actual management cycle of extrabudgetary resources and avoids misinterpretation of the carry-over funds from previous years.

(d)   For the purpose of simplification, all figures are now presented in thousands of dollars.

2.   Recent discussions on programme implementation have emphasized the priority of results-based management over the traditional monitoring by object-of-expenditure. Bearing this in mind, the Secretariat is seeking an alternative way of reporting that could enhance this kind of reporting. For the time being, the present document reports on three major items of expenditure that Member States have wished to examine in particular, i.e., Temporary Assistance, Mission Travel and Contractual services (166 EX/Decision 3.1.1). These items of expenditure have been fully reviewed, and the results are set out in Table 4.

3.   Further, due to the fact that the carry-over funds of $2.1 million from the 2002-2003 biennium, the use of which was approved by the 169th session of the Board (169 EX/Decision 6.3),

are destined clearly for regularization of unliquidated obligations and for security costs, expenditures under these carry-over funds are not reported in this document. However, in order to examine the level of implementation of the carry-over funds, a report will be included at future sessions of the Executive Board once the 2002-2003 financial accounts are certified by the External Auditor. Accordingly, the present document is related only to the 32 C/5 Approved budget without the carry-over funds.

4.   As for the status of implementation, it is worth noting that the global expenditure rate (expenditure vs allocation) as at 30 June 2004 is largely in line with the time-elapsed target for both regular budget and extrabudgetary resources. The expenditure rate stands at 24.5% for the regular budget (compared with a theoretical rate of 25%) and 48.1% for extrabudgetary funds (compared with 50%).

5.   Nevertheless, for activities under the regular budget for which expenditure rates indicated in the Annex to Part B are more than 40% or less than 10%, explanations are provided in conformity with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, which invited the Director-General "to identify and explain, in a separate section of future reports on the execution of the Programme and Budget, those activities that vary from expected expenditures by a rate of more than 15%".

A. REPORT BY THE DIRECTOR-GENERAL ON BUDGET ADJUSTMENTS AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION FOR 2004-2005

A.I. Adjustments to the Appropriation approved for 2004-2005 arising from donations and special contributions received since the beginning of the biennium

6.   In accordance with paragraph A (b) of the Appropriation Resolution for 2004-2005, the Director-General is authorized to accept and add to the Appropriation approved for 2004-2005 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 beginning of the biennium:

Source	Purpose	Amount $

Major Programme I - Education
(paragraphs 01001-01606 of document 32 C/5 Approved)

A.   Governments

- German National Commission — Contribution to launching the Arabic version of the book "How to file complaints against Human Rights violations" — 1,238

- German National Commission — Contribution towards the Education Sector publication of HUEFNER Rights, Spanish version — 3,000

- Norway Royal Ministry of Foreign Affairs — Contribution towards the implementation of the Brain Drain and the Academic Intellectual Labour Market project — 22,000

B.   Other contributions

- World Bank, Africa Region — Contribution to support the conference of Education Ministers of the Economic and Monetary Community of Central African States – CEMAC held in Yaoundé, 14-17 January 2004 — 25,000

- World Bank, Africa Region — Contribution to support the conference of Education Ministers of the African countries having Portuguese as an official language and Equatorial Guinea – PALOP, held in Sao Tomé, 12-13 January 2004 — 60,000

- World Bank, Africa Region — Contribution towards the Forum of African Parliamentarians for Education (FAPED) held in Port Louis, Mauritius, 16-19 February 2004. — 20,000

Source	Purpose	Amount $
● Intergovernmental Agency of the Francophonie	Contribution for three meetings organized by BREDA – Dakar (ECOWAS, CEMAC and PALOP)	14,634
● Microsoft, Nigeria	Contribution to the Virtual Library Workshop	936
● Hewlett Packard, Nigeria	Contribution to the Virtual Library Workshop	1,170
● Omatek Computers Limited, Nigeria	Contribution to the Virtual Library Workshop	1,170
● International Telecommuni-cations Co., Nigeria	Contribution to the Virtual Library Workshop	1,170
● Canadian Cooperation Support Unit (CCSU), Cameroon	Contribution to the project "Culture of peace with and by Young People"	6,044
● UNICEF, Cambodia	Contribution towards HIV/AIDS activities to support the Ministry of Education on the Youth Risk Behaviour Survey (YRBS)	12,300
● UNICEF, Uzbekistan	Contribution towards HIV/AIDS Prevention Project activities	500
● Save the Children	Contribution towards INEE Network project	8,000
● UNICEF	Contribution towards INEE Network project	10,000
● Norway Refugee Council	Contribution towards INEE Network project	10,000
● European Union	Contribution to the activities of the School Census 2002-2003	10,563
● Arab Gulf Programme for United Nations Development Organizations (AGFUND)	Contribution for the activity "Higher education in the world five years after the World Conference on Higher Education"	30,000
● IRINI Foundation, Switzerland	Contribution to the Associated Schools Project Network	6,154
● Food and Agriculture Organization of the United Nations (FAO)	Contribution (first instalment) in support of a Regional workshop held in Santiago, Chile, 26-27 February 2004	25,000

Source	Purpose	Amount $
• Food and Agriculture Organization of the United Nations (FAO)	Contribution towards the EFA seminar, Santiago, Chile, 23-24 September 2003	6,000
• Islamic Educational, Scientific and Cultural Organization (ISESCO)	Contribution towards the workshop for the control of poverty among the young rural girls, 19-22 February 2004, Islamabad	5,120
• International Labour Organization (ILO), Lebanon	Contribution towards the TVET Regional Workshop	14,998
• Office of the United Nations High Commissioner for Refugees (UNHCR), Eritrea	Contribution towards the printing of textbooks	720
• Concern Worldwide, Somalia	Contribution towards the printing of textbooks	5,625
• Institute for International Cooperation of the German Adult Education Association (IIZ/DVV)	Contribution towards the EFA Central Asian Forum	1,500
• United Nations Development Programme (UNDP), Cambodia	Contribution towards HIV/AIDS activities	20,000
	Total, MP I	**322,842**

Major Programme II – Natural sciences
(paragraphs 02001-02607 of document 32 C/5 Approved)

A. Governments

Source	Purpose	Amount $
• Department for International Development (DFID), UK	Contribution to support the project related to the Assessment of Groundwater Resources in Southern Africa	74,627
• Department for International Development (DFID), UK	Contribution in support of the establishment of the Global Network on Water Resources Management in Arid and Semi-arid Zones (G-WADI)	91,853
• Permanent Delegation of the Principality of Andorra	Contribution to a case study on conflicts and cooperation in the Lake Titicaca basin	35,000

Source	Purpose	Amount $
● Ministry for Foreign Affairs, France	Contribution to the organization of a regional training workshop on conflict management and resolution in six biosphere reserves in West Africa	68,664
● United States State Department	Contribution in support of mutually agreed scientific collaboration between UNESCO, ICSU and US National Academies of Science and Engineering (US NAS)	500,000

B.   Other contributions

● International Atomic Energy Agency (IAEA), Austria	Contribution in support of a training course on the isotopes applications of artificial groundwater, held in Cairo, Egypt	30,000
● Zentrum für Entwicklungsforschung (ZEF), Germany	Contribution to the "Water Programme – HELP: extension of the programme"	89,074
● German IHP/OHP, Federal Institute of Hydrology, Koblenz, Germany	Contribution in support of the organization and implementation of the training course on Groundwater Contamination Workshop held in Bangkok, Thailand, 26 April – 4 May 2004	18,281
● El Fondo Ecuatoriano Populorum Progressio (FEPP)	Contribution for the edition of the video on the "Yasuni" biosphere	2,000
● Arab League for Educational, Cultural and Scientific Organization (ALECSO)	Contribution in support of the organization of the ArabMAB Coordination Council Meeting held in Beirut, Lebanon, March 2004	7,497
● US Geological Survey (USGS)	Contribution in support of activities in landslide risk reduction of the International Consortium Landslides	13,600
● Light House Foundation, Germany	Contribution for the forum: "Youth Visioning for Island Living" to be held in conjunction with the main international meeting in Mauritius	48,780
● The National Oceanographic and Atmospheric Administration (NOAA)	Contribution for the CSI Andaman Project "A Place for Indigenous People Living in Thailand's Andaman Sea Marine Protected Areas"	5,000

Source	Purpose	Amount $
● Banco Central del Ecuador	Contribution for the publication of the book on volcano research "Las Montañas Volcánicas del Ecuador" and implementation of related activities	18,000
● Zaragoza Expo. 2008	Contribution in support of water activities in Zaragoza	2,370
● Qatar Petroleum	Contribution in support of science activities in Doha, Qatar	30,028
	Total, MP II	**1,034,774**

Major Programme III – Social and human sciences
(paragraphs 03001-03606 of document 32 C/5 Approved)

A. Governments

Source	Purpose	Amount $
● Ministry of Finance, Niger State, Nigeria	Contribution to the second World Philosophy Day in Nigeria	1,937
● Directorate of Development and Cooperation, Multilateral Affairs Section, Switzerland	Contribution for MOST publications	7,133
	Total, MP III	**9,070**

Major Programme IV – Culture
(paragraphs 04001-04607 of document 32 C/5 Approved)

A. Governments

Source	Purpose	Amount $
● Permanent Delegation of Oman	Contribution to the "Arabia Plan", adopted by the Executive Board at its 161st session (document 161 EX/20)	2,000
● Government of Norway	Contribution to support the project "Revitalization of the Betlemi Historical District, Tbilisi" (regional and international expertise)	16,740
● The Netherlands	Contribution for the publication of the Proceedings of the UNESCO Conference on Endangered Languages	9,219

Source	Purpose	Amount $

B.   Other contributions

- SOREAD 2M, Casablanca | Contribution to the project "Support for Fez" | 2,838

- The Lord Wilson Heritage Trust, Hong Kong | Contribution for the project on "Publication of UNESCO Conservation Case Studies for Asia-Pacific Heritage Awards in 2002 | 8,718

- H.E. Sheikh Ghassa Shaker, UNESCO Goodwill Ambassador | Contribution to the action plan to safeguard the cultural space of the Boysun District (Uzbekistan) | 50,000

- H.E. Sheikh Ghassa Shaker, UNESCO Goodwill Ambassador | Contribution to the action plan to safeguard the As-Sirah al-Hilaliyya Epic (Egypt) | 50,000

- Asia Europe Foundation (ASEF) | Contribution (first instalment) to the organization of the training workshop "From Tradition to Innovation – Design Innovation within Traditional Esthetic Forms" (February 2004, Thailand), within the framework of the SEAL of Excellence for Handicraft Products for South-East Asia | 17,176

- Asia Europe Foundation (ASEF) | Contribution (second and final instalment) for the organization of the ASEF-UNESCO-AHPADA Training Workshop on Handicrafts | 4,294

Total, MP IV   160,985

Major Programme V – Communication and information
(paragraphs 05001-05606 of document 31 C/5 Approved)

A.   Governments

- National Commission of Monaco | Contribution to support the "Babel Memory of the World" programme linked to the activity: Regional flagship projects | 26,408

B.   Other contributions

- Remickaite Rasa, New York | Contribution to support the National University Library of Bosnia | 594

- The William and Flora Hewlett Foundation | Contribution to develop an ICT-led Education Project in Palestine that will be implemented within the framework of INFOYOUTH | 30,000

Source	Purpose	Amount $
• Safadi Foundation	Contribution to promote EFA by bridging the digital divide in public schools	20,000
• ICT for Development Platform	Contribution to joint activities in the field of ICTs and multilingualism	10,710
• Fundación Guillermo Cano, Colombia	Contribution to the UNESCO/Guillermo Cano World Press Freedom Prize	12,500
• Canadian International Development Agency (CIDA), Canada	Contribution to the Jean Dominique Prize for Press Liberty	2,000
	Total, MP V	**102,212**

Part II.C – Programme Related Services

Strategic planning and programme monitoring (BSP)

Source	Purpose	Amount $
• European Commission	Contribution to the Euro-Mediterranean Forum for Science, Development and Peace, 17-19 January 2004, UNESCO, Paris	115,677
• Mr Ara Abramanian Goodwill Ambassador	Contribution to finance publications for the International Symposium on Dialogue among Cultures and Civilizations	40,000
	Total, BSP	**155,677**

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:

• Mozambique	Maputo Office	5,564
• Nepal	Kathmandu Office	18,840
• Pakistan	Islamabad Office	17,736
• Costa Rica	San José Office	24,430
• Cuba	Havana Office	20,500
• Thailand	Bangkok Office	4,678
• Ecuador	Quito Office	41,250
• Romania	Bucharest Office	7,724
	Total, Indirect costs	**140,722**
	Grand total, Donations and special contributions	**1,926,282**

A.II. Proposed transfers between appropriation lines due to structural changes in the Secretariat

7. Paragraph A(e) of the Appropriation Resolution for 2004-2005 stipulates that "Transfers between appropriation lines may be made by the Director-General with 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 proposal for the following transfers between appropriation lines as a result of his decision to restructure the Secretariat:

(a) Transfer of the Cultural Events Service Unit: with a view to reinforcing synergy and achieving increased efficiency of the communication strategy, the budget of the Cultural Events Service has been transferred from Part III.D, Administration, maintenance and renovation of Headquarters premises (ADM) to Part II.C, Public Information (BPI). The costs involved for this transfer are:

Activity costs: $128,500
Staff costs: $464,700

Thus the total amount of the transfer is: **$593,200**

(b) Transfer of the Appeals Board from Part I. B. International Standards and Legal Affairs (LA) to Part III.D. Administration, maintenance and renovation of Headquarters premises (ADM): the operating budget of the Appeals Board that needs to be transferred accordingly amounts to:

$130,600
_____

Total, proposed for transfers between appropriation lines   **$723,800**

The impact of these transfers on the Sectors and Bureaux concerned is the following:

Part I.B	International Standards and Legal Affairs (LA)	($130,600)
Part II.C	Public Information (BPI)	$593,200
Part III.D	Administration, maintenance and renovation of Headquarters	($462,600)
	Total	**$0**

8. It should be recalled that the above transfers between appropriation lines do not affect the amount of the total budget. The **Revised Appropriation Table** that takes into account the above donations and special contributions as well as the proposed transfers between appropriation lines is presented in the **Annex** to Part A.

PROPOSED DRAFT DECISION

9. In the light of the above report, the Executive Board may wish to consider the following decision:

The Executive Board,

1. <u>Having examined</u> the Director-General's report on donations and special contributions received since the beginning of the biennium and appropriated to the regular budget, as well as the transfers between appropriation lines proposed within the budget appropriation, in accordance with the terms of the Appropriation Resolution approved by the General Conference at its 32nd session (*32 C/Resolution 85, paragraph A(b) and (e)*), document 170 EX/4 Part II and the recommendations of its Finance and Administrative Commission thereon (170 EX/…),

2. <u>Takes note</u> 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 $1,926,282 as follows:

	$
Part II.A – Major Programme I	322,842
Part II.A – Major Programme II	1,034,774
Part II.A – Major Programme III	9,070
Part II.A – Major Programme IV	160,985
Part II.A – Major Programme V	102,212
Part II.C – Programme Related Services	155,677
Part III – Support for Programme Execution (Indirect Costs for Field Offices)	140,722
Total	**1,926,282**

3. <u>Expresses its appreciation</u> to the donors listed in paragraph **6** of document 170 EX/4, Part II;

4. <u>Approves</u> the transfers between appropriation lines of **$723,800** within the budget appropriation;

5. <u>Takes note</u> of the revised Appropriation Table in the Annex to the present decision.

ANNEX
Revised Appropriation Table for 2004-2005

Appropriation line	32 C/5 Approved	32 C/5 Approved as Adjusted (169 EX/Dec.6.3)	Proposed appropriations and transfers		32 C/5 Approved as Adjusted
			(i) Donations received	(ii) Transfers between appropriation lines	
	$	$	$	$	$
PART I GENERAL POLICY AND DIRECTION					
A. Governing bodies					
1. General Conference	6 135 300	6 401 300			6 401 300
2. Executive Board	7 958 700	8 010 400			8 010 400
Total, Part I.A	**14 094 000**	**14 411 700**	**0**	**0**	**14 411 700**
B. Direction	18 378 700	18 469 800		(130 600)	18 339 200
(Including: Directorate; Office of the Director-General; Internal Oversight; International Standards and Legal Affairs)					
C. Participation in the Joint Machinery of the United Nations System	3 579 500	3 579 500			3 579 500
TOTAL, PART I	**36 052 200**	**36 461 000**	**0**	**(130 600)**	**36 330 400**
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES					
A. Programmes					
Major Programme I - Education					
I. Personnel	48 215 600	48 479 000			48 479 000
II. Activities					
I.1 Basic education for all					
I.1.1 Basic education for all: targeting key goals	21 692 200	21 915 400	178 007		22 093 407
I.1.2 Supporting EFA strategies	14 133 100	14 232 200	41 563		14 273 763
I.2 Building learning societies					
I.2.1 Beyond universal primary education	4 826 200	4 828 500	44 998		4 873 498
I.2.2 Education and globalization	2 150 900	2 200 800	53 154		2 253 954
UNESCO education institutes					
UNESCO International Bureau of Education (IBE)	4 591 000	4 591 000			4 591 000
UNESCO International Institute for Educational Planning (IIEP)	5 100 000	5 100 000			5 100 000
UNESCO Institute for Education (UIE)	1 900 000	1 900 000			1 900 000
UNESCO Institute for Information Technologies in Education (IITE)	1 100 000	1 100 000			1 100 000
UNESCO International Institute for Capacity-Building in Africa (IICBA)	2 000 000	2 000 000			2 000 000
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2 200 000	2 200 000			2 200 000
Projects relating to cross-cutting themes*	1 960 000	1 960 000	5 120		1 965 120
Total, Major Programme I	**109 869 000**	**110 506 900**	**322 842**	**0**	**110 829 742**
Major Programme II - Natural sciences					
I. Personnel	30 594 300	30 778 600			30 778 600
II. Activities					
II.1 Science, environment and sustainable development					
II.1.1 Water interactions: systems at risk and social challenges	8 992 500	9 010 300	341 205		9 351 505
II.1.2 Ecological sciences: developing stewardship by people for nature	3 013 200	3 022 100	108 189		3 130 289
II.1.3 Earth sciences: improving the understanding of the solid Earth and enhancing disaster prevention	1 374 300	1 374 300	31 600		1 405 900
II.1.4 Towards sustainable living in small islands and in coastal regions	811 100	811 100	53 780		864 880
II.1.5 UNESCO Intergovernmental Oceanographic Commission	4 795 800	4 795 800			4 795 800
II.2 Capacity building in science and technology for development					
II.2.1 Capacity building in the basic and engineering sciences	5 835 100	5 918 100	500 000		6 418 100
II.2.2 Science and technology policies for sustainable development	1 105 400	1 105 400			1 105 400
Projects relating to cross-cutting themes*	1 710 000	1 774 700			1 774 700
Total, Major Programme II	**58 231 700**	**58 590 400**	**1 034 774**	**0**	**59 625 174**

Appropriation line	32 C/5 Approved	32 C/5 Approved as Adjusted (169 EX/Dec.6.3)	Proposed appropriations and transfers		32 C/5 Approved as Adjusted
			(i) Donations received	(ii) Transfers between appropriation lines	
	$	$	$	$	$
Major Programme III - Social and human sciences					
I. Personnel	18 343 200	18 437 700			18 437 700
II. Activities					
III.1 Ethics of science and technology, with emphasis on bioethics	3 250 800	3 250 800			3 250 800
III.2 Promotion of human rights and the fight against discrimination	2 184 600	2 184 600			2 184 600
III.3 Foresight, philosophy, human sciences and human security	3 869 700	3 939 700	1 937		3 941 637
III.4 Management of social transformations: MOST - Phase II	3 088 600	3 088 600	7 133		3 095 733
Projects relating to cross-cutting themes*	2 600 000	2 612 400			2 612 400
Total, Major Programme III	**33 336 900**	**33 513 800**	**9 070**	**0**	**33 522 870**
Major Programme IV - Culture					
I. Personnel	33 967 400	34 176 600			34 176 600
II. Activities					
IV.1 Mainstreaming cultural diversity into policy agendas at national and international levels					
IV.1.1 Promotion of the UNESCO Universal Declaration on Cultural Diversity and implementation of its Action Plan	3 841 800	3 845 800	2 000		3 847 800
IV.1.2 Strengthening the links between cultural policies and development policies	1 367 500	1 367 500	2 838		1 370 338
IV.2 UNESCO's contribution to the protection of the world's cultural diversity through cultural and natural heritage preservation					
IV.2.1 Promotion and implementation of the Convention for the Protection of the World Cultural and Natural Heritage (1972)	2 141 300	2 141 300			2 141 300
IV.2.2 Protecting cultural diversity through the preservation of cultural heritage in all its forms and through normative action	7 362 900	7 374 900	134 677		7 509 577
IV.3 Safeguarding cultural diversity through creativity and development					
IV.3.1 Encouraging arts and crafts for sustainable development	1 501 900	1 531 900	21 470		1 553 370
IV.3.2 Strengthening the role of cultural creation in human and economic development	1 497 400	1 497 400			1 497 400
Projects relating to cross-cutting themes*	1 700 000	1 725 000			1 725 000
Total, Major Programme IV	**53 380 200**	**53 660 400**	**160 985**	**0**	**53 821 385**
Major Programme V - Communication and information					
I. Personnel	18 454 000	18 555 100			18 555 100
II. Activities					
V.1 Fostering equitable access to information and knowledge for development, especially in the public domain					
V.1.1 Fostering actions to reduce digital divide and promote social inclusion	4 240 900	4 257 300	30 594		4 287 894
V.1.2 Harnessing ICTs for education	2 236 500	2 261 500	20 000		2 281 500
V.1.3 Promoting the expression of cultural and linguistic diversity through communication and information	3 641 200	3 641 200	37 118		3 678 318
V.2 Promoting freedom of expression and communication development					
V.2.1 Promoting freedom of expression and the independence and pluralism of the media	2 724 700	2 729 700	14 500		2 744 200
V.2.2 Supporting development of communication media	1 814 100	1 814 100			1 814 100
Projects relating to cross-cutting themes*	2 430 000	2 439 900			2 439 900
Total, Major Programme V	**35 541 400**	**35 698 800**	**102 212**	**0**	**35 801 012**
UNESCO Institute for Statistics	9 020 000	9 020 000			9 020 000
Field - Management of decentralized programmes	32 215 900	32 275 100			32 275 100
Total, Part II.A	**331 595 100**	**333 265 400**	**1 629 883**	**0**	**334 895 283**

Appropriation line	32 C/5 Approved	32 C/5 Approved as Adjusted (169 EX/Dec.6.3)	Proposed appropriations and transfers		32 C/5 Approved as Adjusted
			(i) Donations received	(ii) Transfers between appropriation lines	
	$	$	$	$	$
B. Participation Programme	**23 000 000**	**23 000 000**			**23 000 000**
C. Programme Related Services					
1. Coordination of action to benefit Africa	3 164 000	3 178 500			3 178 500
2. Fellowships Programme	2 522 600	2 537 100			2 537 100
3. Public information	14 516 100	14 604 900		593 200	15 198 100
4 Strategic planning and programming monitoring	7 068 400	7 112 900	155 677		7 268 577
5 Budget preparation and monitoring	4 154 200	4 176 300			4 176 300
Total, Part II.C	**31 425 300**	**31 609 700**	**155 677**	**593 200**	**32 358 577**
TOTAL PART II	**386 020 400**	**387 875 100**	**1 785 560**	**593 200**	**390 253 860**
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION					
A. Field management and coordination	18 511 000	18 547 300	140 722		18 688 022
B. External relations and cooperation	23 194 000	23 342 700			23 342 700
C. Human resources management	30 800 300	30 979 200			30 979 200
D. Administration, maintenance and renovation of Headquarters premises	100 164 800	101 987 326		(462 600)	101 524 726
TOTAL, PART III	**172 670 100**	**174 856 526**	**140 722**	**(462 600)**	**174 534 648**
TOTAL, PARTS I - III	**594 742 700**	**599 192 626**	**1 926 282**	**0**	**601 118 908**
Reserve for reclassifications	**1 500 000**	**1 500 000**			**1 500 000**
PART IV ANTICIPATED COST INCREASES	**13 757 300**	**11 417 300**			**11 417 300**
TOTAL APPROPRIATION APPROVED AS ADJUSTED	**610 000 000**	**612 109 926**	**1 926 282**	**0**	**614 036 208**

* 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

B. **REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE (MANAGEMENT CHART)**

B.I. **PRESENTATION OF THE PROGRAMME AND BUDGET FOR 2004-2005**

CHART 1

**UNESCO REGULAR BUDGET
from 1981 to 2005
(NOMINAL GROWTH AND REAL GROWTH)**
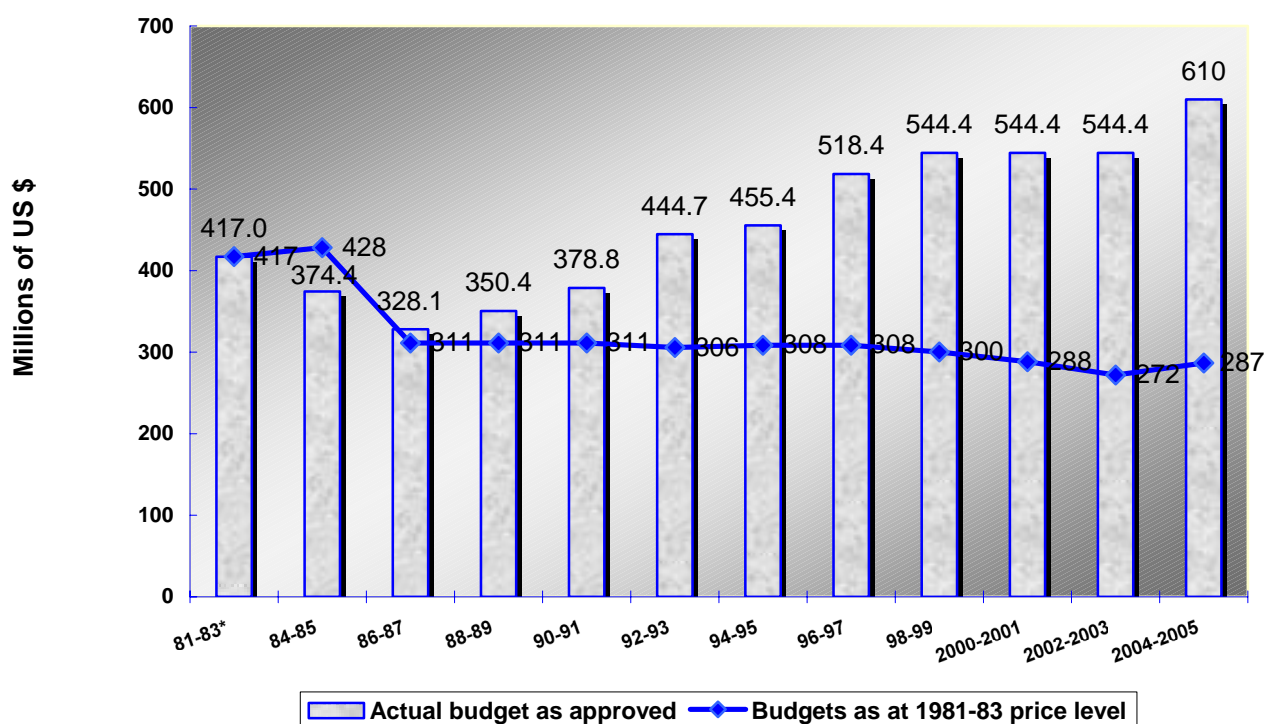
Chart 1 permits a comparison of budget trends over more than 10 biennia in terms of **nominal value** (or the approved budget ceiling) and **real value** corresponding to the amount of resources actually available for implementation of the programme of work, taking into account the loss of purchasing power due to inflation. The price level applied to the 1981-1983 budget is used as the basis of reference.

Comments:

Despite a trend of positive growth in the budget's **nominal value**, that is, in dollars (cf. the rising series of columns), resources are in reality gradually declining in **real value**, except for the present 2004-2005 biennium, which shows for the first time since 1984-1985 a real positive growth. In general, the Organization is therefore led to manage the funds that are decreasing in real terms by constantly seeking efficiency gains wherever possible.

---

*　　Two thirds of the three-year budget.

CHART 2

DISTRIBUTION OF REGULAR BUDGET
RESOURCES FOR 2004-2005

IV. Anticipated Cost Increases
2.3%

III.D Administration, maintenance and renovation of Headquarters premises
16.4%

I.A Governing bodies
2.3%

I.C Participation in the Joint Machinery of the United Nations System
0.6%

Reserve for reclassifications
0.3%

I.B Direction
3.0%

III.A-C Support for programme execution
11.9%

II.A Education
18.0%

II.C Programme Related Services
5.2%

II.A Natural sciences
9.5%

II.B Participation Programme
3.8%

II.A Social and human sciences
5.5%

II.A Field – Management of decentralized programmes
5.3%

II.A Culture
8.8%

II.A UNESCO Institute for Statistics
1.5%

II.A Communication and information
5.8%

Chart 2 shows the distribution of the regular budget by parts of the budget in accordance with document 32 C/5 Approved (ref. page 21).

CHART 3

TOTAL BUDGET 2004-2005
(Regular budget and extrabudgetary resources)
by staff costs and activities
and by programme, support for Programme Execution and Direction/Administration
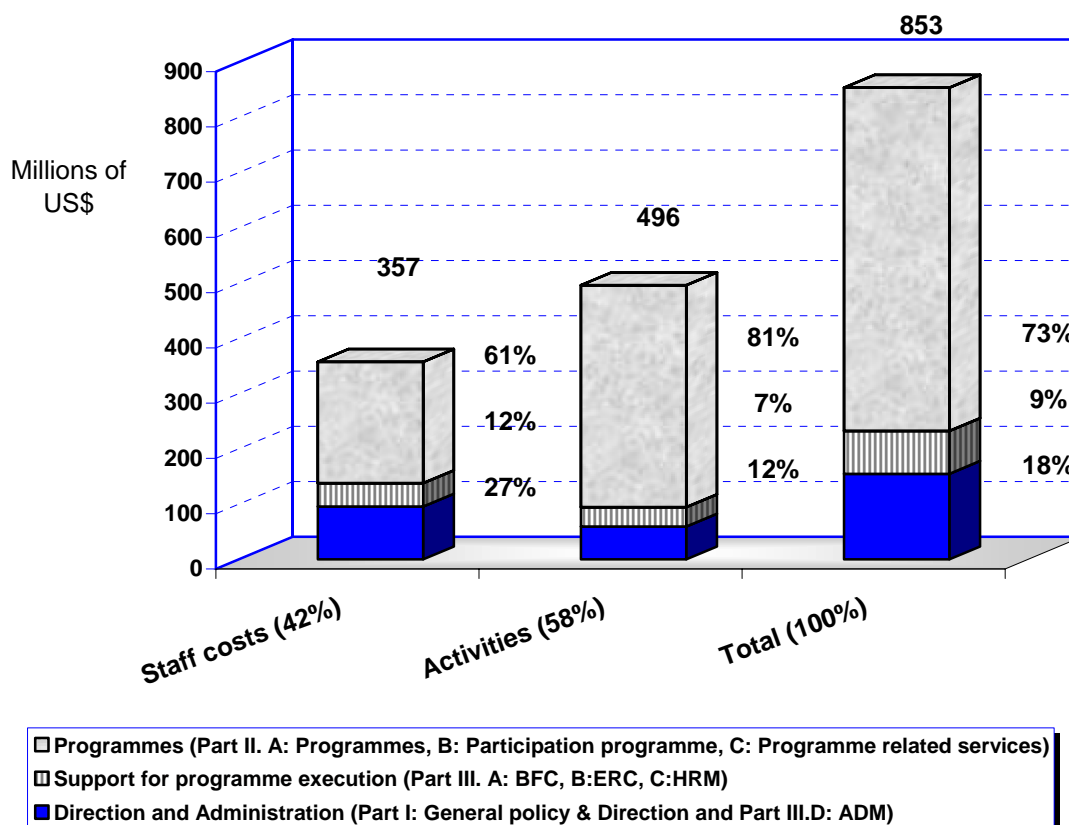
The total budget (regular budget and extrabudgetary funds) is divided into staff costs and activity costs, which are represented by the first two columns. Each of the three columns is broken down into "programme", "support for programme execution" and "direction/administration".

This Chart includes Part IV of the regular budget but excludes the carry-over funds of $2.1 million from the previous biennium. With regard to extrabudgetary funds, the chart is based on the level of resources received or firmly committed at the time of preparation of document 32 C/5 Approved ($243.5 million). For both types of funds, staff costs cover only the costs of established posts.

Comments:

This chart shows that the relative share of established posts within the total budget (regular budget and extrabudgetary funds) is 42%, compared to 58% for activities. The relative share of "direction/administration" and "support for programme execution" is 27% of the total budget, while the relative share of "direction/administration", strictly speaking, represents 18% of the total budget.

CHART 4

<div align="center">

REGULAR BUDGET 2004-2005
by staff costs and activities
and by programme, support for programme execution and direction/administration

</div>

Millions of
US $
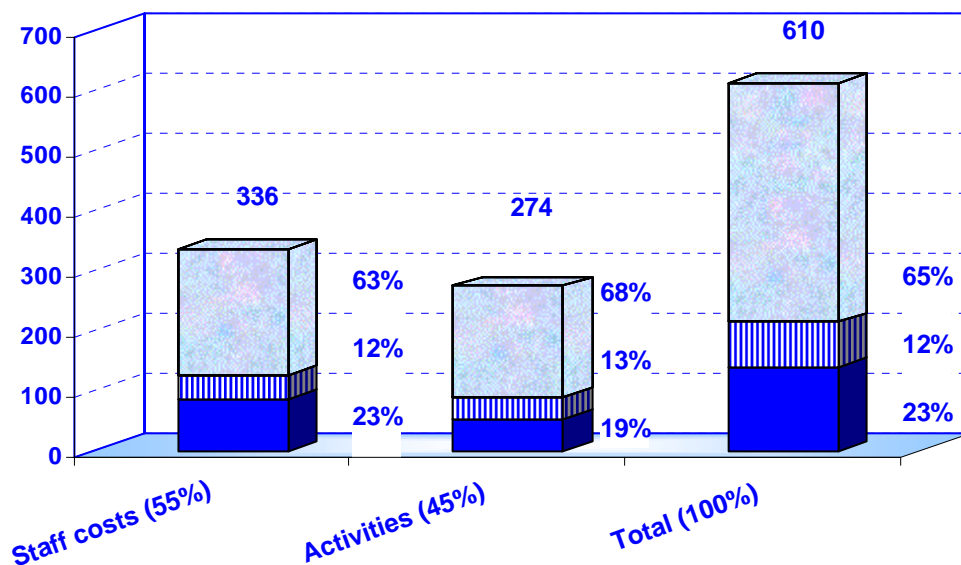
Chart 4 relates to the regular budget only. The regular budget is divided into staff costs and activity costs, which are represented by the first two columns. Each of the three columns is broken down into "programme", "support for programme execution" and "direction/administration".

This chart includes Part IV of the regular budget but excludes the carry-over funds of $2.1 million from the previous biennium. Staff costs cover only the costs of established posts.

Comments:

Staff costs account for a greater share of the regular budget: while constituting only 42% of the total budget (Chart 3), they represent 55% of the regular budget (Chart 4). This is due to the fact that the permanent staff financed under the regular budget are also involved in the implementation of UNESCO's extrabudgetary programmes. In contrast, established posts financed by extrabudgetary resources are still relatively limited. The categories "direction/administration" and "support for programme execution" account for 35% of the regular budget (Chart 4) and 27% of the total budget (Chart 3). This results from the fact that administrative services are financed under the regular budget, but they support both regular programme activities and extrabudgetary projects. Nevertheless, extrabudgetary resources also contribute to financing overhead costs through funds collected under support costs.

In the 32 C/5 budget structure, staff costs represent 55% of the regular budget. Compared with the 31 C/5 budget structure, the ratio of staff costs has decreased; the relative share of staff costs within the total budget was as high as 59% for 31 C/5.

CHART 5

EXTRABUDGETARY OPERATIONAL PROGRAMMES
by funding source and by major programme
Allocations as at 30 June 2004
(six months)
Total: US $262.7 million

UNFPA
0.4%

UNDP
2.1%

Special accounts and
voluntary
contributions 15.5%

Regional banks
2.6%

Other United Nations
sources
6.4%

Associate experts
1.7%

World Bank
0.7%

Self-benefiting funds
40.0%

Funds-in-trust
(Donations)
30.7%

Others
3.2%

MP V (CI)
11.3%

MP I (ED)
39.7%

MP IV (CLT)
16.7%

MP III (SHS)
14.0%

MP II (SC)
15.1%
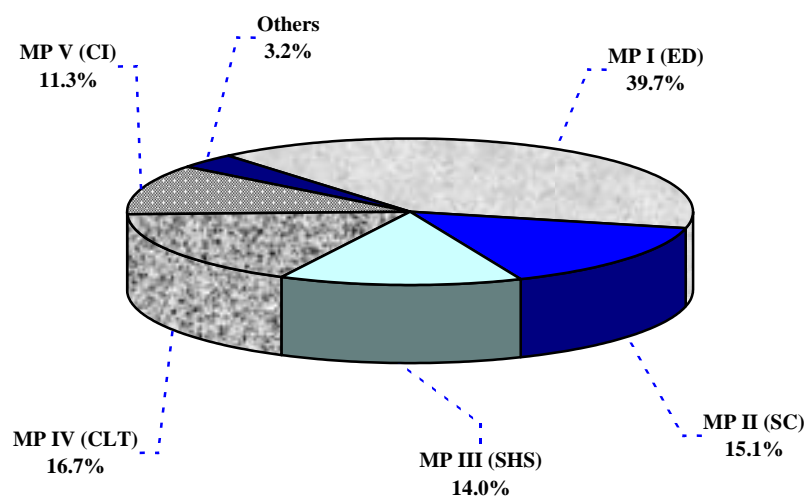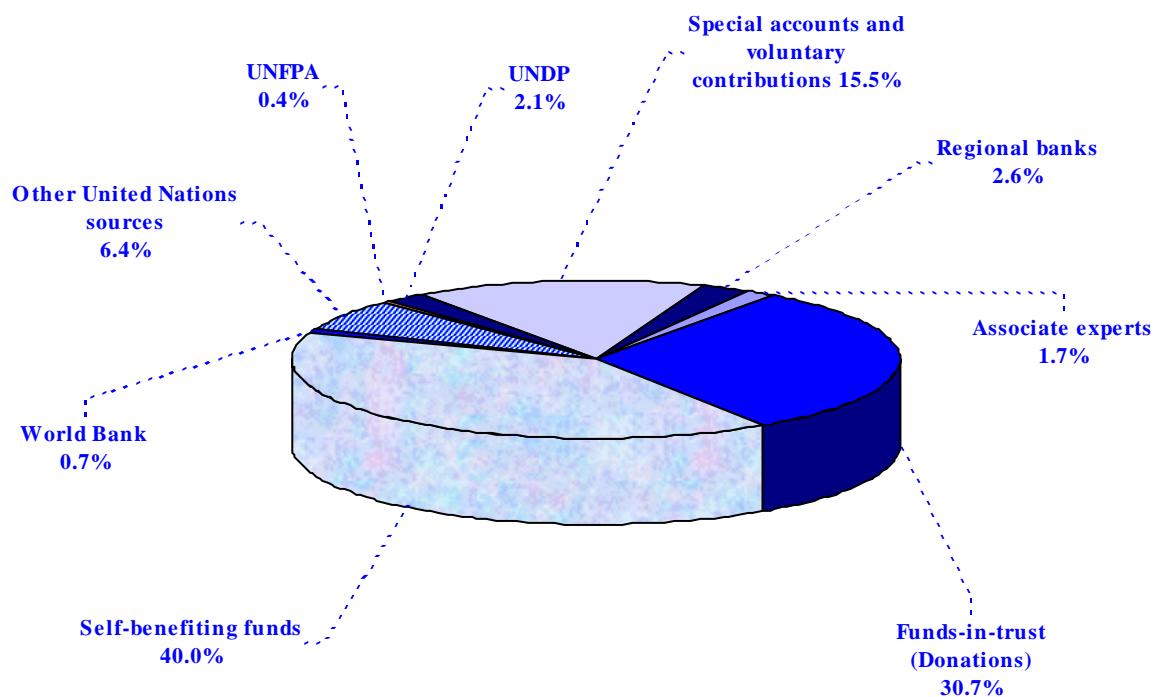
The analysis of extrabudgetary resources for 2004 has been made on an annual basis, unlike previous analyses in which the biennial approach applicable to the regular programme was used. Because of the particular way in which extrabudgetary projects are managed (spread over several years), analysis on a biennial basis conceals the effect of the carry-over of unused funds at the end of the budgetary period, which automatically produces a higher rate of execution.

Chart 5 contains two diagrams which show respectively the allocations as at 30 June 2004 by funding source and by major programme.

- The self-benefiting funds-in-trust, mostly relating to Brazil, still make up a large part of the extrabudgetary resources, with 35.8% of the total allocations. There has also been a clear increase in funds-in-trust in the form of donations, which have risen from US $63.1 million (20.6% of allocations) to US $80.6 million (30.7%). The special accounts have also shown a considerable increase.

- The diagram of allocations by major programme shows that the Education Sector is still the main beneficiary of extrabudgetary resources with 39.6% of the allocations. It should, however, be noted that there has been a decrease in the resources allocated to this sector, since it used to execute the whole of the Oil-for-Food programme.

CHART 6

EXTRABUDGETARY OPERATIONAL PROGRAMMES
Allocations vs expenditure
as at 30 June 2004
(first six months)
(in thousands of US dollars)

	2000	2001	2002	2003	2004
☐ Allocations	153.0	217.0	252.8	305.9	262.7
☐ Expenditure	50.3	49.2	133.6	120.5	126.4
◆ Rate of expenditure	33%	23%	53%	39%	48%
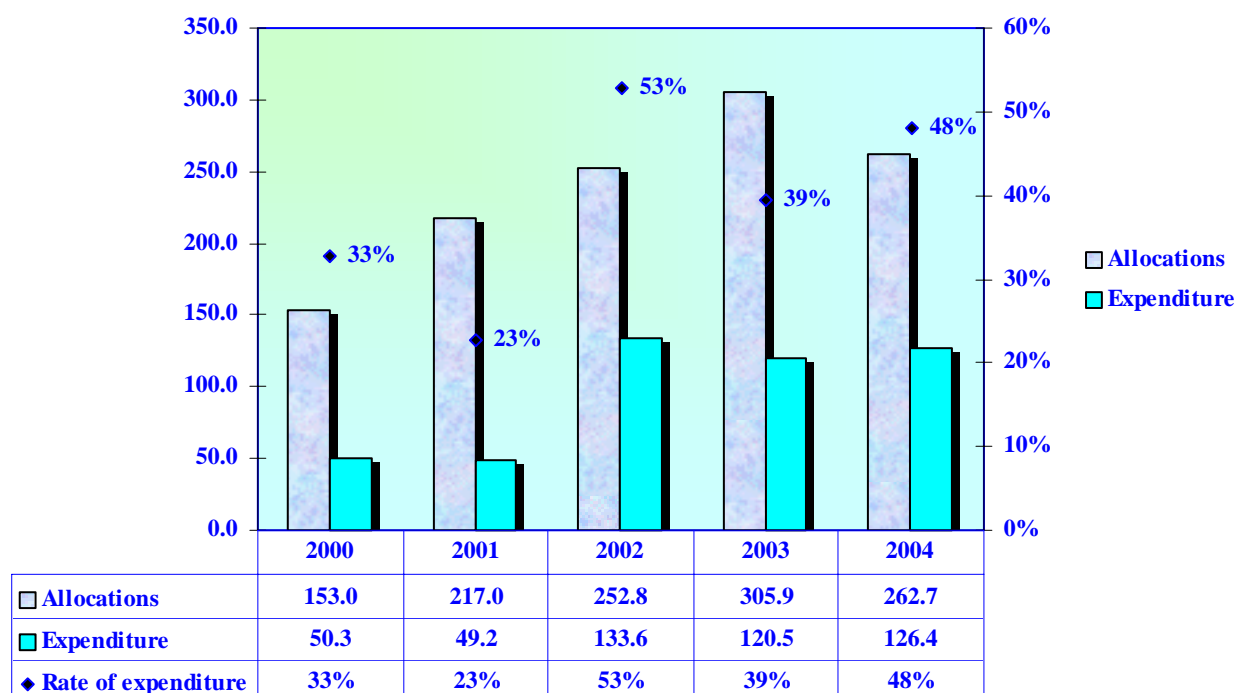
Chart 6 shows how allocations and expenditures evolved over the first six months of the last five years. The allocations include the unspent funds carried over from the previous year. There is a steady rise in allocations between 2000 and 2003. Between 2003 and 2004 the allocations fell by 14.1%. The fact is that the end of the Oil-for-Food programme, as has already been explained, led to a fall in these allocations of US $115.8 million from June 2003 to June 2004, i.e. -37.9%. This means that the other extrabudgetary resources have risen by 23.8%. It should be noted that UNESCO, through bilateral cooperation (funds-in-trust), is participating in the reconstruction of Iraq in its fields of competence. As may be seen from the chart, the execution rate of 48% over the first six months indicates a good overall rate of project execution.

B.II. PROGRAMME EXECUTION AS AT 30 JUNE 2004

TABLE 1

OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE

**Regular budget and extrabudgetary resources
(including staff costs and Participation Programme) as at 30 June 2004**

With a view to presenting a holistic status of execution for regular and extrabudgetary resources, this new **Table 1** shows the overall implementation by principal appropriation line both for 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, as usual, 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 169th session as well as the budgetary transfers concerning donations and between line transfers, presented in Part II.A of this document, which are proposed for approval by the Executive Board at its 170th session.

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

Comments:

The overall expenditure rate of the regular budget as at 30 June 2004 is 24.5% and stands within the time-elapsed target of 25%. In particular, for Programmes (Part II.A) and Support for Programme Execution and Administration (Part III) the rates have exceeded this target. With regard to extrabudgetary resources, the level of expenditure as at 30 June 2004 is comparable with the same period in June 2003. The overall expenditure rate of extrabudgetary programmes for the first six months of 2004 is 48.1%, which is more or less in line with the theoretical half-year indication of 50%.

The low rate of expenditure for Participation Programme is explained under Table 5.

TABLE 1

OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE

(Regular budget and extrabudgetary resources including staff costs and Participation Programme)

as at 30 June 2004

(in thousands of US dollars)

Appropriation Line	Regular budget				Extrabudgetary resources		
	32 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	6 135	6 137	647	10.5	-	-	-
2. Executive Board	7 959	7 975	2 192	27.5	-	-	-
Total, Part I.A	**14 094**	**14 112**	**2 839**	**20.1**	**-**	**-**	**-**
B. Direction							
3. Directorate	2 428	2 438	674	27.6	-	-	-
4. Office of the Director-General	7 116	7 163	1 566	21.9	443	342	77.2
5. Internal Oversight	5 504	5 522	815	14.8	1 167	508	43.5
6. International Standards and Legal Affairs	3 331	3 216	681	21.2	-	-	-
Total, Part I.B	**18 379**	**18 339**	**3 736**	**20.4**	**1 610**	**850**	**52.8**
C. Participation in the Joint Machinery of the United Nations System	3 580	3 580	561	15.7	-	-	-
TOTAL, PART I	**36 052**	**36 031**	**7 136**	**19.8**	**1 610**	**850**	**52.8**
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES							
A. Programmes							
I Education	109 869	110 455	28 966	26.2	104 070	54 639	52.5
II Natural sciences	58 232	59 451	14 029	23.6	39 556	20 902	52.8
III Social and human sciences	33 337	33 440	7 222	21.6	36 842	19 449	52.8
IV Culture	53 380	53 750	12 832	23.9	43 943	21 174	48.2
V Communication and information	35 541	35 745	7 997	22.4	29 749	7 534	25.3
UNESCO Institute for Statistics	9 020	9 020	4 510	50.0	84	42	50.0
Field management of decentralized programmes	32 216	32 275	8 951	27.7	-	-	-
Total, Part II.A	**331 595**	**334 137**	**84 507**	**25.3**	**254 244**	**123 740**	**48.7**
B. Participation Programme	**23 000**	**23 000**	**606**	**2.6**	**-**	**-**	**-**
C. Programme Related Services							
1. Coordination of action to benefit Africa	3 164	3 179	836	26.3	169	101	59.8
2. Fellowships Programme	2 523	2 537	415	16.3	-	-	-
3. Public Information	14 516	15 198	3 784	24.9	19	8	42.1
4. Strategic planning and programme monitoring	7 068	7 251	1 957	27.0	671	452	67.4
5. Budget preparation and monitoring	4 154	4 176	1 102	26.4	-	-	-
Total, Part II.C	**31 425**	**32 341**	**8 094**	**25.0**	**859**	**561**	**65.3**
TOTAL, PART II	**386 020**	**389 478**	**93 206**	**23.9**	**255 103**	**124 301**	**48.7**
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION							
A. Field management and coordination	18 511	18 676	7 473	40.0	96	49	51.0
B. External relations and cooperation	23 194	23 321	6 075	26.0	5 556	1 166	21.0
C. Human resources management	30 800	30 979	7 160	23.1	88	40	45.5
D. Administration, maintenance and renovation of Headquarters premises	100 165	100 524	28 604	28.5	229	10	4.4
TOTAL, PART III	**172 670**	**173 500**	**49 311**	**28.4**	**5 969**	**1 265**	**21.2**
TOTAL, PARTS I - III	**594 743**	**599 009**	**149 653**	**25.0**	**262 682**	**126 416**	**48.1**
Reserve for reclassifications	**1 500**	**1 500**	**-**	**-**	**-**	**-**	**-**
PART IV ANTICIPATED COST INCREASES	**13 757**	**11 417**	**-**	**-**	**-**	**-**	**-**
TOTAL, PARTS I - IV	**610 000**	**611 926**	**149 653**	**24.5**	**262 682**	**126 416**	**48.1**

TABLE 2

**PROGRAMME IMPLEMENTATION
BY PRINCIPAL APPROPRIATION LINE AND
BY PRINCIPAL SOURCE OF FUNDING**

**Regular budget and extrabudgetary resources
(excluding staff costs and Participation Programme) as at 30 June 2004**

With a view to presenting a holistic status of execution for regular and extrabudgetary resources, **Table 2** shows the implementation of programme activities by principal appropriation line and by principal source of funding both for regular budget and extrabudgetary resources. (Regular budget excludes staff costs and Participation Programme).

The table as usual 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 169th session as well as the budgetary transfers concerning donations and between line transfers, presented in Part II.A of this document, which are proposed for approval by the Executive Board at its 170th session.

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

Comments:

The overall implementation of the regular budget activities as at 30 June 2004 stands at 27.2% in line with the time-elapsed target of 25%. The expenditure rate of extrabudgetary programmes for the first six months of 2004 amounts to 52.4% for United Nations sources and to 47.7% for other sources, which are both consistent with a 50% theoretical indication of a half-year allocation.

TABLE 2

**PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE
AND BY PRINCIPAL SOURCE OF FUNDING**

**Regular budget (excluding staff costs and Participation Programme) and extrabudgetary resources
as at 30 June 2004
(in thousands of US dollars)**

Appropriation Line	Regular budget				United Nations sources			Other sources		
	32 C/5 Approved	Work plan allocation	Expenditure (delivered/ unliquidated)	Rate of expenditure	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	5 491	5 491	477	8.7	-	-	-	-	-	-
2. Executive Board	6 532	6 532	1 883	28.8	-	-	-	-	-	-
Total, Part I.A	**12 023**	**12 023**	**2 360**	**19.6**	-	-	-	-	-	-
B. Direction										
3. Directorate	459	459	204	44.6	-	-	-	-	-	-
4. Office of the Director-General	446	446	150	33.7	-	-	-	443	342	77.2
5. Internal Oversight	1 312	1 312	240	18.3	-	-	-	1 167	508	43.5
6. International Standards and Legal Affairs	386	255	19	7.5	-	-	-			
Total, Part I.B	**2 602**	**2 471**	**613**	**24.8**	-	-	-	**1 610**	**850**	**52.8**
C. Participation in the Joint Machinery of the United Nations System	**3 580**	**3 580**	**561**	**15.7**	-	-	-	-	-	-
TOTAL, PART I	**18 204**	**18 073**	**3 533**	**19.6**	-	-	-	**1 610**	**850**	**52.8**
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES										
A. Programmes										
I Education	61 653	61 976	17 393	28.1	12 936	6 334	49.0	91 134	48 305	53.0
II Natural sciences	27 637	28 672	6 917	24.1	2 705	1 562	57.7	36 851	19 340	52.5
III Social and human sciences	14 994	15 003	3 101	20.7	192	95	49.5	36 650	19 354	52.8
IV Culture	19 413	19 574	4 925	25.2	5 534	2 635	47.6	38 409	18 539	48.3
V Communication and information	17 087	17 190	3 380	19.7	1 847	1 553	84.1	27 902	5 981	21.4
UNESCO Institute for Statistics	9 020	9 020	4 510	50.0				84	42	50.0
Total, Part II.A	**149 805**	**151 435**	**40 225**	**26.6**	**23 214**	**12 179**	**52.5**	**231 030**	**111 561**	**48.3**
C. Programme Related Services										
1. Coordination of action to benefit Africa	582	582	238	40.9	-	-	-	169	101	59.8
2. Fellowships Programme	1 519	1 519	46	3.0	-	-	-	-	-	-
3. Public Information	4 130	4 259	877	20.6	-	-	-	19	8	42.1
4. Strategic planning and programme monitoring	1 784	1 940	857	44.2	14	-	-	657	452	68.8
5. Budget preparation and monitoring	206	206	38	18.4	-	-	-	-	-	-
Total, Part II.C	**8 221**	**8 505**	**2 056**	**24.2**	**14**			**845**	**561**	**66.4**
TOTAL, PART II	**158 025**	**159 939**	**42 281**	**26.4**	**23 228**	**12 179**	**52.4**	**231 875**	**112 122**	**48.4**
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION										
A. Field management and coordination	14 639	14 779	6 278	42.5	-	-	-	96	49	51.0
B. External relations and cooperation	4 350	4 350	1 664	38.2	-	-	-	5 556	1 166	21.0
C. Human resources management	15 302	15 302	3 168	20.7	-	-	-	88	40	45.5
D. Administration, maintenance and renovation of Headquarters premises	33 876	33 878	11 771	34.7	-	-	-	229	10	4.4
TOTAL, PART III	**68 167**	**68 310**	**22 880**	**33.5**	-	-	-	**5 969**	**1 265**	**21.2**
TOTAL, PARTS I - III	**244 396**	**246 322**	**68 695**	**27.9**	**23 228**	**12 179**	**52.4**	**239 454**	**114 237**	**47.7**
PART IV ANTICIPATED COST INCREASES	**6 570**	**6 570**		**-**						
TOTAL, PARTS I - IV	**250 966**	**252 892**	**68 695**	**27.2**	**23 228**	**12 179**	**52.4**	**239 454**	**114 237**	**47.7**
TOTAL	**250 966**	**252 892**	**68 695**	**27.2**	**23 228**	**12 179**	**52.4**	**239 454**	**114 237**	**47.7**

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 30 June 2004)

Table 3 shows the implementation of decentralized funds as at 30 June 2004 for Part II (Programme and Programme Related Services) and Part III (Support for Programme Execution and Administration). With a view to presenting an integrated status of execution for regular and extrabudgetary resources, this table shows both sources of funding: regular budget and extrabudgetary resources. It also shows for the first time **details by region** for the regular budget.

The allocations and expenditures for decentralized funds include those related to the financial allocations for the institutes under Major Programme I – Education, which are considered as fully spent as soon as they are transferred to the special accounts of the institutes. This results in a high rate of decentralization (71.6%) for this major programme. If the institutes are excluded from the decentralized funds, the rate of decentralization under Education as at 30 June 2004 is 44.3%.

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

Comments:

Decentralized funds represent 43% of the total regular budget for activities and show an expenditure rate of 27% as at 30 June 2004. This rate of 27% implies an active implementation of decentralized programmes, while staying globally in line with the time-elapsed target of 25%. Under Programme and Programme Related Services (Part II), nearly 60% of the total regular budget allocation for activities is decentralized to field units where the expenditure rate stands at 23%.

As for extrabudgetary resources, 61% of the total allocation for 2004 is decentralized. The expenditure rate for the first six months of 2004 is 46.6%, which is close to the theoretical rate (half-year indication) of 50%.

Explanations are provided below for expenditure rates, which are higher than 40% or less than 10%:

Part II   Programmes and Programme Related Services

➢ **Major Programme I – Education**

The high expenditure rate of 48.2% in Europe and North America is due to the fact that the majority of the UNESCO institutes are included in this region. As mentioned above, the annual portion of the financial allocations for the institutes is already registered as expenditure (50%) at the beginning of the biennium.

➢ **Major Programme II – Natural sciences**

Within the Framework Agreement of UNESCO-ICTP, the UNESCO financial contribution for the Year 2004 to ICTP Trieste has been effected and wholly registered as expenditure, and consequently this results in a high expenditure rate of 41.3% for Europe and North America.

➢ **Major Programme III – Social and human sciences**

The low expenditure rate of 5.6% in Africa is mainly due to the absence of professional staff in the region. As the sector has given priority to filling all vacant posts, these posts are expected to be filled by the beginning of the second semester.

➢ **Major Programme IV – Culture**

The low expenditure rate of 6.5% for the Arab States is due to the fact that a number of activities decentralized under Cultural Heritage and Arts and Cultural Enterprise are planned for the end of 2004 and 2005.

Part III.A – Field Management and Coordination

The high expenditure rate of 81.8% is due to the fact that the field running costs budgets have not yet been fully allocated to the field offices, while the expenditure and commitment pattern is following the normal trend. This results for the time being in showing a disproportionately high rate. By the time all running costs funds planned for the field are allocated to each field office, the expenditure rate is expected to be in line with the theoretical rate.

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

as at 30 June 2004
(in thousands of US dollars)

Principal Appropriation Line	Regular budget						Extrabudgetary resources					
	Total programme allocation (HQ 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 (HQ 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	18 073	-	-	-	-	-	1 610	-	-	-	-	-
TOTAL, PART I	18 073	-	-		-	-	1 610	-	-		-	-
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES												
A. Programmes												
I Education*	61 976	44 372	71.6		13 613	30.7	104 070	70 369	67.6		36 056	51.2
- Africa		11 645		26.2	2 887	24.8		12 074		17.2	5 408	44.8
- Arab States		4 861		11.0	638	13.1		1 510		2.1	551	36.5
- Asia and Pacific		8 477		19.1	1 734	20.5		12 808		18.2	4 505	35.2
- Europe and North America		15 761		35.5	7 602	48.2		4 115		5.8	2 655	64.5
- Latin America and the Carribean		3 628		8.2	752	20.7		39 862		56.6	22 937	57.5
II Natural sciences	28 672	9 613	33.5		2 109	21.9	39 556	21 270	53.8		10 162	47.8
- Africa		2 604		27.1	575	22.1		439		2.1	241	54.9
- Arab States		1 411		14.7	246	17.4		5 845		27.5	1 098	18.8
- Asia and Pacific		2 243		23.3	343	15.3		1 325		6.2	581	43.8
- Europe and North America		1 611		16.8	666	41.3		5 776		27.2	3 407	59.0
- Latin America and the Carribean		1 743		18.1	278	16.0		7 885		37.1	4 835	61.3
III Social and human sciences	15 003	5 160	34.4		664	12.9	36 842	35 574	96.6		18 794	52.8
- Africa		1 650		32.0	92	5.6		278		0.8	85	30.6
- Arab States		700		13.6	107	15.2		85		0.2	59	69.4
- Asia and Pacific		1 110		21.5	134	12.1		178		0.5	141	79.2
- Europe and North America		410		7.9	116	28.3		-	-	-	-	-	-
- Latin America and the Carribean		1 290		25.0	214	16.6		35 033		98.5	18 509	52.8
IV Culture	19 574	8 107	41.4		1 650	20.4	43 943	7 703	17.5		3 627	47.1
- Africa		2 353		29.0	480	20.4		922		12.0	260	28.2
- Arab States		1 101		13.6	72	6.5		495		6.4	132	26.7
- Asia and Pacific		2 432		30.0	523	21.5		4 160		54.0	2 344	56.3
- Europe and North America		622		7.7	112	18.1		821		10.7	88	10.7
- Latin America and the Carribean		1 599		19.7	463	29.0		1 305		16.9	803	61.5
V Communication and information	17 190	7 768	45.2		1 654	21.3	29 749	25 116	84.4		5 997	23.9
- Africa		2 257		29.1	494	21.9		2 145		8.5	1 644	76.6
- Arab States		1 011		13.0	112	11.1		200		0.8	99	49.5
- Asia and Pacific		2 032		26.2	431	21.2		4 446		17.7	591	13.3
- Europe and North America		418		5.4	61	14.5		5		0.0	5	100.0
- Latin America and the Carribean		2 049		26.4	556	27.1		18 320		72.9	3 658	20.0
UNESCO Institute for Statistics	9 020	9 020	100.0				84	84	100.0		42	50.0
- Europe and North America		9 020		100.0	4 510	50.0		84		100.0	42	50.0
Total, Part II.A	151 435	84 040	55.5		24 200	28.8	254 244	160 116	63.0		74 678	46.6
B. Participation Programme	23 000	23 000	100.0	-	606	2.6	-	-	-	-	-	-
C. Programme Related Services												
1. Coordination of action to benefit Africa	582	-	-	-	-	-	169	-	-	-	-	-
2. Fellowships Programme	1 519	-	-	-	-	-		-			-	
3. Public Information	4 259	20	0.5		8	39.5	19	-	-	-	-	-
- Africa		-	-	-	-	-	-	-	-	-	-	-
- Asia and Pacific		20	0.5	100.0	8	39.5	-	-	-	-	-	-
- Europe and North America		-	-	-	-	-	-	-	-	-	-	-
- Latin America and the Carribean		-	-	-	-	-	-	-	-	-	-	-
4. Strategic planning and programme monitoring	1 940	-	-	-	-	-	671	-	-	-	-	-
5. Budget preparation and monitoring	206	-	-	-	-	-		-			-	
Total, Part II.C	8 505	20	0.2		8	39.5	188	-	-	-	-	-
TOTAL, PART II	182 939	107 060	58.5		24 814	23.2	254 432	160 116	62.9	-	74 678	46.6

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

as at 30 June 2004
(in thousands of US dollars)

Principal Appropriation Line	Regular budget						Extrabudgetary resources					
	Total programme allocation (HQ 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 (HQ and field)	Allocation for all field units	Rate of decentralization	Breakdown of decentralized allocation by region	Expenditure (delivered/ unliquidated)	Rate of expenditure
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION												
A. Field management and coordination	14 779	7 557	51.1		6 185	81.8	96	-	-		-	-
- Africa		2 457		32.5	2 152	87.6		-		-	-	-
- Arab States		887		11.7	712	80.3		-		-	-	-
- Asia and Pacific		2 303		30.5	1 675	72.7		-		-	-	-
- Europe and North America		286		3.8	219	76.6		-		-	-	-
- Latin America and the Carribean		1 624		21.5	1 427	87.9		-		-	-	-
B. External relations and cooperation	4 350	-		-	-	-	5 556	332	6.0		57.0	17.2
- Africa		-		-	-	-		-		-	-	-
- Arab States		-		-	-	-		-		-	-	-
- Asia and Pacific		-		-	-	-		9		2.7	-	-
- Europe and North America		-		-	-	-		-		-	-	-
- Latin America and the Carribean		-		-	-	-		323		97.3	57.0	17.6
C. Human resources management	15 302	134	0.9	-	-	-	88	-	-	-	-	-
D. Administration	33 878	-	-	-	-	-	229	-	-	-	-	-
TOTAL, PART III	68 310	7 692	11.3		6 185	80.4	6 640	332	5.0		57	17.2
TOTAL	269 322	114 752	42.6		30 999	27.0	262 682	160 448	61.1		74 735	46.6

less Participation Programme	(23 000)
plus Part IV	6,570
TOTAL (ref: Table 2)	252,892

TABLE 4

**EXPENDITURES UNDER TEMPORARY ASSISTANCE,
MISSION TRAVEL AND CONTRACTUAL SERVICES**

(Regular budget as at 30 June 2004)

As mentioned in the introduction, recent discussions on programme implementation have emphasized the priority of results-based management over the traditional monitoring by object-of-expenditure. The Secretariat is accordingly seeking an alternative way of reporting that could replace the expenditure report by object-of-expenditure. It would be recalled, in this context, that the General Conference has merely "taken note" of the budget amounts by each object-of-expenditure shown in Appendix II of document 32 C/5 Approved. Moreover, under the present budgeting and financial procedure, the analysis by object-of-expenditure requires a thorough and time-consuming verification in order to relate the expenditures with the budgets in an accurate manner.

Efforts have been made, however, to monitor the expenditures under certain important items of expenditures and thus **Table 4** reports on three major items of expenditure Member States have shown particular interest in, i.e., **Temporary Assistance, Mission Travel and Contractual services** (166 EX/Decision 3.1.1).

It shows the actual expenditures under the regular budget for these items by principal appropriation line and gives comparison of these expenditures with the indicative budgets by object-of-expenditure presented under Appendix II of 32 C/5 Approved. It is to be noted that:

- Temporary assistance is broken down into two categories of contracts: "temporary assistance and supernumeraries" and "consultants" financed by activity costs.

- Mission travel is 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 author's contracts, external translation, printing and publication, contracts for organization of meetings or training seminars, evaluation studies and auditor fees.

Comments

Globally speaking, the expenditure rates are: 14% for temporary assistance, 32.7% for delegates' travel, 35% for staff travel, and 18.3% for contractual services, and reveal certain deviations from the theoretical rate of 25%. This is principally due to the fact that the Sectors and Bureaux have a great deal of difficulty in foreseeing precise costs by object-of-expenditure at the time of preparing the C/5 budget, i.e. some two years prior to the actual implementation of programmes. Further, in light of the results-based management, it has been generally accepted that the programme specialists opt for alternative and more efficient ways of spending the budget in order to achieve the expected results of the programmes, which generally leads to larger gaps between the expenditures and the initial budgets when analysed by item of expenditure.

Nevertheless, bearing in mind the wishes expressed by Member States, the Secretariat is continuing to control a posteriori and to monitor certain items of expenditure, particularly travel and temporary assistance, by encouraging more cost-effective measures to attain the programme objectives.

TABLE 4

Expenditures under Temporary assistance, Travel, and Contractual services (Regular budget)
as at 30 June 2004
(in thousands of US dollars)

Principal Appropriation Line	Temporary assistance					Travel						Contractual services		
	Indicative budget 32 C/5	Expenditures				Delegates' travel			Staff travel			Indicative budget 32 C/5	Expenditures	Rate of expenditure
		Temporary supernumaries	Consultants	Total expenditure	Rate of expenditure	Indicative budget (32 C/5)	Expenditures	Rate of expenditure	Indicative budget (32 C/5)	Expenditures	Rate of expenditure			
	$	$	$	$	%	$	$	%	$	$	%	$	$	%
PART I GENERAL POLICY AND DIRECTION														
A. Governing bodies														
1. General Conference	4 842	20	-	20	0.4	-	46	-	-	0	-	550	304	55.2
2. Executive Board	3 690	779	-	779	21.1	2 142	439	20.5	-	207	-	-	5	-
Total, Part I.A	**8 532**	**800**	**-**	**800**	**9.4**	**2 142**	**485**	**22.7**	**-**	**207**	**-**	**550**	**309**	**56.1**
B. Direction														
3. Directorate	45	3	1	4	8.6	-	1	-	280	115	41.0	15	1	5.2
4. Office of the Director-General	85	5	7	12	13.9	-	20	-	220	26	11.7	50	21	41.4
5. Internal Oversight	530	-	19	19	3.6	-	7	-	270	73	27.2	443	109	24.5
6. International Standards and Legal Affairs	89	0	-	0	0.2	-	-	-	25	3	13.6	91	-	-
Total, Part I.B	**749**	**8**	**27**	**35**	**4.7**	**-**	**27**	**-**	**795**	**217**	**27.3**	**598**	**130**	**21.7**
C. Participation in the Joint Machinery of the United Nations System														
	-	104	0	104	-	-		-	-	2	-	-	25	-
TOTAL, PART I	**9 281**	**912**	**27**	**939**	**10.1**	**2 142**	**513**	**23.9**	**795**	**426**	**53.7**	**1 148**	**464**	**40.4**
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES														
A. Programmes														
I Education	3 819	474	711	1 185	31.0	4 178	1 017	24.3	3 868	994	25.7	19 946	3 528	17.7
II Natural sciences	4 583	172	432	604	13.2	2 241	986	44.0	1 838	583	31.7	10 148	2 559	25.2
III Social and human sciences	2 517	101	66	167	6.6	425	573	134.8	900	273	30.4	8 200	986	12.0
IV Culture	2 686	321	284	605	22.5	1 819	256	14.1	1 111	378	34.0	9 587	2 381	24.8
V Communciation and information	850	189	56	245	28.9	950	244	25.7	850	427	50.3	11 743	1 668	14.2
UNESCO Institute for Statistics	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field - Management of decentralized programmes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Part II.A	**14 454**	**1 257**	**1 550**	**2 807**	**19.4**	**9 613**	**3 077**	**32.0**	**8 568**	**2 656**	**31.0**	**59 623**	**11 122**	**18.7**
B. Participation Programme	-	-	-	-	-	-	-	-	-	-	-	-	26	-
C. Programme related services														
1. Coordination of action to benefit Africa	174	14	0	14	8.0	-	41	-	139	71	50.8	181	36	20.0
2. Fellowships Programme	4	-	-	-	-	-	-	-	3	-	-	5	-	-
3. Public Information	879	47	5	52	5.9	-	0	-	289	38	13.2	1 808	290	16.1
4. Strategic planning and programme monitoring	345	36	5	41	11.9	-	82	-	360	173	47.9	825	196	23.7
5. Budget preparation and monitoring	109	-	-	-	-	-	-	-	20	10	51.7	-	-	-
Total, Part II.C	**1 512**	**97**	**10**	**107**	**7.1**	**-**	**124**	**-**	**810**	**291**	**35.9**	**2 819**	**522**	**18.5**
TOTAL, PART II	**15 966**	**1 354**	**1 559**	**2 914**	**18.2**	**9 613**	**3 201**	**33.3**	**9 378**	**2 947**	**31.4**	**62 443**	**11 670**	**18.7**
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION														
A. Field management and coordination	**60**	**15**	**20**	**35**	**59.1**	**35**	**-**	**-**	**130**	**34**	**26.3**	**180**	**5**	**2.9**
B. External relations and cooperation	**435**	**95**	**31**	**127**	**29.1**	**197**	**177**	**90**	**514**	**250**	**48.7**	**2 236**	**655**	**29.3**
C. Human resources management	**3 448**	**280**	**10**	**290**	**8.4**	**-**	**3**	**-**	**184**	**192**	**104.7**	**5 874**	**548**	**9.3**
D. Administration, maintenance and renovation of Headquarters premises	**3 567**	**212**	**64**	**276**	**7.7**	**-**	**32**	**-**	**79**	**30**	**37.7**	**3 912**	**536**	**13.7**
TOTAL, PART III	**7 510**	**602**	**126**	**728**	**9.7**	**232**	**211**	**91.2**	**907**	**507**	**55.9**	**12 202**	**1 745**	**14.3**
TOTAL, PARTS I - III	**32 757**	**2 869**	**1 712**	**4 580**	**14.0**	**11 987**	**3 925**	**32.7**	**11 080**	**3 880**	**35.0**	**75 793**	**13 879**	**18.3**
Reserve for reclassifications	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PART IV ANTICIPATED COST INCREASES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL, PARTS I - IV	**32 757**	**2 869**	**1 712**	**4 580**	**14.0**	**11 987**	**3 925**	**32.7**	**11 080**	**3 880**	**35.0**	**75 793**	**13 879**	**18.3**

TABLE 5

PARTICIPATION PROGRAMME IMPLEMENTATION BY REGION

as at 30 June 2004

Table 5 shows the implementation of the Participation Programme by region as at 30 June 2004, as well as for international NGOs and under emergency assistance.

Comments:

Seven hundred and eighty-five requests representing a total amount of $42,727,324 have been received for the 2004-2005 biennium at the deadline of submission (29 February 2004), of which 431 requests amounting to $8,102,601 have been approved as of 30 June 2004. This includes seven requests approved under the Emergency Assistance ($175,000).

The overall expenditure rate of 2.6% is due to the fact that the date of the last Intersectoral meeting (17-18 June 2004), only two weeks before 30 June 2004 has not permitted payments to be made. Also, the financial and evaluation reports on the previous year's activities, which Member States are required to submit before the current biennium's activity can begin, have not been received.

A detailed report by the Director-General on the implementation of the Participation Programme and emergency assistance is presented in document 170 EX/24.

TABLE 5
PARTICIPATION PROGRAMME
EXECUTION BY REGION
as at 30 June 2004
(in thousands of US dollars)

Region	Allotments issued	Expenditure	Rate of expenditure
	$	$	%
AFRICA	1 822	126	6.9
ASIA AND THE PACIFIC	1 603	103	6.4
ARAB STATES	533	60	11.3
EUROPE 1 (Western Europe, United States, Canada)	580	-	-
EUROPE 2 (Eastern and Central Europe)	836	-	-
LATIN AMERICA AND THE CARIBBEAN	2 322	108	4.7
INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS	231	34	14.7
EMERGENCY ASSISTANCE PROGRAMME	175	175	100.0
Subtotal	8 103	606	7.5
UNALLOTTED BALANCE	14 897	-	-
TOTAL	23 000	606	2.6

TABLE 6

POST SITUATION AND STAFF COSTS EXPENDITURE

(Regular budget as at 30 June 2004)

Table 6 shows the monthly evolution of the net savings in terms of posts from January 2004 to June 2004. The posts shown in this table correspond to those that are **budgetarily vacant**: i.e. vacant posts that generate real savings, after deduction of those that are financing temporary assistance. The information is therefore not directly comparable with data that may be published by HRM, which relate to vacant posts open to recruitment, thus generally more in number than the budgetarily vacant posts presented in this Table.

Table 6 also presents a summary of the overall staff costs expenditure as at 30 June 2004, broken down by Headquarters and field offices.

Comments:

From 1 January 2004 to 30 June 2004 the average number of posts budgetarily vacant was 100. This number of budgetarily vacant posts is, on average, only 42 in excess of the number required for the Lapse Factor (fixed at 3% for the current biennium; 58 posts) which is necessary to contain expenditures within the budget. The evolution during the first six months of the biennium is characterized by a decrease in the number of posts that generate savings. This is due to acceleration of recruitment and to engagement of temporary assistance financed by funds of vacant posts. Furthermore, there are a number of complex factors that may affect the staff costs expenditures including the inevitable discrepancies between the standard costs and the actual expenditures. The Bureau of the Budget is conducting a rigorous monitoring in order to balance the staff costs.

The actual staff costs expenditure as at 30 June 2004 amounts to $80.4 million, i.e. 24.3% of total staff costs allocation of $331.2 million. This expenditure rate of 24.3% stands within the time-elapsed target of 25%.

TABLE 6
32 C/5 POST SITUATION AND STAFF COSTS ANALYSIS
Monthly breakdown of posts budgetarily vacant from January 2004 to June 2004

YEAR/ MONTH	32 C/5 Approved Total number of posts	Filled posts			Vacant posts					Vacancy above the requirement of lapse factor (3% = 58 posts)
		HQs	Field	TOTAL	HQs		Field		TOTAL	
					P	GS	P	L		
2004										
January	1 946	1 293	521	**1 814**	27	45	46	14	**132**	**74**
February	1 946	1 315	522	**1 837**	18	32	45	14	**109**	**51**
March	1 946	1 319	538	**1 857**	16	30	32	11	**89**	**31**
April	1 946	1 302	532	**1 834**	23	40	38	11	**112**	**54**
May	1 946	1 318	546	**1 864**	9	38	24	11	**82**	**24**
June	1 946	1 316	551	**1 867**	16	33	19	11	**79**	**21**
Average	**1 946**	**1 311**	**535**	**1 846**	**18**	**36**	**34**	**12**	**100**	**42**

Cumulative situation of staff costs expenditure as at 30 June 2004
(in thousands of US dollars)

	Allocation $	Expenditure $	Rate of expenditure %
HEADQUARTERS	248 772	60 987	24.5%
FIELD	80 914	19 365	23.9%
Reserve for reclassifications	1 500	-	**-**
TOTAL	**331 187**	**80 352**	**24.3%**

TABLE 7

EXECUTION OF EXTRABUDGETARY PROGRAMMES BY FUNDING SOURCE

1 January 2004 to 30 June 2004

Table 7 presents a detailed breakdown of extrabudgetary resources by funding source. The breakdown by funding source shows that major changes have occurred, mainly on account of the termination of the Oil-for-Food Programme for Iraq. That programme represented 38.5% (US $117.6 million) of allocations at 30 June 2003, as against 0.7% (US $1.8 million) at 30 June 2004. There has been an overall fall in United Nations resources, which is likewise the result of the termination of the SPPD and SPS projects of UNDP. The funds-in-trust in the form of donations also show a substantial increase owing to the increased contributions from Japan, Italy and non-institutional private donors. Together with Norway, this group constitutes the principal donors in this category. The allocations for Brazil have doubled as compared with the same period last year.

TABLE 7

EXECUTION OF EXTRABUDGETARY PROGRAMMES BY FUNDING SOURCE*
1 January 2004 to 30 June 2004

(In thousands of US $)

SOURCE OF FUNDS	2004			2003		
	Allocations	Expenditure	Rate of expenditure %	Allocations	Expenditure	Rate of expenditure %
UNITED NATIONS SOURCES						
UNDP	5 446	2 880	53	8 521	3 408	40
UNFPA	971	179	18	1 116	290	26
Other United Nations sources						
WHO/UNAIDS	5 593	2 648	47	5 143	2 453	48
UNFIP	5 022	2 340	47	6 449	3 601	56
UNOIP (Iraq)	1 793	1 693	94	117 634	34 736	30
UNEP	1 993	1 256	63	1 104	935	85
UNHCR	388	279	72	394	156	40
UNICEF	299	238	80	164	106	65
WFP	402	160	40	367	180	49
Others	1 321	506	38	1 155	628	54
Subtotal United Nations Sources	**23 228**	**12 179**	**52**	**142 047**	**46 493**	**33**
OTHER PROGRAMMES						
World Bank	1 884	773	41	3 180	2 137	67
Regional Banks and Funds	6 717	2 510	37	6 703	1 698	25
Donated Funds-in-Trust						
Japan	30 161	14 347	48	22 281	8 790	39
Italy	18 315	5 877	32	11 831	5 061	43
Norway	4 421	2 109	48	4 665	1 950	42
Flanders	2 292	1 277	56	2 107	1 010	48
Belgium	1 700	1 191	70	1 058	532	50
Germany	2 010	766	38	1 747	571	33
Netherlands	1 496	725	48	3 477	2 219	64
USAID	3 441	3 129	91	1 429	601	42
European Commission	2 881	2 167	75	3 697	1 272	34
Private funds	4 851	2 023	42	2 687	767	29
Others	9 005	4 193	47	8 144	3 565	44
Self-benefiting Funds-in-Trust						
Brazil	93 912	46 097	49	40 850	19 173	47
Others	11 070	4 089	37	6 574	3 618	55
Associate Experts, Special Accounts and Voluntary Contributions	45 298	22 964	51	43 384	21 068	49
Subtotal other programmes	**239 454**	**114 237**	**48**	**163 814**	**74 032**	**45**
Total	**262 682**	**126 416**	**48**	**305 861**	**120 525**	**39**

*The amount of the funds allocated under the heading "Donated funds-in-Trust" does not include the contribution of certain donors to Institutes (not covered by this report) and other UNESCO programmes which may be covered under other headings. For instance, Italy has contributed **$22.8 million** to the Abdus Salam International Centre for Theoretical Physics **(ICTP)** and **$0.7 million** to the Third World Academy of Sciences **(TWAS)**, the latter amount being taken into account under the heading "Associate experts, special accounts and voluntary contributions" in the same table.

TABLE 8

<div align="center">

EXECUTION OF EXTRABUDETARY PROGRMMES BY REGION

1 January 2004 to 30 June 2004

</div>

Table 8 shows the source of funds together with the regions that benefit. It is the region of Latin America and the Caribbean that receives the most extrabudgetary resources. That is due to the scale of UNESCO's cooperation with Brazil. Excluding Brazil, it is Africa, a UNESCO priority, which occupies the first place for the allocations.

TABLE 8

EXECUTION OF EXTRABUDGETARY PROGRAMMES BY REGION*
1 January 2004 to 30 June 2004

(In thousands of US $)

SOURCE OF FUNDS	Total	AFRICA	ARAB STATES	ASIA AND THE PACIFIC	EUROPE AND NORTH AMERICA	LATIN AMERICA AND THE CARIBBEAN	INTERREGIONAL AND GLOBAL
UNITED NATIONS SOURCES							
UNDP	**2 880**	2 240	590	32	15	3	-
UNFPA	**179**	20	-	114	-	5	40
Other United Nations sources							
WHO/UNAIDS	**2 648**	103	42	409	1	223	1 870
UNFIP	**2 340**	1 231		104	-	405	600
UNOIP (Iraq)	**1 693**	-	1 693	-	-	-	-
UNEP	**1 256**	178	-	22	-	2	1 054
UNHCR	**279**	273	-	6	-	-	-
UNICEF	**238**	182	25	31	-	-	-
WFP	**160**	-	-	-	-	-	160
Others	**506**	59	108	304	-	-	35
Subtotal United Nations Sources	**12 179**	**4 286**	**2 458**	**1 022**	**16**	**638**	**3 759**
OTHER PROGRAMMES							
World Bank	**773**	79	142	41	-	459	52
Regional Banks and Funds	**2 510**	1 966	44	370	-	126	4
Donated Funds-in-trust							
Japan	**14 347**	2 809	675	7 612	367	991	1 893
Italy	**5 877**	1 731	118	910	2 116	356	646
Norway	**2 109**	65	39	1 119	-	-	886
Flanders	**1 277**	232	359		59	54	573
Belgium	**1 191**	843		230		54	64
Germany	**766**	52	19	341	34	2	318
Netherlands	**725**	11	-	-	-	280	434
USAID	**3 129**	152	2 655	-	-	2	320
European Commission	**2 167**	549	32		136	359	1 091
Private funds	**2 023**	165	133	270	164	876	415
Others	**4 193**	387	363	839	65	465	2 074
Self-benefiting Funds-in-trust							
Brazil	**46 097**	-	-	-	-	46 097	-
Others	**4 089**	18	3 121	-	10	866	74
Associate Experts, Special Accounts and Voluntary contributions	**22 964**	820	923	950	1 907	614	17 750
Subtotal other programmes	**114 237**	**9 879**	**8 623**	**12 682**	**4 858**	**51 601**	**26 594**
Total	**126 416**	**14 165**	**11 081**	**13 704**	**4 874**	**52 239**	**30 353**

*See footnote on table 7

TABLE 9

EXECUTION OF EXTRABUDGETARY PROGRAMMES BY SECTOR

1 January 2004 to 30 June 2004

Table 9 recapitulates the allocations and expenditure by major programme sector. It shows a fall in the allocations for the Education Sector as a result of the end of the Oil-for-Food programme. On the other hand, the Social and Human Sciences Sector has benefited from the scale of UNESCO's activities in Brazil.

TABLE 9

EXECUTION OF EXTRABUDGETARY PROGRAMMES BY SECTOR*
1 January 2004 to 30 June 2004

(In thousands of US $)

Sector	2004			2003		
	Allocations	Expenditure	Rate of expenditure %	Allocations	Expenditure	Rate of expenditure %
ED	104,070	54,639	53	190,999	64,094	34
SC	39,556	20,902	53	29,300	16,438	56
SHS	36,842	19,449	53	14,223	8,010	56
CLT	43,943	21,174	48	40,672	18,049	44
CI	29,749	7,534	25	21,736	10,305	47
Others	8,522	2,718	32	8,931	3,629	41
Total	**262,682**	**126,416**	**48**	**305,861**	**120,525**	**39**

ANNEX

**DETAILED STATUS REPORT ON THE REGULAR BUDGET
BY MAIN LINE OF ACTION**

(as at 30 June 2004)

The **Annex** to Part B shows the implementation by main line of action of the regular programme as indicated in the Annex of document 32 C/5 Approved.

Based on the discussions held during the previous sessions of the Executive Board concerning the rationality of analysing the staff costs by main line of action, the method of presentation was modified. Accordingly, since the 166th session of the Executive Board, allocations and expenditure of staff costs have been shown at the level of the principal appropriation line, while those for activity costs are shown at the level of the main line of action.

This table includes Part IV (Anticipated Cost Increases), and takes into account the budgetary transfers made therefrom to the other Parts of the budget that have already been approved by the Executive Board at its 169th session, as well as the budgetary transfers concerning donations and between line transfers, presented in Part II.A of this document, which are to be approved by the Executive Board at its 170th session.

In conformity with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, which invited the Director-General "to identify and explain, in a separate section of future reports on the execution of the Programme and Budget, those activities that vary from expected expenditures by a rate of more than 15%", explanations are provided for activities financed from the regular budget for which expenditure rates indicated in the Annex to Part B are more than 40% or less than 10%.

Comments:

The global expenditure rate as at 30 June 2004, including Part IV, is 25.1% for activity costs and 23.9% for staff costs, resulting in an overall rate of 24.5% (Table 1), standing more-or-less in line with the time-elapsed target of 25%. If Part IV is excluded, the expenditure rate is 25.7% for activity and 24.3% for staff costs (Table 6 for staff costs).

Explanations for expenditure rates for **activities**, which are more than 40% or less than 10% as at 30 June 2004, are given below:

Part I   General Policy and Direction

- 1. **General Conference: 8.7%:** Major portion of the expenditures will be incurred in 2005, which explains the low rate at this stage.

- 3. **Directorate: 42.3%:** Expenditures for the Director-General's official missions and related expenditures have not been proportionate with the time elapsed.

- 6. **International Standards and Legal Affairs: 7.5%:** Travel costs and contractual services required under this line have not been fully incurred yet. These activities are foreseen later this year.

Part II   Programmes and Programme Related Services

➢ **Major Programme I – Education**

- **I.1.2 MLA 3. Monitoring progress and evaluating EFA strategies: 4.6%:** This MLA shows a low execution rate at this stage of the biennium, pending the results of the current EFA strategic review; in addition, activities are planned for later in the biennium.

- **UNESCO education institutes: 50%:** The annual amounts (50%) of the financial allocations for the institutes are transferred to their special accounts at the beginning of the biennium, and are registered wholly as expenditure in the regular budget's accounts. This results in showing a flat rate of 50% throughout the first year of the biennium.

➢ **Major Programme II – Natural sciences**

- **II.1.3 MLA 1. Geology in the service of society: rock-water-life interactions: 41.8%:** The cost-intensive activities of the IGCP (International Geological Correlation Programme) took place early in 2004. There was a scientific board meeting in February and a contract with IUGS was also established, which entailed a large financial obligation.

- **II.1.4 MLA 1. Advancing an intersectoral and interregional programme of action in small island developing States: 8.9%:** The United Nations International Meeting in Mauritius on the review and further implementation of the small island developing States programme of action has been postponed to early January 2005.

➢ **Major Programme III – Social and human sciences**

- **III.2.2 Gender equality and development: 9.8%:** This is mainly due to the delay in the appointment of a Chief of Section. The situation is expected to show considerable improvement in the next few months.

- **III.2.3 Fight against racism and discrimination: 40.5%:** Large expenses were incurred in relation to the World Forum on Human Rights, which was organized in Nantes in May 2004.

- **Cross-cutting themes – ICTs: 1.6%:** The low rate is due to delays in programmes decentralized to the Africa region and Latin America and the Caribbean. In Africa, the project on the network of UNESCO Chairs and African Virtual UNITWIN Research and Training Network experienced delays due to difficulties in gathering information and making necessary arrangements. Similarly, in Kingston, the project on "Social inclusion for isolated communities in the Caribbean" experienced delays due to the absence of a programme specialist. The expenditure rate is expected to improve for both regions.

➢ **Major Programme IV – Culture**

- **IV.1.2 MLA 2. Enhancing the linkages between cultural and biological diversity as a key basis for sustainable development: 7.3%:** The low rate is due to the fact that a number of decentralized activities are planned for end 2004 and 2005.

- **IV.2.1 MLA 1. Support to World Heritage governing bodies: 41.9%:** The Sector has just completed the World Heritage Committee in Suzhou, from 27 June to 7 July, a major activity for 2004.

➢ **Major Programme V – Communication and information**

- **V.1.2 MLA 2. Promoting ICT-enhancing learning: 8.9%:** UNESCO's strategy for promoting ICT-enhanced learning is linked to other international initiatives to permit an efficient contribution to the Plan of Action introduced during the first phase of the World Summit on the Information Society (WSIS) that took place in Geneva in December 2003. As the implementation process, including the establishment of alliances with NGOs, particularly those participating in the WSIS, just started with the first meeting of the Preparatory Committee in Tunis, end June 2004, concrete activities under this MLA will be implemented during the latter part of 2004.

➢ **UNESCO Institute for Statistics: 50%**

- The annual amounts (50%) of the financial allocations for the institutes are transferred to their special accounts at the beginning of the biennium, and are registered wholly as expenditure in the regular budget's accounts. This results in showing a flat rate of 50% throughout the first year of the biennium.

➢ **Participation Programme: 2.6%**

- The overall expenditure rate of 2.6% is due to the fact that the date of the last intersectoral meeting (17/18 June), only two weeks before 30 June 2004 has not permitted payments to be made. Also, the financial and evaluation reports on the previous year's activities, which Member States are required to submit before the current biennium activity can begin, have not been received.

➢ **Programme Related Services**

- **II.C.1. Coordination of action to benefit Africa: 40.9%:** NEPAD related activities took place early this year, and will not incur large expenditures for the rest of the year.

- **II.C.2. Fellowships Programme: 3.0%:** The deadline for submission of applications for both 2004 and 2005 was April 2004. The process of examination and approval of the applications was completed only on 5 July 2004, which explains this low rate at this stage.

- **II.C.4. Strategic planning and programme monitoring: 44.2%:** The Youth, WGE (Women and Gender Equality) and Results-Based Management (RBM) activities took place earlier this year, and hence will not incur large expenditures during the rest of the year.

Part III   Support for Programme Execution and Administration

- **III.A. Field Management and Coordination: 42.5%:** The majority of the expenditures under the running costs of the field offices are reserved funds which have been registered as obligations at this early stage as one-time expenditure in anticipation of the payments necessary for the running of the Offices, such as rent, equipment and vehicle procurement, temporary assistance, maintenance, utility, etc.

- **III.D.6. Common services, utilities and management of premises and equipment: 43.6%:** A large amount has already been committed in anticipation of payments for the maintenance, electricity, heating, etc. The expenditure rate reported is made of disbursements (40%) and unliquidated obligations (60%).

DETAILED STATUS REPORT ON THE REGULAR BUDGET *

as at 30 June 2004
(in thousands of US dollars)

Appropriation line	Activity costs			Staff costs		
	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	5 491	477	8.7	646	170	26.3
2. Executive Board	6 532	1 883	28.8	1 443	309	21.4
Total, I.A	**12 023**	**2 360**	**19.6**	**2 089**	**479**	**22.9**
B. Direction						
3. Directorate	483	204	42.3	1 980	470	23.7
4. Office of the Director-General	422	150	35.6	6 717	1 416	21.1
5. Internal Oversight	1 312	240	18.3	4 210	575	13.7
6. International Standards and Legal Affairs	255	19	7.5	2 961	662	22.4
Total, I.B	**2 471**	**613**	**24.8**	**15 868**	**3 123**	**19.7**
C. Participation in the Joint Machinery of the United Nations System	3 580	561				
TOTAL, PART I	**18 073**	**3 533**	**19.6**	**17 958**	**3 602**	**20.1**
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES						
A. Programmes						
I EDUCATION						
I.1 Basic education for all						
I.1.1 Basic education for all: targeting key goals						
1 Making the right to education a reality for all children	5 343	1 110	20.8			
2 Ensuring gender equality in EFA	3 131	482	15.4			
3 Promoting lifelong learning through literacy and non-formal education	6 244	1 426	22.8			
4 Improving the quality of education	5 529	1 241	22.4			
5 Focusing on education and HIV/AIDS	1 090	324	29.7			
Total, I.1.1	**21 336**	**4 584**	**21.5**			
I.1.2 Supporting EFA strategies						
1 Planning for the implementation of EFA	9 928	2 025	20.4			
2 Sustaining political and financial commitment	3 312	600	18.1			
3 Monitoring progress and evaluating EFA strategies	599	27	4.6			
Total, I.1.2	**13 838**	**2 652**	**19.2**			
Total, I.1	**35 174**	**7 236**	**20.6**			
I.2 Building learning societies						
I.2.1 Beyond universal primary education						
1 Renewing secondary education	546	80	14.7			
2 Promoting education and capacity-building in science and technology	531	56	10.6			
3 Reforming technical and vocational education and training	897	109	12.2			
4 Promoting diversity and cooperation in higher education	1 088	182	16.8			
5 Supporting teachers and educational personnel	1 601	224	14.0			
Total, I.2.1	**4 664**	**652**	**14.0**			
I.2.2 Education and globalization						
1 Responding to opportunities and challenges	485	169	34.8			
2 Using global networks in support of EFA	1 671	425	25.4			
Total, I.2.2	**2 157**	**594**	**27.5**			
Total, I.2	**6 821**	**1 246**	**18.3**			
UNESCO education institutes						
(Regular budget financial allocations include the costs of personnel and activities)						
UNESCO International Bureau of Education (IBE)	4 591	2 300	50.1			
UNESCO International Institute for Educational Planning (IIEP)	5 100	2 550	50.0			
UNESCO Institute for Education (UIE)	1 900	950	50.0			
UNESCO Institute for Information Technologies in Education (IITE)	1 100	550	50.0			
UNESCO International Institute for Capacity-Building in Africa (IICBA)	2 200	1 100	50.0			
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2 000	1 000	50.0			
Total, UNESCO education institutes	**16 891**	**8 450**	**50.0**			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	825	94	11.4			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	1 140	230	20.2			
Total, Projects relating to cross-cutting themes	**1 965**	**324**	**16.5**			
HQ - Indirect programme costs (including Common Charges)	1 125	136	12.1			
Staff costs				48 479	11 573	23.9
TOTAL, MAJOR PROGRAMME I	**61 976**	**17 393**	**28.1**	**48 479**	**11 573**	**23.9**

* For technical reasons this table exists in English and French only.

DETAILED STATUS REPORT ON THE REGULAR BUDGET

as at 30 June 2004
(in thousands of US dollars)

Appropriation line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered /unliquidated)	Rate of expenditure	Allocation	Expenditure (delivered /unliquidated)	Rate of expenditure
	$	$	%	$	$	%
II NATURAL SCIENCES						
II. Activities:						
II.1 Science, environment and sustainable development						
II.1.1 Water interactions: systems at risk and social challenges						
1 Global change and water: advancing hydrological sciences for improved assessment	2 658	748	28.1			
2 Water for human needs	2 195	458	20.8			
3 Water education and capacity-building for sustainable development and security	2 488	515	20.7			
4 Land-water interactions: towards sustainable development	1 744	275	15.7			
Total, II.1.1	**9 085**	**1 995**	**22.0**			
II.1.2 Ecological sciences: developing stewardship by people for nature						
1 Biosphere reserves: approaches to sustainable development	1 303	247	18.9			
2 Helping to reduce biodiversity loss: science and capacity-building in the service of ecological sustainability	1 501	441	29.4			
3 Enhancing the linkages between biological and cultural diversity as a key basis for sustainable development	232	29	12.4			
Total, II.1.2	**3 037**	**716**	**23.6**			
II.1.3 Earth sciences - improving the understanding of the solid Earth and enhancing disaster prevention						
1 Geology in the service of society: rock-water-life interactions	652	273	41.8			
2 Global Partnership in Earth Observation from space for sustainable development	419	88	21.0			
3 Enhancing disaster preparedness and prevention	292	79	27.0			
Total, II.1.3	**1 362**	**440**	**32.3**			
II.1.4 Towards sustainable living in small islands and in coastal regions						
1 Advancing an intersectoral and interregional programme of action in Small Island Developing States	457	41	8.9			
2 Developing wise practices: building capacities for managing conflicts over coastal resources in small islands and continental regions	383	75	19.7			
Total, II.1.4	**839**	**116**	**13.8**			
II.1.5 UNESCO Intergovernmental Oceanographic Commission						
1 Addressing scientific uncertainties for the management of marine environment and climate change	826	172	20.8			
2 Developing monitoring and forecasting capabilities for the management and sustainable development of the open and coastal ocean	1 164	366	31.4			
3 Developing and strengthening a global mechanism to ensure full and open access to ocean data and information for all	589	216	36.7			
4 Developing ocean governance issues and increasing the effectiveness of the IOC Governing Bodies	803	278	34.6			
5 Developing the capacity and effectiveness of Member States in Marine Scientific Research, and in the management and sustainable development of the open and coastal ocean	954	208	21.8			
o IOC - Indirect Programme Costs (including Common Charges)	406	53	13.1			
Total, II.1.5	**4 336**	**1 240**	**28.6**			
Total, II.1	**18 659**	**4 507**	**24.2**			
II.2 Capacity-building in science and technology for development						
II.2.1 Capacity-building in the basic and engineering sciences						
1 Cross-disciplinary partnerships in promoting basic research and the use of scientific knowledge	1 933	687	35.6			
2 Capacity-building in the basic sciences	3 041	1 010	33.2			
3 Capacity-building in engineering sciences and technology	987	107	10.8			
4 Promoting education and capacity-building in science and technology	252	38	14.9			
Total, II.2.1	**6 213**	**1 841**	**29.6**			
II.2.2 Science and technology policies for sustainable development						
1 Capacity-building and management of science, technology and innovation policies	1 071	158	14.8			
Total, II.2.2	**1 071**	**158**	**14.8**			
Total, II.2	**7 284**	**2 000**	**27.4**			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	1 050	131	12.5			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	660	124	18.8			
Total, Projects relating to cross-cutting themes	**1 710**	**255**	**14.9**			
HQ - Indirect programme costs (including Common Charges)	613	102	16.6			
Staff costs				30 779	7 112	23.1
TOTAL, MAJOR PROGRAMME II	**28 672**	**6 917**	**24.1**	**30 779**	**7 112**	**23.1**

DETAILED STATUS REPORT ON THE REGULAR BUDGET

as at 30 June 2004
(in thousands of US dollars)

Appropriation line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered /unliquidated)	Rate of expenditure	Allocation	Expenditure (delivered /unliquidated)	Rate of expenditure
	$	$	%	$	$	%
III **SOCIAL AND HUMAN SCIENCES**						
III.1 **Ethics of science and technology, with emphasis on bioethics**						
1 Bioethics	2 177	510	23.4			
2 Ethics of science and technology	920	197	21.4			
Total III.1	**3 097**	**707**	**22.8**			
III.2 **Promotion of human rights and the fight against discrimination**						
1 Human rights development	841	293	34.9			
2 Gender equality and development	919	90	9.8			
3 Fight against racism and discrimination	366	148	40.5			
Total III.2	**2 125**	**531**	**25.0**			
III.3 **Foresight, philosophy, human sciences and human security**						
1 Anticipation and foresight	1 439	154	10.7			
2 Philosophical reflection and the human sciences	1 014	250	24.6			
3 Promotion of human security and peace	1 344	326	24.3			
Total III.3	**3 797**	**731**	**19.2**			
III.4 **Management of social transformations: MOST - Phase II**						
1 Policy, international cooperation and knowledge sharing in the social sciences	2 160	537	24.9			
2 International migration and multicultural policies	448	79	17.6			
3 Urban development	378	142	37.5			
Total III.4	**2 987**	**758**	**25.4**			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	2 050	284	13.9			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	550	9	1.6			
Total, Projects relating to cross-cutting themes	**2 600**	**293**	**11.3**			
HQ - Indirect programme costs (including Common Charges)	397	80	20.2			
Staff costs				18 438	4 121	22.4
TOTAL, MAJOR PROGRAMME III	**15 003**	**3 101**	**20.7**	**18 438**	**4 121**	**22.4**
IV **CULTURE**						
IV.1 **Mainstreaming cultural diversity into policy agendas at national and international levels**						
IV.1.1 Promotion of the UNESCO Declaration on Cultural Diversity and implementation of its Action Plan						
1 Anchoring the principles of the UNESCO Universal Declaration on Cultural Diversity at national and international levels	835	239	28.6			
2 The contribution of intercultural dialogue and pluralism to respect for cultural diversity	2 928	707	24.1			
Total, IV.1.1	**3 762**	**946**	**25.1**			
IV.1.2 Strengthening the links between cultural policies and development polici						
1 Assistance to Member States in preparing and applying innovative cultural policies	1 125	229	20.4			
2 Enhancing the linkages between cultural and biological diversity as a key basis for sustainable development	206	15	7.3			
Total, IV.1.2	**1 331**	**244**	**18.4**			
Total, IV.1	**5 094**	**1 190**	**23.4**			
IV.2 **UNESCO's contribution to the protection of the world's cultural diversity through cultural and natural heritage preservation**						
IV.2.1 Promotion and implementation of the Convention concerning the protection of the World Cultural and Natural Heritage (1972)						
1 Support to the World Heritage governing bodies	993	416	41.9			
2 Protecting the world's cultural diversity and supporting the development process through the 1972 Convention	1 098	336	30.6			
Total, IV.2.1	**2 091**	**751**	**35.9**			
IV.2.2 Protecting cultural diversity through the preservation of cultural heritage in all its forms and through normative action						
1 Preserving cultural diversity through the safeguarding of the physical cultural heritage	3 817	777	20.4			
2 Safeguarding and promoting intangible cultural heritage	2 094	747	35.7			
3 Protecting cultural diversity through normative action	1 411	249	17.7			
Total, IV.2.2	**7 323**	**1 773**	**24.2**			
Total, IV.2	**9 413**	**2 524**	**26.8**			

DETAILED STATUS REPORT ON THE REGULAR BUDGET

as at 30 June 2004
(in thousands of US dollars)

Appropriation line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered /unliquidated)	Rate of expenditure	Allocation	Expenditure (delivered /unliquidated)	Rate of expenditure
	$	$	%	$	$	%
IV.3 **Safeguarding cultural diversity through creativity and development**						
IV.3.1 Encouraging arts and crafts for sustainable development						
1 The living arts and their contribution to human development and social cohesion	753	187	24.8			
2 Combining economic growth and poverty reduction through crafts and de	728	185	25.4			
Total, IV.3.1	**1 480**	**372**	**25.1**			
IV.3.2 Strengthening the role of cultural creation in human and economic development						
1 Cultural industries and copyright: policies and partnerships	1 459	270	18.5			
Total, IV.3.2	**1 459**	**270**	**18.5**			
Total, IV.3	**2 940**	**642**	**21.8**			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	1 200	365	30.4			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	500	104	20.8			
Total, Projects relating to cross-cutting themes	**1 700**	**470**	**27.6**			
HQ - Indirect programme costs (including Common Charges)	427	99	23.2			
Staff costs				34 177	7 907	23.1
TOTAL, MAJOR PROGRAMME IV	**19 574**	**4 925**	**25.2**	**34 177**	**7 907**	**23.1**
V **COMMUNICATION AND INFORMATION**						
V.1 **Fostering equitable access to information and knowledge for development**						
V.1.1 Fostering actions to reduce digital divide and promote social inclusion						
1 Promoting research, principles and policies for knowledge societies	952	255	26.8			
2 Strengthening capacities of communication and information professionals and institutions	851	182	21.4			
3 Increasing community access through multimedia/telecentres, libraries, archives and other information service providers	1 240	312	25.2			
4 Enhancing public service broadcasting	1 063	232	21.8			
Total, V.1.1	**4 106**	**981**	**23.9**			
V.1.2 Harnessing ICTs for education						
1 Promoting Education for All through media and information channels	464	72	15.6			
2 Promoting ICT-enhanced learning	1 014	91	8.9			
3 Empowering people through information, media and ICT literacy	692	77	11.1			
Total, V.1.2	**2 170**	**240**	**11.1**			
V.1.3 Promoting the expression of cultural and linguistic diversity through communication and information						
1 Supporting culturally diverse and multilingual contents	2 799	623	22.3			
2 Preserving information and audiovisual heritage	812	89	11.0			
Total, V.1.3	**3 611**	**712**	**19.7**			
Total, V.1	**9 887**	**1 934**	**19.6**			
V.2 **Promoting freedom of expression and communication development**						
V.2.1 Promoting freedom of expression and the independence and pluralism of the media						
1 Promoting press freedom, freedom of expression and democracy	1 828	492	26.9			
2 Promoting independent media in conflict situations	843	162	19.2			
Total, V.2.1	**2 671**	**654**	**24.5**			
V.2.2 Supporting development of communication media						
1 Fostering media development	909	273	30.0			
2 Enhancing the impact of communication and information for sustainable development	841	184	21.9			
Total, V.2.2	**1 750**	**457**	**26.1**			
Total, V.2	**4 421**	**1 111**	**25.1**			
Projects relating to cross-cutting themes						
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	2 430	284	11.7			
Total, Projects relating to cross-cutting themes	**2 430**	**284**	**11.7**			
HQ - Indirect programme costs (including Common Charges)	452	51	11.3			
Staff costs				18 555	4 618	24.9
TOTAL, MAJOR PROGRAMME V	**17 190**	**3 380**	**19.7**	**18 555**	**4 618**	**24.9**

DETAILED STATUS REPORT ON THE REGULAR BUDGET

as at 30 June 2004
(in thousands of US dollars)

Appropriation line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered /unliquidated)	Rate of expenditure	Allocation	Expenditure (delivered /unliquidated)	Rate of expenditure
	$	$	%	$	$	%
UNESCO Institute for Statistics (financial allocation - includes personnel and activities)	9 020	4 510	50.0	-	-	-
Field - Management of decentralized programmes				32 275	8 951	27.7
Total, II.A	151 435	40 225	26.6	182 702	44 282	24.2
B. Participation Programme	23 000	606	2.6	-	-	-
C. Programme Related Services						
1. Coordination of action to benefit Africa	582	238	40.9	2 597	599	23.1
2. Fellowships Programme	1 519	46	3.0	1 019	368	36.2
3. Public Information	4 259	877	20.6	10 940	2 907	26.6
4. Strategic Planning and Programme Monitoring	1 940	857	44.2	5 312	1 099	20.7
5. Budget Preparation and Monitoring	206	38	18.4	3 970	1 064	26.8
Total, II.C	8 505	2 056	24.2	23 837	6 038	25.3
TOTAL, PART II	182 939	42 887	23.4	206 539	50 319	24.4
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION						
A. Field management and coordination (HQ activities and Field Offices' operating costs)	14 779	6 278	42.5	3 897	1 195	30.7
B. External relations and cooperation	4 350	1 664	38.2	18 970	4 411	23.3
C. Human resources management	15 302	3 168	20.7	15 677	3 991	25.5
D. Administration, maintenance and renovation of Headquarters premises						
1. Administrative coordination and support	229	65	28.5	3 607	663	18.4
2. Accounting and financial control	1 624	568	35.0	7 576	2 239	29.6
3. Information systems and telecommunications	12 394	4 846	39.1	13 205	2 987	22.6
4. Procurement	269	104	38.9	2 433	735	30.2
5. Conferences, languages and documents	4 327	1 020	23.6	23 150	6 023	26.0
6. Common services, security, utilities and management of premises and equipment	10 476	4 557	43.5	16 676	4 186	25.1
7. Maintenance and renovation of Headquarters premises	4 560	610	13.4	-	-	-
Total, III.D	33 878	11 771	34.7	66 646	16 833	25.3
TOTAL, PART III	68 310	22 880	33.5	105 190	26 431	25.1
TOTAL, PARTS I - III	269 322	69 301	25.7	329 687	80 352	24.4
Reserve for reclassifications	-	-	-	1 500	-	-
Subtotal excluding Part IV	269 322	69 301	25.7	331 187	80 352	24.3
PART IV ANTICIPATED COST INCREASES	6 570	-	-	4 847	-	-
TOTAL, PARTS I - IV	275 892	69 301	25.1	336 034	80 352	23.9