

Report of the Director-General 1996-1997

Report of the Director-General on
the activities of the Organization in 1996-1997
communicated to Member States
and the Executive Board in accordance
with Article VI.3.b of the Constitution

*General Conference
Thirtieth Session, 1999*

30 C/3

UNESCO

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Table of contents

INTRODUCTION BY THE DIRECTOR-GENERAL	VII
CHARTS AND GRAPHICS	XIII
Figure 1 Regular budget growth, from 1981-1983 to 1996-1997	
Figure 2 Regular programme expenditure: percentage distribution in 1996-1997 by major object-of-expenditure	
Figure 3 Regular programme expenditure: percentage distribution in 1996-1997 by part of the budget	
Figure 4 Regular programme expenditure: percentage distribution for programme execution and services, and support for programme execution, 1996-1997	
Figure 5 Participation Programme: budgetary provision and amounts requested, 1988-1989 to 1996-1997	
Figure 6 Participation Programme: requests approved by the Director-General, by region and by sector or programme, 1996-1997	
Figure 7 Total expenditure financed with funds provided by the United Nations and other extrabudgetary funding sources (1988-1989 to 1996-1997)	
Figure 8 Distribution by region of expenditure financed with funds provided by the United Nations and other extrabudgetary funding sources (1996-1997)	
Figure 9 Distribution by sector of expenditure financed with funds provided by the United Nations and other extrabudgetary funding sources (1996-1997)	
Figure 10 Distribution of contracts with National Commissions by region (number of contracts), 1996-1997	
Figure 11 Distribution of contracts with National Commissions by region (total funding of contracts), 1996-1997	
Figure 12 Trend in the number of fellowships, travel grants and study grants from 1988-1989 to 1996-1997	
Figure 13 Number of UNESCO publications issued from 1988-1989 to 1996-1997, by type of publisher	
Figure 14 Distribution by grade of staff in the Professional category and above at Headquarters and in the field on 31 December 1997	
I. IMPLEMENTATION OF THE PROGRAMME	1
I.A MAJOR PROGRAMMES	3
MAJOR PROGRAMME I TOWARDS LIFELONG EDUCATION FOR ALL	4
Programme I.1 Basic education for all	4
Expanding access to basic education	4
Improving the quality and relevance of basic education	9
Programme I.2 Reform of education in the perspective of lifelong education	11
Education for the twenty-first century	11
Renovation of general and vocational education	11
Higher education and development	17
Reform and reconstruction of education systems	18
UNESCO International Bureau of Education	23
UNESCO International Institute for Educational Planning	25
UNESCO Institute for Education	27
Administrative and budgetary information	33
MAJOR PROGRAMME II THE SCIENCES IN THE SERVICE OF DEVELOPMENT	35
Programme II.1 Advancement, transfer and sharing of knowledge in natural sciences	35
Teaching, research and co-operation in the basic and engineering sciences	35
Programme II.2 Advancement, transfer and sharing of knowledge in the social and human sciences	42
Teaching, research and co-operation in the social and human sciences	42
Philosophy and ethics	45
Programme II.3 Environmental sciences and sustainable development	48

	Co-ordination and promotion of interdisciplinary and inter-agency co-operation	48
	Earth sciences and natural hazards	48
	Ecological sciences and the Man and the Biosphere (MAB) programme	50
	Hydrology and water resources development in a vulnerable environment	53
	Environment and development in coastal regions and in small islands	53
	UNESCO Intergovernmental Oceanographic Commission	53
Programme II.4	Social and human sciences and social development	60
	Social transformations and development	60
	Young people and social development	64
	Administrative and budgetary information	71
MAJOR PROGRAMME III	CULTURAL DEVELOPMENT: THE HERITAGE AND CREATIVITY	73
	World Decade for Cultural Development	73
	World Commission on Culture and Development	75
Programme III.1	Preservation and enhancement of the cultural and natural heritage	76
	UNESCO World Heritage Centre	76
	Protection of sites, monuments and cultural property	77
	The intangible heritage	78
Programme III.2	Creativity and cultural industries	82
	Artistic creation	82
	Cultural industries and copyright	83
	Administrative and budgetary information	88
MAJOR PROGRAMME IV	COMMUNICATION, INFORMATION AND INFORMATICS	90
Programme IV.1	Free flow of information	90
	Media and freedom of expression	90
	Access to information and technologies	91
Programme IV.2	Capacity-building in communication, information and informatics	94
	Development of communication	94
	Development of libraries, archives and documentation services	94
	Development of informatics	95
	New applications of information and communication technologies	95
	Administrative and budgetary information	104
I.B	TRANSDISCIPLINARY PROJECTS AND ACTIVITIES	107
	1. Environment and population education and information for development	108
	Administrative and budgetary information	114
	2. Towards a culture of peace	115
	Unit 1 Education for peace, human rights, democracy, international understanding and tolerance	115
	Unit 2 Promotion of human rights and democracy; struggle against discrimination	118
	Unit 3 Cultural pluralism and intercultural dialogue	120
	Intercultural projects	122
	Unit 4 Conflict prevention and post-conflict peace-building	125
	Administrative and budgetary information	132
	3. Co-ordination of activities in favour of priority target groups and specific cluster of countries	133
	Administrative and budgetary information	150

I.C	INFORMATION AND DISSEMINATION SERVICES	151
	1. Clearing house	152
	2. Statistical programmes and services	154
	3. UNESCO Publishing Office	158
	4. UNESCO Courier Office	160
	5. Office of Public Information	161
	Administrative and budgetary information	163
I.D	PARTICIPATION PROGRAMME	165
I.E	DEVELOPMENT CO-OPERATION	171
	Administrative and budgetary information	177
II.	SUPPORT FOR PROGRAMME EXECUTION	179
	1. External relations	180
	Administrative and budgetary information	186
	2. Support services	187
	Administrative and budgetary information	188
III.	IMPROVEMENT OF THE FUNCTIONING OF THE ORGANIZATION	189
	1. Decentralization and relations with established offices away from Headquarters	190
	2. Evaluation	191
	3. Human resources	192
	4. Management systems and general administration	194
 ANNEXES		
A.	Data concerning Member States	198
	1. List of the 186 Member States (and the 4 Associate Members) at 31 December 1997 and the dates on which they became Members of the Organization	198
	2. Participation of Member States in UNESCO activities	200
	3. Conventions adopted under the auspices of UNESCO: ratifications, acceptances, accessions or successions at 31 December 1997	211
	4. List of the permanent delegations and observer missions accredited to UNESCO (1996-1997)	216
	5. Missions of the Director-General and the Deputy Directors-General	218
	6. Official visits to UNESCO by Heads of State (or of Government) and other dignitaries (1996-1997)	229
	7. Distribution of contracts with National Commissions by sector and by region (1996-1997)	230
	8. List of UNESCO field and liaison offices as at 31 December 1997	231
B.	Data concerning relations with organizations in the United Nations system and/or with other intergovernmental organizations	234
	1. Reports of the Joint Inspection Unit (JIU) considered by the Executive Board in 1996-1997	234
	2. Agreements for co-operation with organizations in the United Nations system concluded in 1996-1997	235
C.	Data concerning financial co-operation with international non-governmental organizations, in implementation of framework agreements and through other contracts concluded under the regular programme, and contribution under the Participation Programme	236
D.	Declarations, conventions, agreements and recommendations adopted under the auspices of UNESCO	237
	1. Declarations adopted by the General Conference	237
	2. Conventions and agreements of a normative character adopted either by the General Conference or by intergovernmental conferences convened solely by UNESCO or jointly with other international organizations	237
	3. Other agreements	238
	4. Recommendations	238

E.	Statistics concerning the General Conference	240
F.	Publications	241
	1. List of publications issued in 1996 and 1997, including revised editions and reprints, co-publications, UNESCO works financed under the Participation Programme and commercial editions of UNESCO publications	241
	2. Statistics concerning publications issued in 1996-1997	258
G.	Data concerning personnel	259
	1. Number and percentage of established posts at Headquarters and away from Headquarters by category and budget, as of 31 December 1997 and 1996	259
	2. Breakdown, in number and percentage, of staff at Headquarters and away from Headquarters by category and budget, as of 31 December 1997 and 1996	259
	3. Distribution by grade of staff in the Professional category and above on 31 December 1997	260
	4. Vacant UNDP and extrabudgetary posts in operational projects as of 31 December 1997 and 1996	260
	5. Geographical distribution	261
	6. Breakdown by age of staff in the Professional category and above on 31 December 1997	261
	7. Number of staff members in the Professional category and above holding indeterminate appointments on 31 December 1997	261
	8. Associate experts - breakdown of staff by nationality	262
H.	Participation Programme 1996-1997	263
	1. Breakdown of funds by region and according to programme sector	263
	2. Breakdown of funds by region and by country	264
I.	Data concerning activities financed from extrabudgetary resources	269
	1. Activities financed from extrabudgetary resources	269
	2. Extrabudgetary field projects in communication financed under the IPDC Special Account, 1996-1997	321
J.	Public liaison activities and Associated Schools network	328
	1. UNESCO Co-Action Programme	328
	2. UNESCO Coupons Programme	332
	3. Number of Associated Schools by country	333
K.	Conferences and meetings convened by the Organization	338
	1. Conferences and meetings held in 1996	338
	2. Conferences and meetings held in 1997	347
L.	Fellowships, study grants and travel grants	356
	1. Trends in the number of awards by region from 1996 to 1997	356
	2. Distribution of awards by sector and by region in 1996-1997	356
	3. Number of awards by duration in 1996-1997	356
M.	Status of the regular programme for 1996-1997 as at 31 December 1997	
	Parts I to VI of the budget	357

INTRODUCTION

(1)

This report concerns UNESCO's activities in 1996-1997, which corresponds to the first phase of the execution of the Medium-Term Strategy for 1996-2001. This Strategy, the elaboration of which coincided with the celebration of the fiftieth anniversary of the Organization, refocuses UNESCO's action on the primary purpose for which the Organization was created, namely, development for peace and peace for development. In the Foreword to the Strategy, I pointed out that it was the result of collective thinking carried out on an unprecedented scale and that the main objectives underlying it were, in essence, to reach the unreached and to include the excluded; to facilitate the exercise of civil rights and the participation of everyone in development; to learn to live together and to build together. Indeed, the Strategy reflects a deep collective commitment to the *construction of a culture of peace in a world acceptable to all*.

(2)

As I said, this Strategy is the result of collective thinking and reflects a collective commitment. The switch from a Medium-Term Plan to a Medium-Term Strategy has marked a radical change of approach, since it is no longer a question of planning the activities of the Secretariat alone but of defining a strategy to direct the Organization's action as a whole, which means first and foremost that of its Member States. The end of the Cold War marked the demise of planned institutions, giving way to others that could discern their objectives and their mission with great clarity at all times and enjoy the necessary confidence and flexibility to act quickly and effectively according to the specific circumstances and challenges that they were called upon to face. In adopting a Medium-Term Strategy in place of a Medium-Term Plan, the General Conference has taken UNESCO back to its true mission, as an organization that guides, stimulates and inspires action by its partners, both national and international.

(3)

Today, countries are called upon to become the main protagonists of UNESCO's action, and I hope that, progressively, future reports such as this one will not only refer to the achievements and impact of the activities carried out by the Secretariat, but will also assess the degree of political will shown by Member States to honour their commitments, the degree of mobilization they have achieved to implement their own resolutions, and the extent to which National Commissions have succeeded in building new partnerships in pursuance of UNESCO's objectives. Today, the world needs to rally all forces to ensure the necessary transition from violence and imposition to tolerance and dialogue.

(4)

From this perspective, I am satisfied that the priorities set out in the Medium-Term Strategy have proved their validity. Indeed, the four strategies outlined therein for contributing to development are focused on developing human resources and reinforcing endogenous capacities, the two key factors that can check the growth of disparities and create an environment consistent with human dignity for all, while the five strategies for contributing to peace-building seek to make the concern with human dignity ever more central to UNESCO's action to build peace in the minds of men, in accordance with its constitutional purpose.

Programme structure and innovations

(5)

The activities for 1996-1997 designed to implement this Strategy were structured around four major programmes corresponding to the Organization's fields of competence: education, science (i.e. both

natural, and social and human sciences), culture and communication (including information and informatics) and two transdisciplinary projects designed to highlight the Organization's direct contribution to the promotion of sustainable development and a culture of peace respectively.

(6)

The programme of work was drawn up focusing on those priority areas in each of its domains of action for which the Organization has primary responsibility and on those functions and forms of action in which it enjoys comparative advantage. In so doing, the programme pays special attention to enhancing the complementarity of its essentially intellectual and ethical action with those of the organizations, programmes and funds of the United Nations system and other partners.

(7)

In order to adjust UNESCO's action to its new strategic thinking, several conceptual and methodological innovations were introduced into the programme for 1996-1997. The first of these innovations concerns the measures taken towards creating a synergy between different disciplines associated with natural sciences and with social and human sciences, and between different programme areas, in order to better serve both the advancement, transfer and sharing of knowledge and their application to the solution of practical problems. These were reflected for example in the presentation of a new Major Programme II – which brings together activities in the natural and in the social and human sciences; two interdisciplinary projects: one on 'Environment and development in coastal regions and in small islands' and the other on 'Cities: management of social transformations and the environment' and a transdisciplinary project: 'Environment and population education and information for development'. Increased emphasis was also placed on greater interdisciplinarity and co-ordination between the five scientific programmes (IGCP, MAB, IHP, IOC and MOST), and on providing a forum for reflection on the ethical implications of changes occurring in contemporary societies, particularly those that are linked to scientific and technological progress. Similarly, greater attention was given to developing integrated approaches to the promotion of cultural tourism, the revitalization of traditional crafts and endogenous cultural industries, as part of the overall aim of enhancing heritage, both cultural and natural, as well as contemporary creative work. Provision was also made to strengthen intersectoral and inter-programme co-ordination in order to take into account the implications for programme implementation of the growing convergence between information, communication and computer technology. This innovation has been renewed and reinforced in document 29 C/5, as it has created a new dynamic of intersectoral and interdisciplinary co-operation giving a new impulse to team work and interdisciplinary approaches for dealing with specific complex issues.

(8)

The second major innovation consisted in bringing together, within a transdisciplinary project 'Towards a culture of peace', all the activities that make a direct contribution to conflict prevention, reconciliation, democracy, education for human rights and non-violence, cultural pluralism and tolerance: in short, to 'learning to live together', as stated in the Delors report as the main pillar for ensuring sustainable peace in multicultural societies. It was devised to ensure unity of conception and a convergence of approaches between the various activities implemented within the framework of different programmes and to promote greater interaction with other peace-building programmes and activities undertaken at national and regional levels. This innovation has proved to be an excellent means for highlighting the continued relevance and specificity of UNESCO's action towards peace and has allowed UNESCO to give to the notion of peace an ethical dimension based on the 'intellectual and moral solidarity of mankind', as stated in its Constitution, and to thus mobilize the support of all of those who are committed to peace and non-violence at the very heart of the societies they live in.

(9)

Another salient innovation concerned the ever-increasing emphasis placed on strengthening the educational and training dimension of all the programme activities, and the sharing and transfer of the knowledge function in all the Organization's fields of competence. Indeed, the empowerment of individuals is that tangible asset which lies at the core of development and peace, and it can only be achieved by the acquisition, the transfer and most of all, the sharing of knowledge. In this sense, this innovation must continue to be strengthened – as it already was in document 29 C/5 – in all future programmes of the Organization.

(10)

A further innovation concerns the inclusion, within each major programme and transdisciplinary project, of special projects designed to address certain urgent needs of the four priority groups: women, youth, LDCs, and Africa. These are in addition to other activities benefiting these groups in the Organization's programme as a whole. Each of these projects – the objective, scope, duration and benefit of which were clearly indicated following sunset rules, was designed to secure a fuller participation of the beneficiary groups in its implementation, and to mobilize extrabudgetary resources so as to enhance the scale and impact of its activities. Many of these projects have given visibility to the pressing needs of the priority groups and generated support from national and international partners.

(11)

Specific strategies were also devised to respond to the priority needs of particular groups of countries such as countries in transition, the Central Asian Republics, small island states, and the Portuguese-speaking countries of Africa. They sought to facilitate co-ordinated and coherent action in specific domains of priority concern to each of these groups of countries and to help raise extrabudgetary resources to finance some of the activities.

Decentralization

(12)

Throughout the biennium, efforts at strengthening the decentralization process were continued, in particular by decentralizing to the field offices more regular programme activities as well as extrabudgetary funded projects together with the appropriate transfer of responsibility and financial as well as human resources. During the biennium ten new field offices were opened bringing their total number to sixty-four. In line with the aim of decentralization which is to adapt programme implementation to the specific characteristics of different regions and Member States, and to ensure the Organization's active presence in Member States, measures were also taken to improve co-ordination between field offices and with Headquarters and to train the staff in the field offices in modern methods of management. Special attention was given to strengthening co-operation with national partners, in particular National Commissions, and with institutional partners and funding sources, and to developing skills in project design and management. Relationships with parliamentarians, mayors, ombudsmen and the media, both at national and international levels, have all been reinforced.

(13)

Measures were also undertaken to strengthen the Organization's participation in international development co-operation activities and to that end renew co-operation with international, regional and national partners and funding sources. New strategies were drawn up for mobilizing extrabudgetary funds in support of activities in the Organization's fields of competence, with provision for increased participation of field offices in this endeavour. I wish to pay tribute to all the countries and institutions

that have not only provided the Organization with more extrabudgetary funds than in the past biennium but also shown their confidence in UNESCO's ability to respond to the fast-growing needs of its Member States.

Conclusion

(14)

This report presents detailed information on the achievements of the 1996-1997 biennium as well as on the lessons learnt and the improvements required to enhance the effectiveness of UNESCO's action in the coming years. As such, it will also contribute to the drafting of document 30 C/5, which will cover the last phase of the Medium-Term Strategy. As I write these pages, I have before me the results of the consultation on the preparation of document 30 C/5, and I cannot but underline the importance given in all regions to the mobilization of decision-makers to further the aims of the Organization. Indeed, to pursue its ideals, and in order to share more fully the results of the activities carried out in the framework of its strategies, it is now more than ever necessary to raise consciousness at the highest levels of government, in parliaments and in municipalities, for the framing and execution of consistent and long-term policies in such fields as education, poverty eradication, and the promotion of a culture of peace. The problems and issues facing humanity today require a long-term vision; above all, choices must be made in favour of all those human endeavours that contribute to endogenous development and to the empowerment of individuals in a democratic framework. To that end the actions designed to mobilize decision-makers carried out during 1996-1997 were decisive, and we have already begun to reap the fruits of these efforts. This objective, however, cannot be handled by the Secretariat alone. It is up to Member States to show their political will and fulfil their commitments. The Executive Board, which has engaged in a reform process, will, I trust, be able to have an overall vision of the Organization's action as a whole, which can in no way be restricted to that of the Secretariat.

(15)

The 1996-1997 biennium has marked a turning-point in the history of the Organization. Fifty years after its foundation, the first decisive steps were taken within the framework of the new Strategy to tighten the links between peace, democracy and development in line with the original mandate of the Organization. It is also significant that the United Kingdom of Great Britain and Northern Ireland rejoined the Organization during the latter part of the same biennium. This demonstrates once again the continued relevance of UNESCO's unique mandate and its universal appeal. The many milestones of this biennium – among which are the publication of the Delors and Pérez de Cuéllar Reports, the results of the Hamburg Conference, which opened up a completely new approach to adult education, and of the second International Congress on Education and Informatics, the launching of the World Solar Programme, the adoption of the Declaration on the Human Genome and Human Rights and that on the Responsibilities of the Present Generations Towards Future Generations – are illustrative of the Organization's ability to shape new visions and design innovative strategies, which it must promote boldly and insistently.

(16)

For present trends – in both social and environmental terms – need a radical change. Just as we defend our frontiers, we must defend our forests, our oceans, our climates and our air. In the same way that we have military alliances, we must forge scientific and technological alliances to cope with these extremely important issues. Markets will not guide the improvement of our democracies, or make justice become more efficient and rapid, or ensure education for all throughout life. Nor will the new technologies do so: they are efficient tools, but they require the supreme relevance of the teachers,

the 'human touch' which will always prevail over the 'high tech'. It is wisdom that we need at the dawn of a new millennium. The balance of the twentieth century is very favourable in scientific and technological terms. But we have paid the price of war with the youth of our times: millions and millions of them have died. We must now acknowledge that violence and force have lost. It is now time for all human beings 'equal and free' to take over. The Universal Declaration of Human Rights is our hope, provided that there is peace. Peace is a prerequisite.

(17)

As we prepare to celebrate, in the year 2000, the International Year for the Culture of Peace, proclaimed by the General Assembly of the United Nations, UNESCO must mobilize more and more people throughout the world, forming an immense rainbow, all diverse, yet all united by the universal values enshrined in its Constitution. In this way it can contribute to the dream of a new century and a new millennium that the founders of UNESCO envisaged so lucidly more than 50 years ago.



Paris, August 1998

Federico Mayor
Director-General

CHARTS AND GRAPHICS

Figure 1
Regular budget growth, from 1981-1983 to 1996-1997

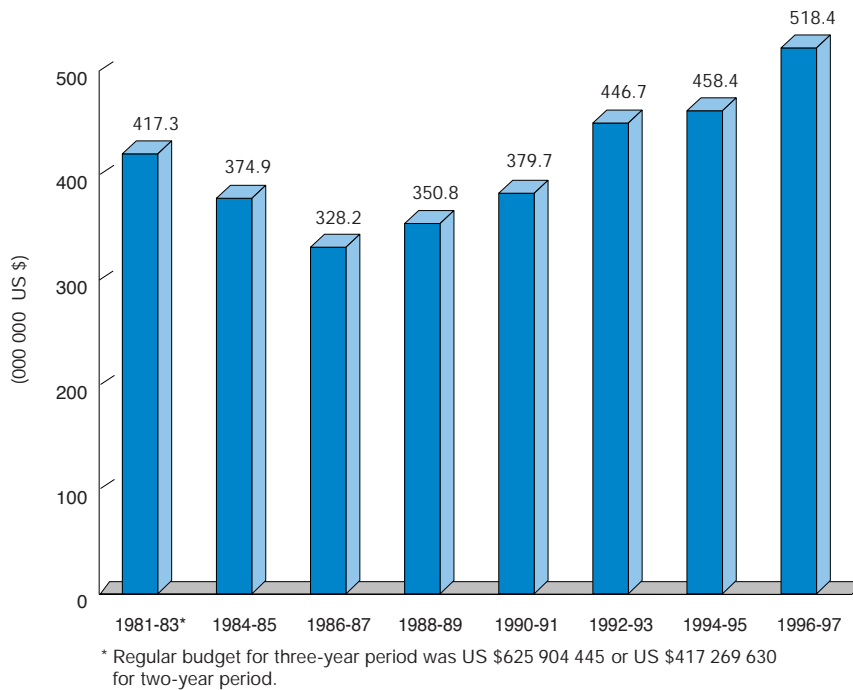


Figure 2
Regular programme expenditure:
percentage distribution in 1996-1997 by major object-of-expenditure

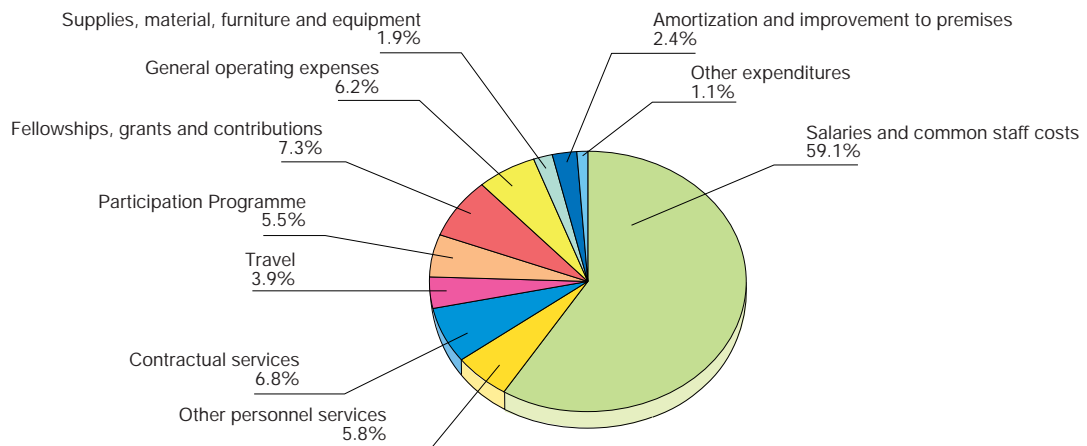


Figure 3
Regular programme expenditure:
percentage distribution in 1996-1997 by part of the budget

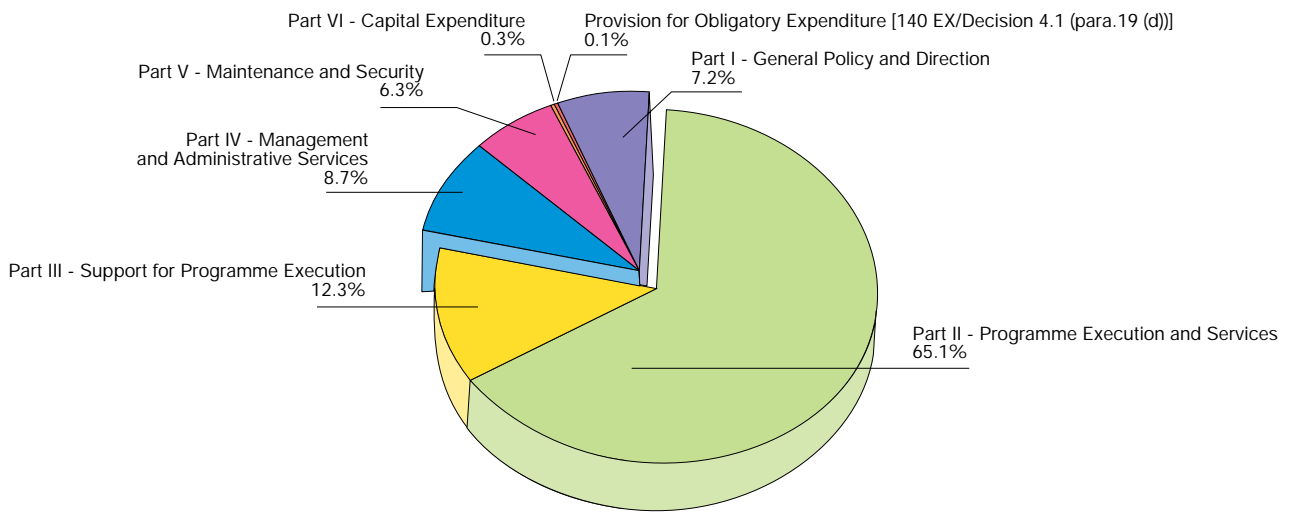
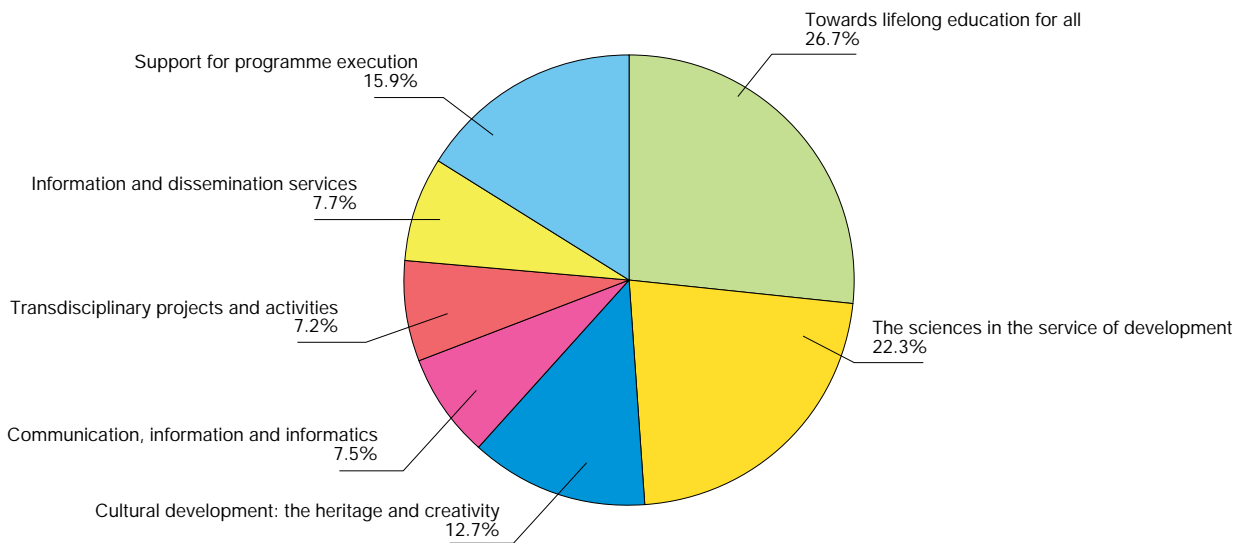


Figure 4
Regular programme expenditure:
percentage distribution for programme execution and services,
and support for programme execution, 1996-1997*

(Parts II.A, II.B and III of the budget)



* These figures relate to the US \$404 381 315 for programme execution and services, and support for programme execution (Parts II.A, II.B and III of the budget), which represented 77.4% of all regular programme expenditure in 1996-1997.

Figure 5
Participation Programme:
budgetary provision and amounts requested, 1988-1989 to 1996-1997

The requests received under the Participation Programme far exceed the available budgetary provision

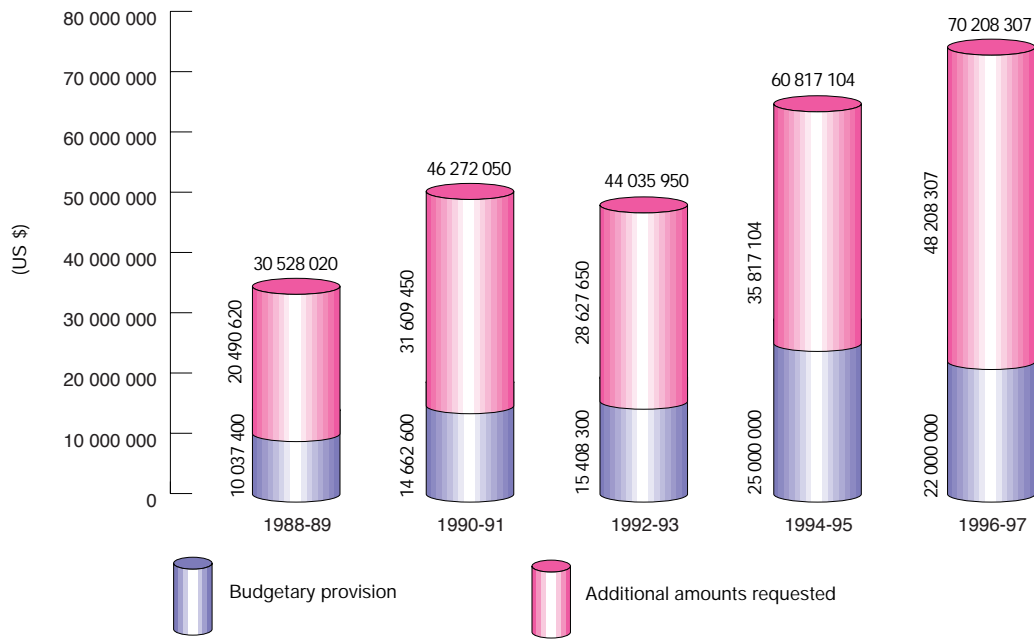


Figure 6
Participation Programme:
requests approved by the Director-General, by region and by sector or programme, 1996-1997

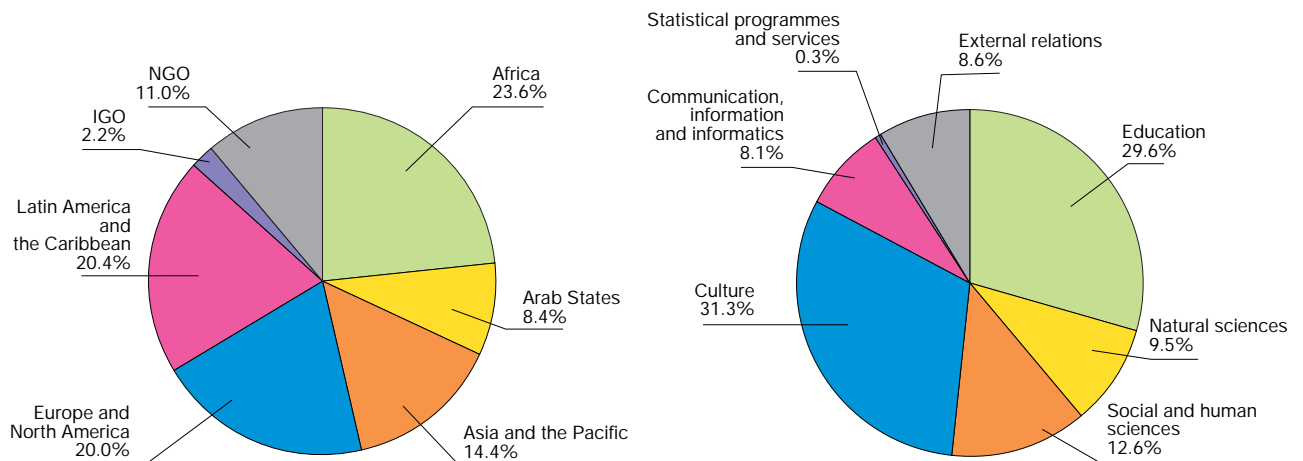


Figure 7
Total expenditure financed with funds provided by the United Nations
and other extrabudgetary funding sources (1988-1989 to 1996-1997)
 (millions US \$)

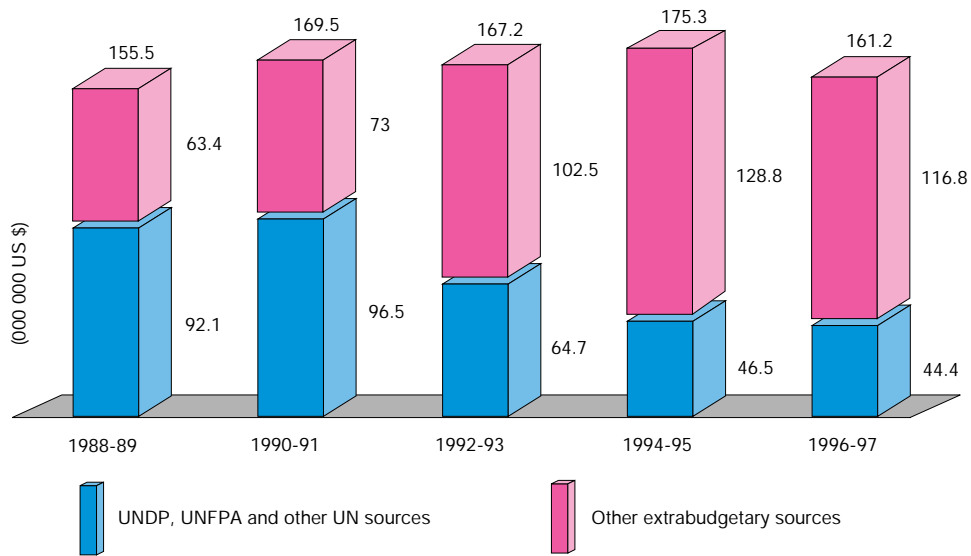


Figure 8
Distribution by region of expenditure financed with funds provided
by the United Nations and other extrabudgetary funding sources (1996-1997)
 (millions US \$)

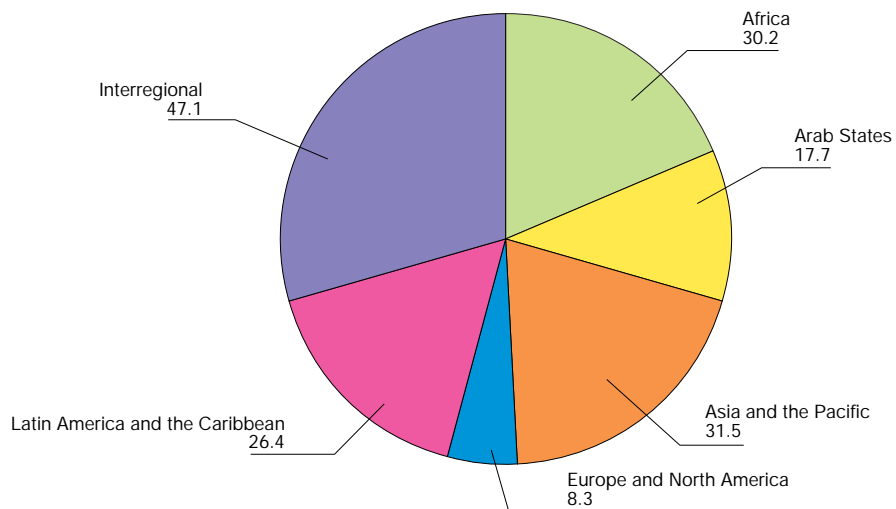


Figure 9
Distribution by sector of expenditure financed with funds provided by the United Nations and other extrabudgetary funding sources (1996-1997)
(millions US \$)

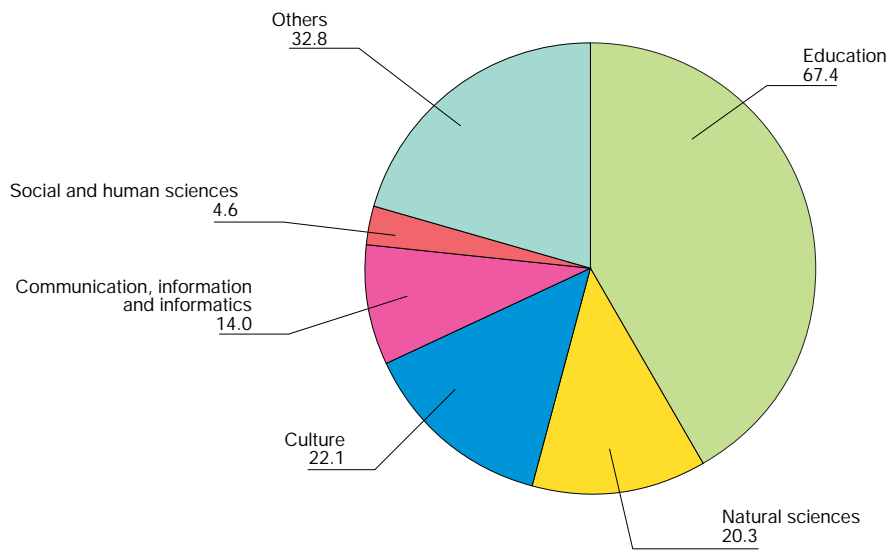


Figure 10
Distribution of contracts with National Commissions by region (number of contracts), 1996-1997

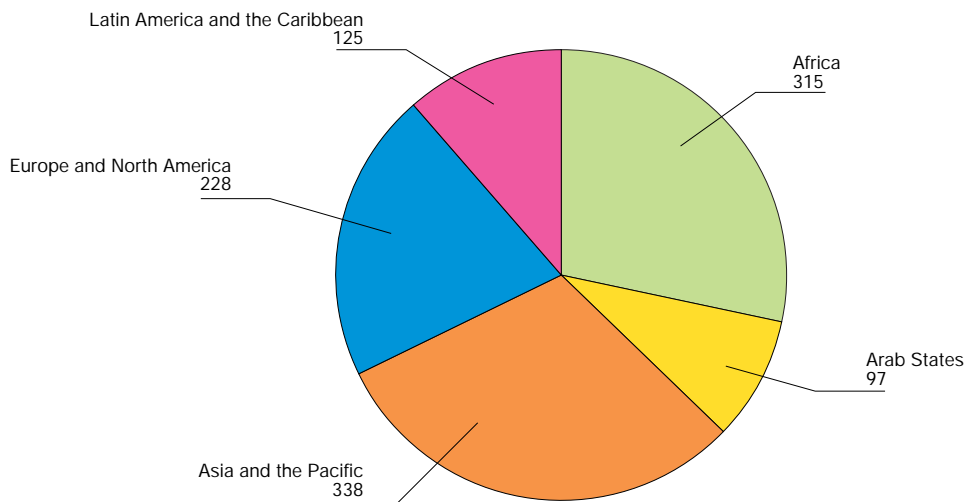


Figure 11
Distribution of contracts with National Commissions by region
(total funding of contracts), 1996-1997

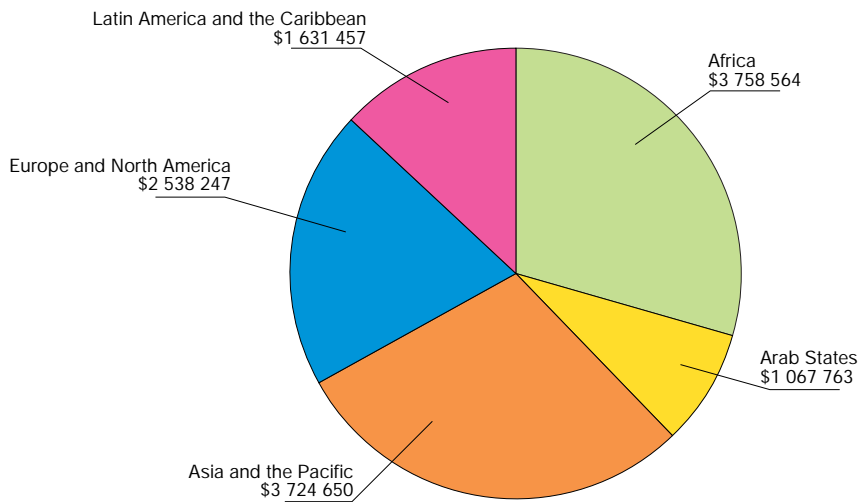
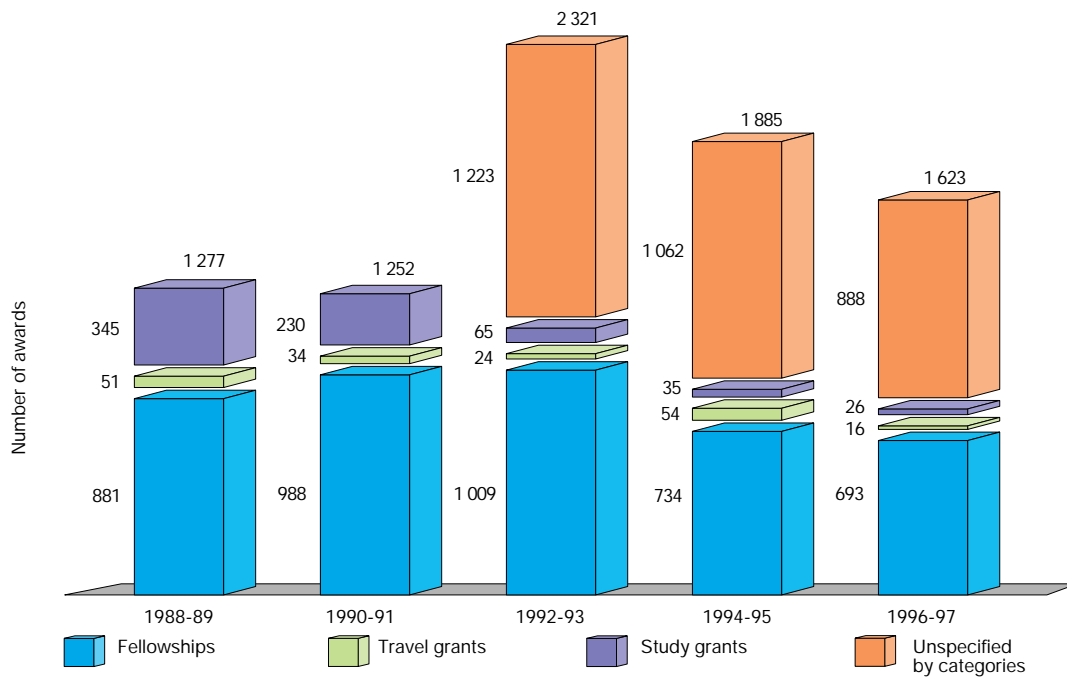


Figure 12
Trend in the number of fellowships, travel grants
and study grants from 1988-1989 to 1996-1997



Data for 1988-1989 to 1990-1991 include only awards administered by the Bureau for Relations with Extrabudgetary Funding Sources. Data for 1992-1993, 1994-1995 and 1996-1997 refer to the overall UNESCO action.

Figure 13
Number of UNESCO publications issued from 1988-1989 to 1996-1997
by type of publisher

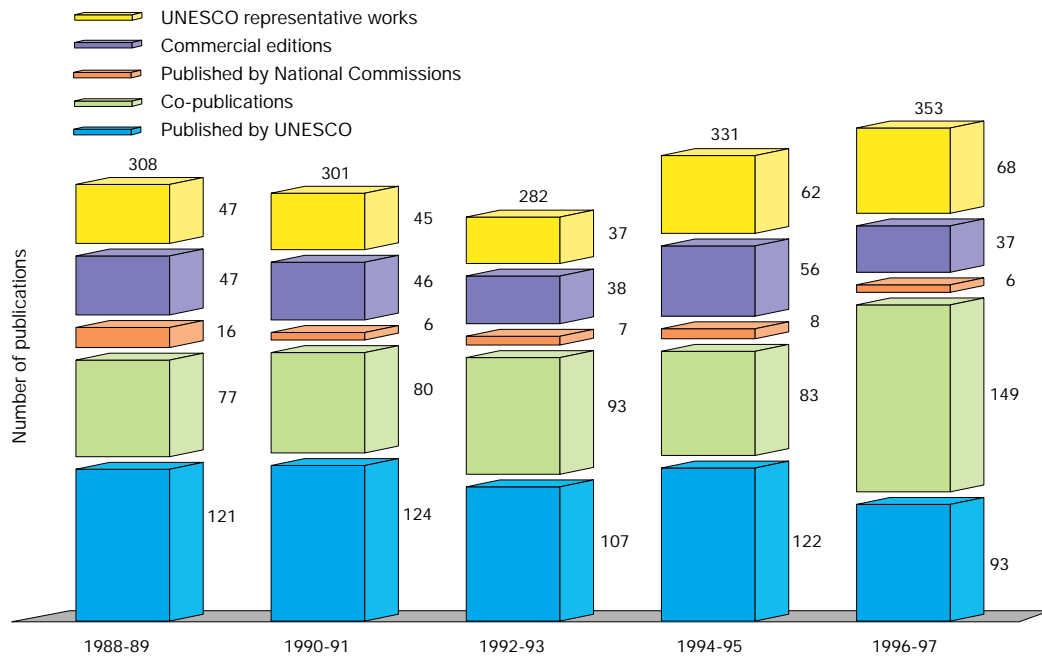
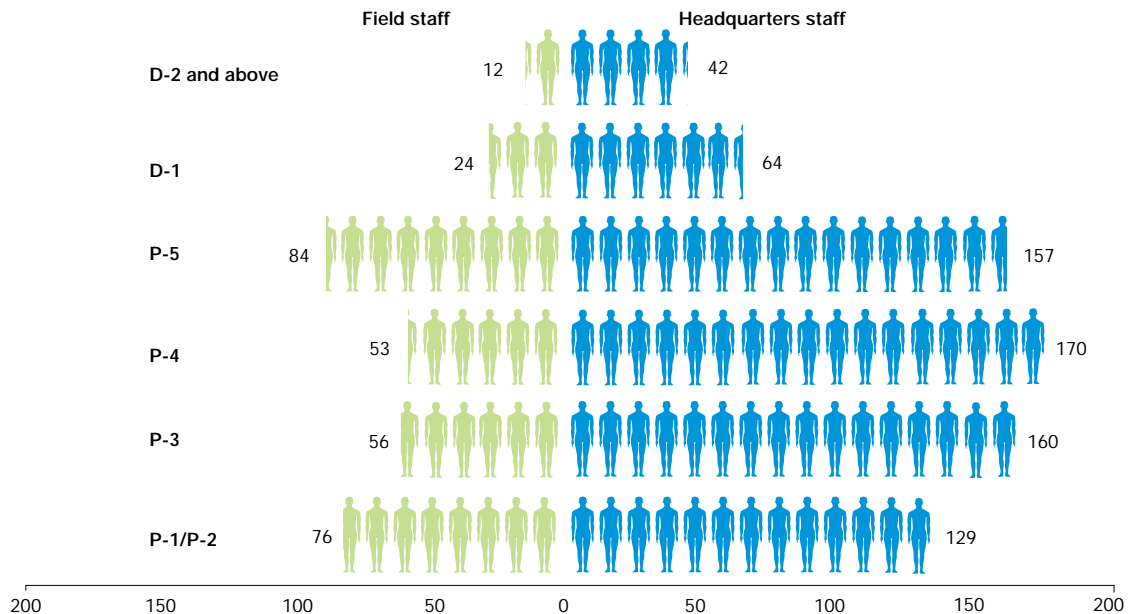


Figure 14
Distribution by grade of staff in the Professional category
and above at Headquarters and in the field on 31 December 1997



I

IMPLEMENTATION OF THE PROGRAMME

I.A

MAJOR PROGRAMMES

Major Programme I

Towards lifelong education for all

Programme I.1 - Basic education for all

4 I. MAIN RESULTS

(1)

Expanding access to basic education

- The E-9 countries have confirmed their commitment to improve EFA policies by implementing and reinforcing the following effective and well-targeted national programmes: India, by raising its budgetary contribution to EFA hoping to reach 6 per cent by the year 2000; Egypt, with a critical review of EFA performance and intensifying ‘reading for all’ campaigns; Brazil, with several national initiatives to enrol all children; while Bangladesh, China, Indonesia and Mexico are continuing to develop relevant EFA strategies and succeeding in improving overall EFA data; Nigeria and Pakistan, with a slow but steady rise in school enrolments.
- UNESCO field offices in the E-9 countries implemented numerous EFA projects, focusing essentially on three central areas: (i) teacher training; (ii) literacy; and (iii) education of girls and women. Most of these projects have been implemented in co-operation with other agencies and donors. Projects were implemented together with UNFPA with a view to improving education population programmes in countries with high population growth rates (Pakistan); or linking the role of distance education with EFA (Indonesia); street children programmes and learning without frontiers (India and Mexico); and supporting rural literacy programmes (Bangladesh, China and Nigeria).
- Deriving from recommendations made by the E-9 Ministers of Education in Bali (September 1995), several joint activities were launched to enhance the sharing of information among their countries: national studies on external support to EFA programmes; national studies and a joint seminar on teacher training; national studies and a joint seminar on the teaching of the three Rs in the first three grades. It was also decided to take stock of national policies in favour of social and political mobilization for EFA. All these activities have been implemented and were discussed during the joint E-9 meetings in Amman, Jordan (June 1996), at the EFA Forum Meeting, in New Delhi (February 1997), and at the second E-9 Ministerial Review Meeting in Islamabad, Pakistan (September 1997). The national studies and joint seminars and meetings contributed considerably to a better exchange of expertise among the E-9 countries, especially as each event had been followed by a publication.
- Several publications were launched in support of the E-9 Initiative and were widely distributed in the nine countries: *External Support to EFA*, *In-Service Teacher Training*, and *Mobilizing for Progress*. An *E-9 Newsflash* is published regularly to share with national authorities, United Nations agencies, UNESCO Offices and staff, what is happening in the field of EFA in the nine countries. Following a decision by the Executive Board at its 145th session, the Director-General submitted to each session of the Board a full report on ongoing UNESCO activities and achievements in the field of EFA in the E-9 countries.
- The mid-decade meeting of the International Consultative Forum on Education for All, Amman, Jordan (16-19 June 1996), organized by UNESCO and its principal Jomtien partners, ended the mid-decade review exercise launched in 1995. The Forum meeting took stock of the progress achieved by countries since the 1990 Jomtien Conference, especially with respect to increasing primary-school enrolments and the adoption of the ‘Amman Affirmation’, which summarizes the gains and shortfalls, as well as the continuing and emerging challenges, on the road to providing basic education for all children, youth and adults.
- In 1997, the Forum began an initiative to promote advocacy and information about basic education issues through the press. It participated actively in the second International Newspapers in Education Conference, São Paulo, Brazil (8-12 September 1997) organized by the World Association of Newspapers (WAN); co-operated with WAN in organizing a workshop for journalists from West African countries, Yaoundé, Cameroon (24-28 November 1997), which led to the establishment of an African Network of Journalists for Education, and the publication, in French, of the first issue of its bulletin, *EDUC’AFRIQUE*.
- The EFA Information and Media Unit and the EFA Forum continued to publish the two quarterly newsletters *Countdown/Compte à rebours* (published in two languages with a print run of 4,500 copies) and the *EFA 2000 bulletin* (five languages and 30,000 copies), both targeting government officials, parliamentarians, multilateral and bilateral agencies, non-governmental organizations and the general public.
- In early 1996, the EFA Forum launched a new website on the Internet, which provides up-to-date news and feature articles, along with the current Forum publications and basic EFA texts.

- To promote global awareness of the status and working conditions of teachers, the EFA Information and Media University teamed up with Education International (EI) to celebrate World Teachers' Day (5 October). A video in English, French and Spanish, 'Teachers Make the Difference', was distributed to teachers' unions worldwide. In 1997, joint activities included the production of a brochure on teachers in difficult circumstances, *Portraits in Courage*. Moreover, the EFA Forum and UNESCO's Associated Schools Project launched in 1996 an international contest asking schoolchildren to report their views on teachers. The winning messages and drawings were published in a colourful booklet *What Makes a Good Teacher?*, which has been much in demand.
- Educational pilot projects within the World Programme for the Education of Street and Working Children were launched in Brazil, Mali and Namibia. Private and innovative projects received financial assistance in Africa (Benin, Cameroon, Egypt and Togo), Asia (Philippines, Thailand and Viet Nam), in Eastern Europe (Romania and Russia), in Latin America (Argentina, Bolivia, Brazil, Colombia and Mexico). Regional or subregional training workshops were organized in Haiti, Senegal and Zaire. UNESCO participated in, or co-organized with various partners (ILO/IPEC, European Union and NGOs), seminars for professional capacity improvement, information exchange, and professional network development, which were organized in Amsterdam, Brussels, Cairo, Geneva, Dakar and Kinshasa. Educational and social work guides and manuals were prepared in co-operation with NGOs for police officers in Brazil and street educators in Romania.
- Activities in the field of early childhood and family education included *inter alia*: the preparation of a report on UNESCO policy recommendations in early childhood education which was examined during the 29th session of the General Conference; the co-organization with OMEP France of 'Educating the Young Child in Europe', a high-level European meeting on early childhood policies, Paris (24-27 October 1996); the launching of the 'Clos d'enfants' project – the first project of the 'Réseau africain francophone prime enfance' in Mali with the training of mothers and grandmothers in childcare; support to the Vardinoyannis Foundation (Athens) to prepare 'Building Family Democracies', a high-level European meeting to be held in Athens in May 1998; consultations in Albania with the Ministry of Education, UNICEF and Soros concerning the strengthening of early childhood education; and signing of a co-operation agreement with the Korean Education Development Institute, to develop early childhood research, training and programming activities in the Asia and the Pacific region.
- The main activities concerning the Convention on the Rights of the Child included: the celebration of the International Day for Children's Rights (20 November 1996) on the topic 'Education Against Child Abuse'; hosting of the French Government/COFRADE meeting on children's rights on the occasion of International Children's Rights Day (20 November 1997), followed by an international meeting on education and children's rights; the co-organization with the Fondation pour l'Enfance of the 'First Ladies Sahel Meeting on the Rights of the Child, Education and Development' in Ouagadougou, Burkina Faso in February 1997; an analysis of the initial reports of the following countries to the United Nations Committee on the Rights of the Child (Czech Republic, Fiji, Hungary, Iraq, Ireland, Japan, Korea (Democratic Republic of), Libyan Arab Jamahiriya, Maldives, Sierra Leone, Thailand, Togo, Trinidad and Tobago and Uganda); hosting of an inter-agency meeting in April 1997 on 'Children and the Media' at Headquarters; organization with the Council of Europe of an Expert Seminar on 'Prevention of the Sexual Abuse of Children: The Role of Statutory and Voluntary Sectors'; and consultations with UNDP Moscow on promoting children's rights and the welfare of children at risk in the Russian Federation.
- The following activities were carried out for the training of early childhood personnel: co-organization with the Ministry of Social Affairs of Burkina Faso and the Fédération internationale des CEMEA of the 'Séminaire inter-Etats sur la petite enfance en Afrique francophone', Ouagadougou, Burkina Faso in September 1996; the launching of an early childhood professional network covering 15 French-speaking African countries, the 'Réseau africain francophone prime enfance'; establishment of the first 'UNESCO Early Childhood Co-operating Centre', with the opening of the Averroës European Training Centre for Early Childhood Development and the Family, in January 1997; assistance in the preparation of the first training course of the above Averroës Centre, scheduled for early 1998; negotiations to establish a second 'UNESCO Early Childhood Co-operating Centre' in Bamako, Mali for French-speaking Africa; and the launching of the translation of the Bernard van Leer/UNESCO Early Childhood Training Pack into French, Arabic and Chinese.

- 6
- A total of about 60 Early Childhood Education and Care (ECEC) members participated in the workshops on ‘Working with Community Leaders’, ‘Integrating Children with Special Needs in ECEC’ and ‘A Joint Initiative Approach’, organized in Zimbabwe by the UNESCO Harare Office. The final version of the Directory on Institutions and Organizations involved in ECEC in Zimbabwe was launched. At the request of the Government of Malawi, UNESCO in collaboration with UNICEF, UNDP and the Bernard van Leer Foundation drafted a policy in early childhood development for that country and developed training manuals and initiated a legislation in special education.
 - In the field of early childhood information and documentation, the following was undertaken: compilation and publication of the English and Spanish editions of the *Directory of Early Childhood Care and Education Organizations in Latin America and the Caribbean*; compilation and printing of the *ECF Action-Research in Family and Early Childhood Monographs*; proceedings of the Ouagadougou Regional Seminar on Early Childhood in French-Speaking Africa in September 1996; co-hosting of the first ‘Children’s House in Cyberspace’ Committee meeting to establish policies for this inter-agency inter-active initiative on children’s issues on the Internet; hosting with the UNICEF Education Cluster and the Consultative Group on Early Childhood Care and Development of a meeting which developed and adopted a ‘Framework for an Inter-Agency Early Childhood Development Communication’.
 - The primary education programme continues to focus on capacity-building for primary education personnel, mainly teachers in rural areas and curriculum developers. Special attention is given to low cost educational materials development, including possibilities for community involvement in the preparation of teaching and learning aids. In primary education, there has been co-operation with other donor agencies, professional associations and NGOs, mainly DANIDA, UNDP, UNFPA, ISESCO, UNICEF, AGFUND, the European Commission, WHO, the Aga Khan Foundation, the BBC and the World Heart Foundation. Joint programmes have also been undertaken with professional associations such as the International Council of Associations for Science Educators (ICASE), Education International (EI) and with ADEA.
 - A consultation was held at Headquarters in March 1997 on the role of Education in Poverty Eradication with representatives of other agencies and from governments (UNDP, UNICEF, the World Bank, WHO, Netherlands co-operation, Malawi, Guinea and Sentro – an NGO in Mali). This was followed by an internal round table held with experienced personnel in the field during the 29th session of the General Conference. A draft framework for action has been prepared in co-operation with the Comparative Research Programme on Poverty (CROP), an NGO based in Norway and distributed to other UNESCO sectors and external agencies. UNESCO with the support of UNDP has undertaken a five-country study on education and poverty alleviation. The report has been printed and widely distributed.
 - Sixteen African countries participated in a symposium held in May 1997 in Nairobi, Kenya on the ‘Effectiveness of Curriculum Reform and Development’ sponsored jointly by ISESCO and UNESCO. A draft manual on curriculum reform has been prepared and circulated for comments. Steps are being taken to revitalize the African Association for Curriculum Developers. UNESCO is also an active partner in the curriculum reform process taking place in Ethiopia, Mozambique and Zimbabwe.
 - The UNESCO/DANIDA-supported Basic Learning Materials Initiative was progressing towards its objectives to assist countries in establishing sustainable mechanisms for the production and distribution of school books. Policy level meetings have been held in Malawi, Namibia, United Republic of Tanzania and Uganda and countries are working on their national policy for book development followed by training workshops and elaboration of training plans. Mongolia and Mozambique have reviewed the book sector and have now requested UNESCO support for the follow-up activities while Cambodia and the 14 countries of the South Pacific region are organizing their policy-level consultations respectively.
 - As a contribution to the development of teachers, UNESCO launched on World Teachers’ Day, A Reference Package for Teacher Education – Primary Level. The English version was completed and distributed mainly through workshops organized by the field offices in Africa and Asia. In response to the demand of Members States for UNESCO to assist the improvement of multi-grade teaching, a training package was prepared for primary-school teachers, including a video in French and training materials in both French and English. The UNESCO National Commission and the Royal Ministry of Education in Norway have been active partners with UNESCO in this multi-grade teaching programme. The countries

- involved in this programme, so far, are Lesotho, Niger, Philippines, South Africa, Sri Lanka and the United Republic of Tanzania along with the participation of the Commonwealth Secretariat.
- Preparatory work for the International Conference on Adult Education (CONFINTEA): preparation, administration and analysis of a questionnaire, copies of which were sent to Member States, NGOs and CONFINTEA partners; preparation of three working documents for the Conference including gender-sensitive education for a better world; co-ordination of the Literacy Thematic Group.
 - In the framework of the UNESCO/NGO Collective Consultation on Literacy and EFA: (i) organization of a subregional summit in Ouagadougou, Burkina Faso (17-21 February 1997) on education, with a view to developing the rights of children in co-operation with UNICEF and the 'Fondation droits de l'enfant'; (ii) organization of the NGO platform preparation of CONFINTEA; (iii) preparation of a feasibility study for the creation of an International Literacy Watch; and (iv) publication of a collective consultation newsletter and implementation of two operational projects in Senegal (OIEC – Functional Literacy for Parents in Catholic Private Schools), and in the Philippines (Expanding NGO Involvement in Functional Literacy for Women in Muslim Mindanao).
 - Launching of two studies on the impact of Non-Formal Education (NFE) in nine countries entitled 'Improving the quality of NFE in selected countries'.
 - Training for production of multi-channel learning kits (radio programmes; illustrated reading materials and video cassettes for poor women within the framework of the literacy and media component of the special project 'Promoting girls' and women's education in Africa'.
 - Under the special project for 'Promoting girls' and women's education in Africa', two regional workshops were organized (United Republic of Tanzania, 6-14 January 1997 and Côte d'Ivoire, 1-13 September 1997) to train 50 key material developers and radio programme producers from 16 countries to prepare, in their own respective countries, kits of gender-sensitive radio programmes and illustrated booklets. These resulted in 50 radio programmes and illustrated booklets responding to specific needs of poor rural women and girls, and their families. The materials and radio programmes have been translated into local languages and broadcast on national and rural radio as well as used in non-formal education learning centres. As an offshoot of this project, some countries such as Côte d'Ivoire and the United Republic of Tanzania are basing their programmes on reading materials for women and girls on this model.
 - *Gender-sensitivity, a training manual*, based on seven years of UNESCO field experience in Asia, Africa and the Arab States, was published and used as training material by different divisions in the Education, Social and Human Sciences, and Communication Sectors, the Culture of Peace Programme Unit as well as in different

UNESCO New Delhi Office

The UNESCO New Delhi Office in the last biennium has been concentrating its programmes on the progress and development of distance learning, reviewing the experience of the E-9 countries in teacher training and teacher education and the implementation of the three Rs in the formal school system. The national activity produced an important document 'In-Service Education of Primary Teachers: National Action Plan of India' and as a follow-up, a meeting was held in 1996 in Bangkok between the Asian Development Bank, UNESCO and the E-9 countries. This plan has laid down very strong foundations for the further development of distance learning using multimedia

systems, and, based on this document a further study was undertaken that produced other comprehensive and detailed project proposals on the interactive television programme. This project has attracted donor agencies such as the International Telecommunication Union (ITU), UNDP to collaborate with the Government of India and UNESCO. The project that will be piloted in Gujarat and Madhya Pradesh will be financially supported by UNDP, ITU and the Government of India with technical assistance from UNESCO. From this experience, we have learnt that the seed money received by UNESCO has been utilized effectively and efficiently to generate national projects.

The International Research and Training Centre for Rural Education (INRULED) in Baoding, Hebei province, China

National and international training courses were conducted and equipment was installed to develop its communication and information resources on training for rural areas. Training courses included the international training workshop on rural education for development to promote literacy and post-literacy education in developing countries in consonance with the goals of the Education for All (EFA) programmes. Besides senior Chinese officials, the experts in rural education from 18 countries attended, including six African countries. Other training included a national seminar on agricultural technologies to test

the use of modern agriculture technologies, such as water-saving greenhouses and other techniques and a subregional training workshop on strategies, policies and approaches for education of women and girls in rural areas. INRULED was also associated with a pilot project to provide rural women of the ethnic minorities of the Guangxi and Yunnan provinces with the necessary educational and agricultural skills to overcome poverty and improve their social status. It was also involved in a study on human resource development for rural township enterprises and rural economic development.

Special project 'Enhancement of learning and training opportunities for youth'

The six-year project 'Enhancement of learning and training opportunities for youth' launched in April 1996, offers marginalized youth, mostly in poor, urban areas, a second chance to acquire basic functional education, which consists of a mixture of income generation and life skills training. It focuses on the ability of disadvantaged youth to create their own productive activities and to improve their environment. A comprehensive range of learning material is being developed (distance education, radio, print, video, etc.) to encourage the development of both attitudes (empowerment, self-confidence, participation, solidarity, etc.) and vocational aptitudes.

Main results

The youth project is still at an early stage of project implementation but significant progress has been made in the following areas:

- substantial extrabudgetary funds raised (approximately US \$5 million);
- a comprehensive range of partnerships established with national and international NGOs, ministries, United Nations agencies, etc.;
- twelve operational projects financed and launched (Egypt, Georgia, Haiti, India, Lao People's Democratic Republic, Mongolia, Mozambique, Palestine, Philippines, Senegal, South Africa and Ukraine (Crimea));

- a wide variety of learning material developed, including distance education radio and print, instructional videos for skills training;
- training of national counterparts in areas like distance education learning material production, project management/administration, evaluation;
- sensitization programme developed, including setting up a website, contacts established with the media.

Most of these activities are of direct relevance to poverty alleviation and will, particularly in the case of the Lao People's Democratic Republic, pay considerable attention to girls and women.

Analysis of programme implementation and internal evaluation

Slow administrative support from Headquarters concerning transfer of funds and the absence of control over decentralized funds have been the main obstacles in ensuring an efficient project implementation.

Lessons learnt and implications for the future

Headquarters units should be quicker and more flexible in handling administrative/financial support to operational activities.

Member States with a view to enhancing activities in favour of women and girls.

- In collaboration with the Arab Organization of Agricultural Development, a series of 18 booklets produced at a UNESCO regional workshop, Amman, Jordan (1-14 April 1996) was published for distribution across the Arab States region.
- In collaboration with UNICEF, UNDP and Mauritius, an evaluation of the project, 'Basic Education for Adolescents', in Rodrigues, was undertaken. Based on a recommendation of the evaluation, a workshop was conducted by UNESCO to train youth and material developers and produced 18 illustrated booklets as prototypes.
- During the last two years in 1996 and 1997, eight major prizes have been awarded to candidates submitted both by Member States and international NGOs from a set of 64 candidatures:
 - three prizes to candidates from Latin America (Haiti, Mexico and Paraguay);
 - two prizes to candidates from African countries (Togo and Zaire);
 - two prizes to candidates from the Arab States (Algeria and Saudi Arabia); and
 - one prize to candidates from an Asian country (Philippines).

(2)

Improving the quality and relevance of basic education

- The *Basic Manual on Data Collection and Analysis* was produced and 250 copies were disseminated to Member States. The Manual has been highly appreciated by users in various countries as the first of its kind produced for literacy personnel. The Manual was used as primary training material at a subregional training workshop on 'Improving the Information Base on Literacy', which was organized in Bangkok, Thailand (28 November-6 December 1996) to train 25 senior level literacy personnel from nine countries from the Asia and the Pacific region in data collection and analysis, monitoring and evaluation of literacy programmes.
- The Joint UNESCO-UNICEF Monitoring Learning Achievement (MLA) project was successfully extended to some 18 additional countries during 1996-1997. National capacity-building programmes for a critical mass of trainers and trainees were carried out in all these countries through training workshops in project preparation, instruments

development, testing, data analysis and national report writing. Eight additional MLA final reports were completed during 1996-1997 (Kuwait, Lebanon, Mozambique, Nigeria, Oman, Slovakia, Sri Lanka and Zanzibar). A Handbook Monitoring Learning Achievement – Towards Capacity-Building was published in July 1997 bringing together the results from different country reports, training materials and prototype instruments. Partnership in the MLA project was extended to UNDP, the World Bank, IBRD, the Arab Fund and to other partner agencies. Additional resources were mobilized from these agencies for in-country activities.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(3)

Non-formal education for adult women and adolescents needs to be more strongly emphasized in UNESCO programmes notably in training and materials development. UNESCO's technical inputs are valued in the Member States as they can be put to immediate use. UNESCO inputs in this regard could be considered satisfactory. Nonetheless, these inputs need to be strengthened and continued, to the point where the Member States have developed a critical mass of technicians, to be fully self-reliant and able to conduct sustainable programmes independently.

(4)

UNESCO's technical collaboration with other United Nations agencies, notably UNDP and UNICEF, has been very useful to the target learners, but UNESCO has also to show some commitment to contributing towards the local or national follow-up of these activities.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(5)

UNESCO has a comparative advantage in non-formal education, in helping to devise national frameworks for concerted and integrated action in basic education. The Collective Consultation is a unique tool of co-operation and joint initiative with NGOs in EFA.

10

(6)

The major outcome of the consultation organized within CONFINTEA on literacy is that another goal setting is required for both UNESCO and its Member States to get away from eradicating illiteracy and work towards the making of literate societies and the creation of literate environments.

(7)

UNESCO's experience needs to be better disseminated and shared among thinkers and practitioners in non-formal education. For example, the papers prepared for CONFINTEA on women's education have now been used as training materials in programmes such as Women in Development, or International Development Programmes at various graduate

schools in the developing as well as developed countries. Similarly, the Basic Manual and the Manual on Gender Sensitivity have been in high demand. This indicates that UNESCO's reflection on non-formal education has been satisfactory and needs to be continued.

(8)

Women's education needs to be emphasized as a major action actively. Emphasis needs to be put on quality rather than on access only. Gender-sensitivity needs to be an integral part of programme content, materials and methods both in formal and non-formal education. Policy-makers need to be reoriented towards gender issues. Women's education must not be ghettoized but be an integral part of overall non-formal education strategy.

Programme I.2 - Reform of education in the perspective of lifelong education

I. MAIN RESULTS

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(9)

Education for the twenty-first century

International Commission on Education for the Twenty-first Century

Culminating three years of reflection and consultation, the report of the International Commission on Education for the Twenty-first Century, 'Learning: The Treasure Within', was available by the end of the biennium in some 20 languages, with more than a dozen further editions under production. Taking into account all editions, the report was published in at least 200,000 copies, not counting the 'Highlights', also widely distributed in all official languages of UNESCO and several other languages. Seminars,

conferences, and debates were organized in at least 40 countries on the report or aspects of it. There was extensive co-operation with National Commissions, for the publication in national languages, for the organization of seminars and debates at the national and local level, and for feedback on press coverage. As a follow-up to the report, a meeting was held with the Commissioners on 'Learning to live together', in September 1997, which will result in the publication of a book in 1998.

- Established early 1996, the Learning Without Frontiers Co-ordination Unit (LWF) has forged the conceptual development of learning without frontiers, the development of pilot projects, as well as capacity-building in UNESCO's Member States. In Zimbabwe five teacher-training colleges were connected to the Internet and 20 teacher trainers and others received training in how to use the installed facilities in education and learning. Mozambique received expert support in the preparation of a nationwide project to construct an environment of learning conducive to the social, economic and cultural dynamics of the country. LWF collaboratively published a 'Technology and Learning Portfolio' building upon the extensive partnership network that has been developed with United Nations agencies, NGOs, and others. In Costa Rica, the UNESCO Office in San José was instrumental in producing six audiovisual packages in six Central American countries about basic skills to create learning opportunities for illiterates. The LWF website provided a dynamic interface between LWF, its partners, and other change agents. About 75 per cent of all communication by the unit took place through the website and e-mail.
- In Israel a course took place for participants from several countries (including Bangladesh, India and Morocco) on

- how to use interactive television for in-service teacher training. A transnational consortium was established (including the NGO Collective Consultation on Literacy and Education For All, the International Community Education Association, UNICEF, Save the Children, USAID) which is developing during the 1998-1999 biennium a project supporting pedagogical and sociocultural innovations in community schools and community development. During the biennium, LWF organized more than 20 in-house informal discussion meetings covering a wide range of topics related to the work of the Unit.
- The fourth edition of the *World Education Report*, having as its theme 'Teachers and teaching in a changing world', was prepared during the 1996-1997 biennium, and published in English, French and in official languages during 1998.

(10)

Renovation of general and vocational education

- Following a seminar organized on the topic of school-level citizenship education in Ashgabat (April 1996) the participants attended a Seminar on Parliamentarianism and Democracy organized by the Austrian National

12

- Commission for UNESCO in Vienna (January 1997) during which contacts were further developed between European and Central Asian officials responsible for citizenship education.
- The seventh meeting of Latin America and Caribbean Education Ministers (MINEDLAC VII, Kingston, Jamaica, May 1996) produced, *inter alia*, a recommendation for a ‘Major Project in Secondary Education’ for the region, which is currently under development using a subregional approach.
 - As a follow-up to a 1995 Asian Development Bank study on *Secondary education in the Asia-Pacific region, 1960 to 1990* prepared by the Asia-Pacific Centre for Educational Innovation and Development (ACEID) and the Colombo Staff College (Manila) national studies on the reform of secondary education were prepared for use in development in seven countries of the region.
 - As a result of a planning seminar initiated in September 1997 by UNESCO for the Government of Cambodia, the Asian Development Bank is undertaking an expert review of secondary education in the country, as the first phase of a longer-range development activity.
 - A ‘Model schools’ project, emphasizing learner-centred curricula and more flexible assessment measures, was introduced in pilot secondary schools in six Pacific Member States, and is planned for phase-in in several more countries of the subregion in 1998-1999.
 - Based on the project ‘Changing the culture of the classroom’ which aimed at inculcating an atmosphere of non-violence in the schools, plans for its wider piloting in the Caribbean subregion were developed among the UNESCO Offices of Port-of-Spain, Bridgetown and Kingston.
 - Two projects to reach the unreached raised educational and career horizons in Mauritius and in Andhra Pradesh (India): in Mauritius, through the project ‘Lifelong empowerment for the individual’, school drop-outs and semi-literate adults received literacy training benefited from recognition of prior learning, and received on-the-job or community training. In Andhra Pradesh hitherto underserved populations, especially women, received training at village fairs and through workshops.
 - The consultations and working papers produced through preparatory regional consultations in Africa, the Arab States, Asia and the Pacific, Europe, and Latin America and the Caribbean regions have made a positive contribution to the Declaration and Recommendations of the 45th session of the International Conference on Education (Geneva, 30 September-5 October 1996) and the conclusions of the major debates during the Conference.
- (11)
- The 1997 APEID International Seminar on Innovation and Reform in Teacher Education for the Twenty-First Century (Hiroshima, Japan, September 1997), on the specific topic of ‘Teacher Education for the Effective Use of New Information Media in the Schools’ has demonstrated, as a major topic of debate, the cost-effectiveness of the new pedagogically-oriented technologies, especially for low-income population groups.
 - A ten-module teacher education package for teacher educators of environmental education was published under the title *Learning for a Sustainable Environment* and disseminated in the Asia and the Pacific region and beyond. The networking of educators interested in using and developing the package was reported to be increasing.
 - The Caribbean Review organized by UNESCO for participants from some ten countries (Kingston, Jamaica, February 1996) covered a range of issues related to the training and status of teachers, including ‘Society’s expectations of the teacher’ and ‘Society’s obligation to the teacher’. Teacher participation in decision-making and teachers in environments of school violence were later reflected in other settings, notably in the recommendations of the International Conference on Education organized by the International Bureau of Education (IBE) (Geneva, 1997) and in the project ‘Changing the culture of the classroom’.
 - Teacher participation in educational decision-making also emerged as a major recommendation of the joint ILO/UNESCO Seminar on the Status of Teachers for participants from seven francophone and lusophone African countries (Dakar, Senegal, June 1997). National follow-up studies based upon priority areas identified in the seminar are planned for 1998-1999, including studies on the status of women teachers.
 - The first joint ILO/UNESCO Seminar on the Status of Teachers in the Arab States (Amman, Jordan, October 1997) produced numerous recommendations including the encouragement of the ‘trend of Arab countries towards adopting teacher-preparation programmes of four-year duration, at least, after secondary school (baccalaureate)’.

- The main results of the Fourth Special Session of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers (CEART, Paris, September 1997) consisted of a series of recommendations to the Governing Bodies of ILO and UNESCO, including a better processing by CEART of allegations by teachers' organizations against governments related to the provisions of the ILO/UNESCO Recommendation, the information on the ILO/UNESCO Recommendation on the Internet and a better collection, among UNESCO and other IGOs, of policy-oriented teacher indicators for decision-makers. A major study on teacher indicators, commissioned by UNESCO for use by CEART and entitled: *An Improved International Information System on the Status of Teachers* has been made available to IGOs including ILO, OECD, UNICEF and the World Bank.
- (12)
- Sixty education decision-makers from 13 French-speaking West African countries and 19 Latin American countries were trained to formulate national plans on the implementation or development of programmes of education for the prevention of HIV/AIDS, during the two UNESCO regional seminars on HIV/AIDS and education within the school system held in Dakar, Senegal, April 1997 and Santiago, Chile, September 1997. With the support of Japanese funds-in-trust, a regional workshop for Asia on drug abuse and HIV/AIDS prevention was held in Beijing, China, August 1997. A regional workshop for Latin America on school health and HIV/STD prevention was organized jointly with WHO and Education International in Costa Rica, in November 1996.
 - With the financial contribution of the German National Commission, publications were produced and young people from Argentina, Namibia, Paraguay and Tunisia sensitized by means of training workshops and seminars on the importance of preventive education and the roles they can play in reducing the demand for drugs among their peers.
 - Within the framework of the UNESCO/European Commission PEDDRO Project II for the networking of information in the field of prevention of drug abuse through education, 15 fellowships for the exchange of practices and experiences in the field of preventive education against drug abuse were awarded to candidates from Cyprus, Egypt, Lebanon, Morocco, Palestinian Autonomous Territories and Tunisia. Sixteen thousand copies of the two issues of the PEDDRO Newsletter were produced in Arabic, English, French, Russian and Spanish.
- (13)
- UNESCO, in collaboration with UNDCP, launched an International Campaign on Youth Mobilizing Youth for a Twenty-First Century Free of Drugs with the participation of 36 young people between the ages of 17-28 from 25 different countries. A Youth Charter for a Twenty-First Century Free of Drugs was adopted on the same occasion and will be presented at the United Nations General Assembly special session on drugs in June 1998.
- In the field of reforming and popularizing science and technology education (STE), the following series of meetings have been organized:
 - Advisory Meeting on Science, Technology and Environmental Education, UNESCO Headquarters, 16-18 September 1996;
 - Project 2000+ Steering Committee meeting (UNESCO, UNEP, UNICEF, World Bank, Commonwealth Secretariat, International Council of Associations for Science Education (ICASE), International Council of Scientific Unions (ICSU), International Organization for Science and Technology Education (IOSTE), Gender and Science and Technology (GASAT), World Council of Associations for Technology Education (WOCATE)), UNESCO Headquarters, 15-16 May 1997;
 - Two subregional training workshops on science, technology and environmental education in Lahore, Pakistan, 5-10 April 1997, and Mar del Plata, Argentina, 22-26 April 1997;
 - Training workshop on low-cost equipment, Lusaka, Zambia, 26-30 May 1996;
 - Second International Workshop Schola Ludus: Science and Public, Bratislava, 28-29 June 1996, in collaboration with the Schola Ludus Foundation;
 - Contribution to the second Jerusalem International Science and Technology Education Conference (JISTEC 96) on Technology Education for a Changing Future: Theory, Policy and Practice, Jerusalem, 8-11 June 1996.
 - In order to promote information sharing among science and technology teachers at a global level, the following actions were undertaken:
 - Preparation of the new UNESCO Resource Kit on Science and Technology Education;
 - Elaboration of a website on Science and Technology Education under the UNESCO Homepage;

Special project 'Scientific, technical and vocational education of girls in Africa'

Main results

Within the framework of the special project on 'Scientific, technical and vocational education of girls in Africa', the following actions were undertaken:

- national surveys were completed in 21 countries: Benin, Burundi, Chad, Ethiopia, Ghana, Kenya, Malawi, Mali, Madagascar, Mozambique, Namibia, Niger, Nigeria, Senegal, South Africa, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia and Zimbabwe;
- a special issue of the *International Science, Technology and Environmental Education Newsletter CONNECT*, was devoted to the theme of gender and science and technology education;
- support was given for participation of African women in an international workshop for improving the access and achievement of girls in science and technology, Mauritius, 17-22 June 1996;
- a subregional workshop for English-speaking countries on scientific, technical and vocational education of girls in Africa was organized in Harare, Zimbabwe, 8-12 September 1997, for 31 governmental and non-governmental specialists in the field (from three NGOs: GASAT, TWOWF and FAWE and 14 countries) proposing concrete actions for making curricula, textbooks and teacher training more gender-sensitive,

as well as addressing sociocultural constraints and negative role modelling which impede women's access to scientific, technical and vocational education and training.

Analysis of programme implementation and internal evaluation

The special project on 'Scientific, technical and vocational education of girls in Africa' has achieved a solid research base for future activities already prepared. However, limitations in funding is hampering the full operationalization of the project, as no extrabudgetary funds have been raised as yet.

Lessons learnt and implications for the future

Within the framework of promoting the access of girls to scientific, technical and vocational education, emphasis will be put on motivation-raising campaigns to sensitize girl pupils to continue studying science and embarking on scientific careers, and to demonstrate to parents, teachers, employers as well as society at large the importance of participation of women in the development of science and technology. Emphasis will also be put on the revision of educational materials and training of teachers to avoid stereotyping in scientific, technical and vocational education.

- Publication of *Innovations in Science and Technology Education*, Vol. VI on the theme of Scientific and Technological Literacy, and Vol. VII on the theme of Gender and Scientific, Technical and Vocational Education;
- Revision of two monographs on Scientific and Technological Literacy (STL) in formal education and Scientific and Technological Literacy (STL) in non-formal education;
- Preparation of a slide kit on technology education for developing countries;
- Publication and worldwide dissemination of three issues in seven languages of the new *CONNECT* resulting from the merger of the former *Environmental Education Newsletter*

CONNECT and the *INISTE Bulletin* which becomes the *International Science, Technology and Environmental Education Newsletter CONNECT*.

(14)

International Project on Technical and Vocational Education (UNEVOC)

- UNESCO's programme activities in the field of technical and vocational education (TVE) in the 1996-1997 biennium were mainly carried out under the International Project on Technical and Vocational Education (UNEVOC) on the basis of three main programme areas corresponding to the needs of Member States:

- (15)
- (i) *Fostering international exchange of ideas, experience and studies on policy issues*
- An international workshop on technical and vocational education (TVE) rural development was held in Ottawa, Canada and future strategies and recommendations to the governments of Member States were formulated.
 - Two subregional workshops were held in Moscow, Russian Federation and Budapest, Hungary in March 1997: issues related to development and improvement of TVE systems in the countries in transition to a market economy were addressed. A set of proposals were made for Member States' governments and for more co-ordination among the participating countries.
 - In Asia and the Pacific, two workshops on TVE policy development were held in Melbourne, Australia (November 1996), and in Baoding, China (April 1997): a framework for strengthening infrastructures for policy development and implementation of TVE for economic development in the region was formulated.
 - In the Arab States, three symposia took place, one each in Amman, Jordan (August 1996); Beirut, Lebanon (November 1996); Kuwait (December 1996). Issues such as vocational guidance, linkage of TVE to the world of work, as well as strengthening co-operation among UNEVOC Centres were addressed.
 - The theme 'Adult Learning and the Changing World of Work' was included in the fifth International Conference on Adult Education (CONFINTEA V) which took place in Hamburg, Germany in July 1997. Promoting the right to work-related adult learning, ensuring access to adult learning for different target groups, and diversifying the content of work-related adult learning were discussed in the Conference.
- (16)
- (ii) *Strengthening national research and development capabilities*
- The training of teachers and trainers in technical and vocational education was dealt with by an international round table on training of teachers/trainers in TVE in Curitiba, Brazil (April 1997), and two regional meetings in Islamabad, Pakistan (October 1996) and Abu Dhabi, United Arab Emirates (March 1996). A *Guidebook for Technical and Vocational Education, Teacher Education and Curriculum Development and Adaptation* was produced consequently.
 - A subregional seminar was organized in Nairobi, Kenya in September 1997 in order to assist African Member States' efforts in developing a broad-based national policy framework. UNEVOC also sponsored national conferences on TVE policy in Azerbaijan (September 1997) and Costa Rica (November 1997).
 - Co-sponsored by the Government of Japan, an international expert meeting on the promotion of linkage between technical/vocational education and the world of work took place in Tokyo, Japan (February 1997) and concentrated on the impact made by the globalization of economy on education and on the application of new training and information technologies. At the same time, a subregional seminar for key personnel on co-operation between educational institutions and enterprises in technical and vocational education was held in Ouagadougou, Burkina Faso (February 1997).
 - Development of methodologies in TVE curriculum development has been done through several regional and national activities. A core monitoring group was established in the Asia-Pacific region to monitor and evaluate the implementation and adaptation of an exemplar curriculum for entrepreneurial skills in small business. The exemplar curriculum produced was adopted and translated into Chinese, and used on a trial basis in a number of vocational schools in China. Similar regional meetings on curriculum design for TVE were also organized in Lomé, Togo (May 1996) and Amman, Jordan (September 1996).
 - To deal with the problem of growing unemployment and disenchantment among young people, a pilot project was launched in Nepal with the participation of the UNEVOC Centre in Australia to assist the government in establishing a vocational training centre.
 - Advisory services were also provided to a number of Member States including Azerbaijan, Benin, Bosnia and Herzegovina, Botswana, Haiti, Lebanon, Nepal, Republic of Serbia, Saudi Arabia, United Republic of Tanzania, United Arab Emirates, etc.
- (17)
- (iii) *Facilitating access to databases and documentation; strengthening the UNEVOC network*
- Eight issues (Nos. 6-13) of the Newsletter *UNEVOC INFO* were disseminated to several thousand recipients in English, French, Arabic and Spanish during this biennium.

Evaluation of the UNEVOC project

Purpose and objectives of the evaluation

An external evaluation was undertaken from June 1996 to February 1997 and covered the first phase of the UNEVOC project (1992-1997) with the purpose of providing information to the 29th session of the General Conference in order to decide about the future of the project.

The evaluation aimed at considering the following aspects: (i) the relevance of the project's objectives to Member States' needs; (ii) the effectiveness and efficiency of its activities; (iii) the impact of the project activities on national initiatives and other technical and vocational education programmes and on UNESCO's own educational programmes; and (iv) the constraints and obstacles faced by the project, as well as recommendations for its future.

Methodology

A critical review of the documentation on the history of the project, its activities and publications.

A survey based on 1,000 questionnaires sent to UNEVOC Centres, National Commissions for UNESCO, Permanent Delegations, and to participants of UNEVOC activities.

Sixty-two interviews undertaken with individuals working in National Commissions for UNESCO, UNEVOC project staff, field offices, UNESCO Headquarters' staff, government officials and experts, and participants to UNEVOC activities.

Main results

Although the project action had reached only a fraction of the people involved in technical and vocational education, and had assisted in a small part of the world needs, the UNEVOC project has achieved some success in bringing information, case-studies and curricula to the wide range of people involved with TVE at

a low cost in many developing and least developed countries. The project has also had a multiplying effect in creating the impetus for new activities and a dragging effect on some governments in bringing them to revise their plans in TVE, and on many organizations in sharpening their interest in new training methods in this area.

Main recommendations

It is recommended that UNESCO should have as a priority the continuance of the UNEVOC project, but modify it to better meet the needs.

The project should focus its activities more effectively and decide on priorities for action, which relate closely to the available resources. UNESCO should further analyse the needs in TVE areas and adopt a firm policy of systematic and periodic consultation at regional and national levels. It has to deal in an effective manner with gender issues and should continue its activities in this regard.

In order to make the network more active, UNESCO should ensure that the designation of any UNEVOC Centre is subordinated to some conditions: specific agreements which clarify roles and outline expectations; location of these Centres in TVE institutions, appropriate equipment and facilities for the Centres to fulfil their functions.

The project should bring action closer to regional and national levels and involve more TVE knowledgeable personnel, by using available resources at the national and community levels, in the decision-making process and in the implementation of TVE activities.

The project should remain an integral part of UNESCO with a more permanent structure while enhancing the co-operation between ILO and UNESCO.

The number of positive comments indicated the value of this periodical, particularly in less privileged areas where access to information on international development in technical and vocational education was limited. In addition to the comprehensive List of UNEVOC Publications containing approximately 50 titles, new documents including ten monographs in the series of *UNEVOC Studies in Technical and Vocational Education* have been produced and disseminated since 1996.

- Concerning the worldwide network of national institutions actively involved in planning, research and development in technical and vocational education, the *UNEVOC Directory* now lists more than 150 UNESCO Centres and UNEVOC Associate Centres in some 100 Member States. In addition, some regional and subregional mechanisms of co-operation have developed, based on the initiatives of UNEVOC. UNEVOC also offers information through the World Wide Web with a brochure entitled *UNEVOC on the World Wide Web* which has been disseminated.
- To facilitate the access of UNEVOC Centres to information resources, a Regional Clearing House and Electronic Communication Network for Asia and the Pacific was established. In order to improve access of UNEVOC Centres to the Internet, a number of training workshops were organized (Manila, Philippines (March 1996), Baoding, China (July 1997) and Cotonou, Benin (June 1997)) which provided training to resource people of UNEVOC Centres in the setting-up of electronic networking and use of software.
- New Statutes of the International Advisory Committee for the International Project on Technical and Vocational Education (UNEVOC) were adopted by the Executive Board at its 149th session (May 1996). At the fourth session of the Committee held at Headquarters in March 1997, the implementation of the UNEVOC project was reviewed and a set of recommendations was submitted to the Director-General for further improvement.

(18)

Higher education and development

UNITWIN/UNESCO Chairs Programme

- The UNITWIN/UNESCO Chairs Programme continued to arouse growing interest among Member States. In December 1997, there were some 255 established UNESCO Chairs with another 91 under consideration. At the same

date, there were 64 established networks and another 24 projects under consideration. Some major networks of worldwide repute are participating in this programme, which is highly prized for its flexibility and accessibility.

- The internal evaluation report published in July 1996, supported by the recommendations of the Advisory Group on Higher Education, highlighted the considerable impact of the programme in relation to the financial resources granted by UNESCO. It recommended that activities should be continued while strengthening the international dimension and intellectual co-operation within the framework of closer partnership with governments, NGOs and IGOs. In addition, it was suggested that, while decentralizing management, priority should be given to the establishment of networks in such areas as the education sciences, teacher training and the use of new technologies.

(19)

World Conference on Higher Education

- As part of the preparations for the World Conference, four regional conferences were held in Latin America (Havana, November 1996), Africa (Dakar, April 1997), Asia and the Pacific (Tokyo, July 1997) and Europe (Palermo, September 1997). These consultations resulted in the adoption of Declarations and Action Plans, as well as policy papers taking regional specificities largely into account.
- In collaboration with the Russian Federation, UNESCO convened the second International Congress on Education and Informatics (EI'96): Educational Policies and New Technologies in Moscow, from 1 to 5 July 1996. The Congress adopted a Declaration in which it stressed the need to strengthen the role played by UNESCO at world level in encouraging the introduction and application of new information and communication technologies in education systems. One of the main recommendations concerned the establishment of a UNESCO Institute for Information Technologies in Education (IITE) in Moscow.
- Three workshops on university teaching were held at the Dakar Regional Office for French-, English- and Portuguese-speaking countries. With regard to the production of teaching materials, a handbook entitled *A Guide to Sustainable Book Provision* was published.
- Regular sessions were held of the committees established for the application of the Regional Conventions on the Recognition of Studies, Diplomas and Degrees in Higher Education: Europe region, Rome, Italy (15-17 June 1997); Arab States region, Beirut, Lebanon (17-18 June 1997);

and Asia and the Pacific region, Seoul, Republic of Korea (8-10 September 1997). In all, 120 Member States have ratified these conventions.

- Two new international instruments were approved: (a) the Convention on the Recognition of Qualifications concerning Higher Education in the European Region was adopted by the Diplomatic Conference held jointly with the Council of Europe in Lisbon, Portugal (11 April 1997); and (b) the Recommendation concerning the Status of Higher-Education Teaching Personnel (11 November 1997) was adopted by the General Conference of UNESCO at its 29th session.
- The third edition of the *World Guide to Higher Education* was published in 1996. The thirtieth multilingual edition of *Study Abroad*, prepared by the IBE and the Division of Higher Education, was published in 1997, and is also available on CD-ROM. A web page on the Internet devoted to UNESCO's activities concerning academic mobility and the recognition of studies and degrees in higher education was created and made available to the public in October 1997.
- The collective consultation of NGOs on higher education adopted its Global Action Plan with 13 priority themes, including globalization, the world of work, higher education policies and institutional development. Fifty-two NGOs signed the Framework Agreement of the fifth Consultation which dealt with the topic 'The Consequences of Change for Graduate Employment'. The Collective Consultation of NGOs played a key role in the preparations for the World Conference on Higher Education.
- Circulation of the *Policy Paper for Change and Development in Higher Education* has continued: 600 copies were published to meet the demand. Following publication of the book on *Higher Education and Research at the Turn of the New Century*, a round table was held in Tokyo in September 1997 on the relationship among research, policy and practice in higher education. A report is being prepared on world higher education statistics for the period 1980 to 1995.

(20)

Reform and reconstruction of education systems

- UNESCO has continued its co-operation with its Member States for the reconstruction and development of their education systems by providing upstream technical assistance at the national level. In this connection, services were provided to some 20 countries in one (or more) of the following four areas: (i) the design of sustainable education policies and development programmes, as well as the elaboration of action plans for the reconstruction of education systems; (ii) the strengthening of national capacity for policy and programme elaboration and implementation; (iii) facilitating policy dialogue between the administration, decision-makers, donors and civil society at large; and (iv) the mobilization of international partners for funding of strategic programmes and projects, including the preparation of round tables.
- Activities were concentrated mainly in the Africa region (12 countries) and the least developed countries (12 LDCs), as well as countries currently undergoing reconstruction in post-conflict situations (ten countries). Extrabudgetary funding in the amount of approximately US \$5 million was raised in support of these activities, in particular from UNDP.
- Assistance was provided in the field of educational facilities, due to the fact that many countries have a pressing need to reconstruct, expand and reform their education systems. Several countries (Chile, Haiti, Morocco, Palestine and Saudi Arabia) received assistance for the formulation of national policies, as well as for defining national norms and standards for the provision of educational buildings and furniture, including their maintenance. Assistance was also provided to countries for reconstruction in post-conflict situations, including the rehabilitation and construction of schools in Iraq (as part of the United Nations 'Oil-for-Food' plan), the Federation of Bosnia and Herzegovina and the Palestinian Authority.
- New international partnerships were initiated or reinforced in the area of educational policy development, to complement country-oriented activities. In the context of priority support to Africa, the Organization has been actively involved with the Association for the Development of African Education (DAE), assuming the role of lead agency for the Working Group on Education Sector Analysis (WGESA). WGESA completed a review of more than 225 education sector studies in Africa entitled *Analyses, Agendas and Priorities for Education in Africa*, which was published by UNESCO in 1996. Following consultations which took place during the previous biennium, a new programme was elaborated as a mobilizing factor for the pooling

of pilot initiatives with a view to improving education sector analysis practices in the region. During the last year WGESA has promoted two reviews on sector analysis (Burkina Faso and Zimbabwe) and provided expertise in education sector analysis to external agencies responsible for the initiation of education sector projects in specific countries in the Africa region.

- UNESCO has published, in co-operation with the Nordic Association for the Study of Education in Developing Countries (NASEDEC), a monograph entitled *Education Reform in the South in the 1990s* which focuses on structural and subsector reform, curriculum reform and the contribution of research to improved policy-making and practice.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(21)

Despite its limited staff and financial resources, the LWF Unit managed to initiate and implement a considerable amount of activities towards conceptual development, capacity development and implementation of pilot projects. The limited resources were overcome by seeking close partnership with National Commissions, NGOs, several United Nations agencies, field offices and other units and divisions in UNESCO. Electronic communications have greatly enhanced the capacity of the Unit to build partnerships as well as significantly reduced the costs of communication that would have otherwise been made. At the same time LWF was hindered by the insufficient electronic communication infrastructure at UNESCO Headquarters and worldwide in terms of speed and reliability. This was partially overcome by assessing the Internet service providers in Paris by modem. About 20 per cent of LWF's staff time was invested in answering queries from Member States.

(22)

The Ashgabat seminar on citizenship education in Central Asia and its follow-up through the resources of the National Commission of Austria for UNESCO provides an interesting model for interregional co-operation on a topic of common concern. Further follow-up, linking the progress made with the networking available through the UNESCO Bangkok Office, is planned for 1998-1999.

(23)

Due to austerity measures, the timetable of the CEART Fourth Special Session (Paris, September 1997) and the number of studies commissioned for the session had to be significantly curtailed; however, a streamlined agenda and intensive use by CEART of existing studies, such as those which had been commissioned in preparation for the 45th session of the International Conference on Education, produced satisfactory results.

(24)

Most of UNESCO's activities in the field of HIV/AIDS and drug abuse preventive education in 1996-1997 have been funded through extrabudgetary funds. Through the regional seminars, synergy has been created at regional level, with full involvement of the Dakar and Santiago Offices, as well as between officials from ministries of education, ministries of health and non-governmental organizations. National Commissions have been involved in all activities undertaken in HIV/AIDS and drug abuse preventive education. Inter-agency collaboration is being further strengthened with UNAIDS and UNDCP, particularly through the ACC Subcommittee on Drug Control within the framework of the new System-Wide Action Plan on Drug Control; UNESCO is Task Force Manager for the Plan of Action on Drug Abuse Prevention in the School Environment.

(25)

Following the process of reforming and popularizing science and technology education (STE), the framework of action was enlarged to put more emphasis on the impact on national development through inclusion of areas of human activity upon which the well-being of society depends, such as health, food and agriculture, environment, energy resources, land, water, industry and technology, information transfer, social responsibility, etc. A series of activities in the field of capacity-building and training for curriculum planners, teacher educators and in-service teachers, development of educational materials and exchange of information and networking were planned and prepared within this broadened scope, but their implementation was restrained because of limited funding.

(26)

The merging of the *Environmental Education Newsletter CONNECT* and the *INISTE Bulletin* to become the *International Science, Technology and Environmental Education*

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Newsletter CONNECT allowed the promotion of the new integrated approach to science and technology education emphasizing societal issues such as environmental protection and health promotion to a much larger public.

(27)

New impetus was given to Project 2000+: Science and Technology Education, notably through the organization of its Steering Committee meeting and the preparation of a series of activities for presentation to extrabudgetary donors.

(28)

The UNEVOC project has been well received by the Member States since it was launched in 1992. So far, more than 130 Member States, particularly the developing and least developed countries have benefited from participating in UNEVOC activities. With UNESCO's new profile in the field of technical and vocational education, the Organization has apparently become a more attractive partner for Member States.

(29)

As a result of the activities carried out during the 1996-1997 biennium, programme implementation has, on the whole, been fairly good. In several regions activities under the UNITWIN/UNESCO Chairs Programme have helped to build up the capacities of institutions in the developing countries through more active inter-university co-operation. This was borne out by the internal evaluation.

(30)

By adopting the regional conference approach in making preparations for the World Conference on Higher Education, UNESCO achieved a deeper level of mobilization and involvement not only among universities and other institutions of higher education, but also among the NGOs that help to boost the impact of its work in the regions and among decision-makers.

(31)

The second International Congress on Education and Informatics: Educational Policies and New Technologies (Moscow, July 1997) made it possible to pinpoint the increasingly important role that these technologies have to play in the context of rapid environmental changes.

(32)

Following a period of transition and internal organization and in spite of increasing staffing and budget constraints,

the new Division ED/ERD has, during the biennium, succeeded in contributing to the development of UNESCO's presence in countries requiring priority attention. Examples include contribution to the preparation of donor round tables in African least developed countries, such as Benin, Republic of Congo and Mali, sector assessments and reviews and national capacity-building activities in countries in post-conflict situations (Albania, Bosnia and Herzegovina, Cambodia and Rwanda, etc.). Activities for the early rehabilitation and reconstruction of schools played a useful role in post-conflict situations as they are essential for the restoration of education and also serve as a signal of hope and a return to stability.

(33)

Collaboration with other United Nations agencies was reinforced for the implementation of activities. In order to respond to the Member States concern concerning global poverty alleviation and human development policies, the Organization worked closely with UNDP and other United Nations agencies in Guinea and Mauritania for the elaboration of integrated human development strategies and programmes. Co-operation for upstream activities has been strengthened with both the World Bank and UNDP, particularly within the framework of UNSIA.

(34)

As co-operation with Member States and partner agencies at the national level requires professional backstopping in the field of education reconstruction and development, the lack of staff and increased regular budget constraints have seriously hampered implementation of certain activities and reduction in the Division's capacity to reply to demands. This problem was partly overcome by resorting to large inputs from extrabudgetary resources and related FITOCA and TSS 'earnings'.

(35)

Furthermore, in line with the Organization's policy to decentralize, activities have increasingly been transferred to UNESCO's field units or have been undertaken jointly between Headquarters and the field.

(36)

The activities of the Architecture for Education Section have been particularly successful in view of the fact that three main field offices have professional counterpart staff in this

field. In the field of sector policy and programme development, decentralization is hampered frequently due to the lack of competent staff in the field units and/or confusion concerning the distribution of roles between Headquarters and the field.

(37)

The implementation of new regional and international partnership activities, such as WGESA/ADEA and co-operation with NASEDEC has proved to be instrumental in exploring alternative ways for pursuing the objectives of the subprogramme. For example, the activities of WGESA, in particular through the review of education sector studies undertaken in sub-Saharan Africa have permitted the mobilization between governments, researchers and donor agencies concerning the serious issues related to the limited accessibility, quality and utility of such studies, which were mainly externally funded and conducted.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(38)

Although significant improvements were achieved, the electronic communication infrastructure in the Organization (in Paris and worldwide) and the human capacity to use it effectively, should receive a higher priority in order to reduce loss of time due to breakdowns and poor use of the system.

(39)

In view of the diversity of secondary education and of the shared culture and experience of neighbouring countries dealing with secondary education reform, a subregional approach to the planning of reform seems increasingly warranted and particularly appropriate for UNESCO, among United Nations bodies, to initiate, as shown by the promising experiences of subregional initiatives in Central Asia and in the Pacific region.

(40)

CEART, during its Fourth Special Session (Paris, September 1997) called attention to an international dearth of policy-oriented teacher-indicators which would give decision-makers a more accurate profile of the teaching profession worldwide. It recommended that efforts to improve the collection of this fundamental information be linked to

initiatives such as the new UNESCO Institute for Statistics. This recommendation has long-range implications for UNESCO and for its partners in data gathering (including ILO, OECD and UNICEF), and will be materialized during the 1998-1999 biennium.

(41)

Due to the serious nature of the problems of drug abuse and HIV/AIDS, and the increasing demand for UNESCO's assistance to Member States in preventive education programmes and activities at local, national and subregional levels, HIV/AIDS and drug abuse preventive education must be included in pre-service and in-service teacher training as well as in vocational education curricula in the Member States.

(42)

Efforts will be continued for making science available to all primary- and secondary-school students, and for promoting a basic scientific and technological curriculum which can provide both for the needs of those pupils who will enter into working life, and those who will continue to study scientific and technological subjects in secondary and higher education. Increased emphasis will be put on teaching scientific skills and cognitive processes related to scientific problem solving. Science teacher pre-service and in-service training for technology education will be enhanced in the light of increasing demands made on the science teacher.

(43)

Efforts will be continued in promoting broader partnerships with other agencies and NGOs in popularizing science and technology and promoting scientific and technological literacy. Information sharing will be reinforced, notably through the *International Science, Technology and Environmental Education Newsletter CONNECT*, and by making exemplary educational material available on the Internet.

(44)

Taking into account the recommendations made by the UNEVOC International Advisory Committee, a draft strategy on UNESCO's future role in the development of technical and vocational education will be submitted to the General Conference at its 30th session. It will, in particular, seek to develop a long-term technical and vocational education programme as from the year 2000.

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(45)

It is through active partnership, involving both the governments of states and governmental and non-governmental organizations, that UNESCO will create optimum conditions for the success of its action on the ground. The UNITWIN/UNESCO Chairs Programme is one of the best examples of this partnership.

(46)

Based on experience gained during the biennium, the sub-programme will aim at reinforcing the Organization's capacity to respond to the increasing demands from Member States through diversification of the services provided to them. In addition to traditional technical assistance methods, expert networks at the regional level will be established in order to enable UNESCO to act as an interface between the requests received and existing expertise. Decentralization of activities to the field units will also be reinforced by the establishment of backstopping

guidelines and documentation for use by field staff and consultants.

(47)

Taking into account the successful co-operation with institutions such as ADEA and NASEDEC, a special effort will have to be made to reinforce international partnerships in educational policy development with a view to promoting and expanding national leadership and capacities, as well as to help to improve the practices of the funding agencies in this area.

(48)

The experience gained by the programme for educational buildings will be further consolidated, particularly in respect of decentralization of responsibilities at the local level and in respect of interdisciplinary and inter-agency action for the reconstruction of education systems in emergency and post-conflict situations.

UNESCO International Bureau of Education

I. MAIN RESULTS

- (49)
- On the basis of UNESCO's Medium-Term Strategy and a critical analysis of the Bureau's experience in previous years, the IBE Council, when approving the IBE's strategy of action for 1996-2001, focused its activities on the performance of three main functions, namely: (i) to play its role as an observatory of the evolution of educational structures, contents and methods; (ii) to promote the advancement of knowledge of educational processes and developments in the field of pedagogy; and (iii) to serve as a forum of dialogue between decision-makers, researchers, educators and other partners in the educational process.
 - The IBE organized the 45th session of the International Conference on Education (ICE) on the theme 'Strengthening of the role of teachers in a changing world' (30 September-5 October 1996). One hundred and thirty-five Member States of UNESCO, two Associate Member States, five non-Member States, Palestine, and 52 organizations of the United Nations system, intergovernmental organizations and non-governmental organizations took part. In all, 899 participants, including 748 delegates, of whom 60 were ministers and 24 were deputy ministers of education, and 151 representatives and observers, attended the 45th session of the ICE. It adopted the Declaration and recommendations of the Conference and took note of the resolution adopted by the Group of Experts on the International Standard Classification of Education and of the conclusions of the major debates. The Conference also decided to join in the appeal made by the representatives of developing countries, including the nine high-population countries, to international organizations and donors to support education projects implemented in developing countries, and especially in Africa. The participants celebrated the thirtieth anniversary of the adoption of the ILO/UNESCO Recommendation concerning the Status of Teachers and International Teachers' Day. Several non-conference meetings, especially the meeting of the nine high-population countries and the Workshop on Education for All through the 1990s, were organized and formed a useful complement to the discussions on the central theme of the ICE.
 - To promote the advancement of knowledge of educational processes, the IBE undertook a number of research projects, including the project 'What education for what citizenship?' designed to investigate the various forms that democratic citizenship may take in different societies. Under this project, analysis of the survey conducted in 34 countries of the various regions brought out the mental representations, values and functional knowledge of democracy, human rights and human development prevailing in countries with very different philosophies and social, cultural and economic particularities. Test and evaluation projects based on the findings of the international survey were launched in 12 countries selected among all regions with a view to designing more effective citizenship training and education programmes.
 - The IBE, in co-operation with Osaka City University, launched a project aimed at improving knowledge and understanding of the phenomenon of violence and bullying at school. In conjunction with this project, it conducted a survey on the situation as regards bullying and violence at school in ten countries, the results of which were published in *Violence at School: Global Issues and Interventions*. Activities under the project to identify research and information needs for decision-making in education led to a series of case-studies.
 - In its role as an observatory of trends relating to educational structures, contents and methods, the IBE reorganized its 'World Data on Education' data bank in 1996-1997. The new version of the data bank consists essentially of national profiles of education systems prepared on the basis of a common structure and concerning 64 countries. At the same time, the IBE regularly updated the INNODATA data bank on educational innovations. Lastly, since 1996, in order to improve public information, the IBE has been regularly sending journalists of the specialized educational press information notes on various aspects of education, such as repetition at primary-school level, minorities and school, education for peace, pre- and in-service teacher training, violence at school, and teachers and the new information technologies. In all, 15 notes were prepared.
 - The IBE's quarterly review of comparative education *Prospects* and the quarterly newsletter *Educational innovation and information* covered the following themes: Piaget and education; violence in the school; the role of the teacher in a changing world; citizenship and education: towards meaningful practice; economic globalization and educational policies; new technologies in education (I and II); and educational reform: the decision-maker's approach. The thirtieth edition of *Study Abroad*,

produced in 1997, provides details of training opportunities offered by 1,814 universities or specialized institutes and 133 international organizations, and contains information on 2,900 higher education courses in 124 countries. Preparations for the thirty-first edition, begun in 1997, consisted in sending a questionnaire to over 4,000 institutions and National Commissions in 180 countries.

- In 1996, the IBE offered its assistance for the preparation of national education reports. In 1997, a team of Senegalese experts, with the help of international experts appointed by the IBE, prepared teaching notes on topics relating to sustainable development and improvement of the quality of life for use in teacher training and in classroom activities.
- In 1997, under a project financed by Italy, the IBE and the ‘ministry of education’ of the Palestinian Authority organized three training workshops for trainers of science and mathematics teachers. These workshops were followed by training courses for district-level secondary-school teachers. In all, over 500 teacher trainers and teachers have benefited from these courses and workshops. Training material for science teaching was prepared by the participants and took the form of a workbook, 2,000 copies of which were distributed in all secondary schools under the responsibility of the Palestinian Authority. Training material was also prepared and distributed for mathematics.
- The IBE also used extrabudgetary funds to grant technical assistance to a number of countries in the fields of

educational innovation, curriculum reform and the training of teachers and ministry of education officials.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(50)

During the biennium the IBE laid special emphasis on decentralization, partnership, linkage between ongoing activities and short-term action, experimentation and evaluation. Greater importance was attached to the assistance that the IBE has to offer the developing countries and to the use of new technologies to provide Member States with the information they need to carry through the reform of their education systems.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(51)

Under the guidance of its Council, the IBE will continue its efforts to renew and reorient the priorities of its programme. The Bureau’s activities in the field of educational information and its work on curriculum definition and renewal will be strengthened. Particular emphasis will be placed on such areas as civics education, values education and education for peace, human rights and democracy.

UNESCO International Institute for Educational Planning

I. MAIN RESULTS

(52)

- During 1996-1997, IIEP carried out research and studies in 17 areas clustered into four major programmes which are: Improving the Quality of Basic Education; Secondary Education Policies and Strategies; Strategies of Education and Training for the Disadvantaged Groups; and Efficient Organization, Management and Financing. Case-studies were undertaken in co-operation with national teams in more than 40 countries and 14 regional or subregional research workshops were organized to support country specialists involved in the research work. In addition, three synthesis reports were produced and published.
- One hundred and forty-eight national planners and managers (of which 77 full time) coming from 73 different Member States (among which 20 LDCs) benefited from the two sessions of the annual training programme. In addition, 22 intensive regional or subregional training courses (of 2 or 3 weeks duration) on specific aspects of educational planning and management were organized in co-operation with associated training institutions and UNESCO's field units. Furthermore, about 200 documentation centres in universities and planning offices of ministries of education were provided with a full set of 50 new IIEP publications produced during the biennium.
- The number of training institutions having entered into a partnership agreement with IIEP was increased from ten to 17. At the same time, the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) has been created, the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) has been officially registered as a non-governmental organization under Zimbabwean law and an IIEP branch has been opened in Buenos Aires in co-operation with the Argentinian Ministry of Culture and Education. The 'training of trainers' programme has been further strengthened by the production and dissemination of various training materials and by the organization of two pilot distance education courses on 'Institutional Management on Higher Education' and on 'Planning the Development of School Textbooks'. Finally, eight issues of the *IIEP Newsletter* have been produced and largely disseminated in English, French, Spanish and Russian.

- The Institute provided operational support for skill development in education policy formulation planning and management to 16 Member States. These activities were financed from several extrabudgetary sources within the framework of national education projects. IIEP continued to host the Secretariat of the Association for the Development of Education in Africa (ADEA) and of the International Working Group on Education (IWGE).

25

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(53)

This biennium coincided with the launching of a number of new research areas in line with the IIEP Medium-Term Plan 1996-2001. To implement its programmes the Institute has been able to rely on the active co-operation of country teams and/or research institutions which has greatly contributed to the national ownership of the results obtained. Also a major effort has been made to disseminate major research findings amongst decision-makers by organizing national and regional policy fora and seminars such as the 'Pan-African Forum on Financing and Financial Management for Education Systems' (Dakar, October 1997).

(54)

In general, training and dissemination have received top priority, together accounting for more than 50 per cent of the Institute's expenditure. In this respect, increasing emphasis has been put on (i) the training of trainers through the preparation of standardized teaching materials and distance education modalities; and (ii) on the reinforcement of national training institutions through the development and strengthening of partnerships and networks.

(55)

Operational capacity-building activities, organized at the request of the Member States in order to support programmes of reform and reconstruction of education systems, have been developing rapidly and have become an important component of the programme of services to Member States.

26 **III. LESSONS LEARNT AND IMPLICATIONS
FOR THE FUTURE**

(56)

The increasing decentralization of its training and research activities and the systematic development of partnership with national institutions and UNESCO field units and

National Commissions have allowed IIEP to continuously improve its multiplier effect. These lines of action will be pursued. At the same time the Institute will continue its efforts to create maximum synergy between its different types of activities and, in particular, the systematic integration of research results into training courses and materials.

UNESCO Institute for Education

I. MAIN RESULTS

(57)

- Research and training sessions in adult education indicators, creativity, documentation, evaluation, indigenous populations, innovation, literacy, research and women's empowerment were held in Canada, Colombia, Germany, Hungary, Japan, Mexico, Spain and Thailand. They brought together participants from Africa (15), Asia and the Pacific (88), the Arab States (2), Europe (86) and Latin America and the Caribbean (61).
- Publications were produced on adult basic education in industrial countries, innovations, adult education participation, functional literacy in marginal communities, minorities and indigenous peoples, prison education, transition towards lifelong learning and on women's empowerment. UIE has also published the *International Review of Education* with three special issues in 1996-1997 on 'Education of Minorities', 'Adult Education Policy' and 'Tradition, Modernity and Post-Modernity'.
- Documentation services to Member States and institutions include 2,700 requests received each year by mail or electronic communication, and from more than 1,000 visitors (30 per cent of whom come from outside the host country).

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(58)

While training activities is a new development at UIE, regional representation remains uneven. The publications produced in three languages (English, French and Spanish) in cooperation with practitioners are perceived by the field as useful but their distribution remains weak in reaching targeted users, due to lack of information, high costs and inefficient networks.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

27

(59)

Regional activities have helped strengthen the network of co-operating partners and have given opportunities to provide support suited to field purposes. Regional representation should rely more on the liaison support of Regional Offices and on networks created through CONFINTEA.

(60)

The number of requests to organize UIE's research and development activities at the level of subregions in order to facilitate capacity-building between countries is growing.

(61)

The dissemination strategy of UIE's publications needs to be diversified. While direct distribution integrated in ongoing activities is an efficient outreach strategy, the distribution through private publishers will lead to a larger public in industrial countries but will also create an economic barrier for the other regions.

The fifth International Conference on Adult Education (CONFINTEA)

Main results

Production of background studies: analysis of adult education participation in industrialized countries; study of national policies in adult education; assessment of innovations; review of research trends and report on the empowerment of women, as well as new perspectives on adult education and indigenous peoples.

UIE in co-operation with the Regional Offices assisted in the organization of preparatory meetings in the Asia and the Pacific region (Thailand, September 1996); Africa (Senegal, October 1996); Europe (Spain, December 1996); Latin America and Caribbean region (Brazil, January 1997); the Arab States (Egypt, February 1997); and in a consultation committee in Denmark (January 1997).

Preparation of the preliminary draft of the two normative documents of the Conference.

The Conference, organized in July 1997, was well attended by a total of 1,507 participants including: 41 Ministers; 18 Vice- and Deputy Ministers; 734 representatives (from 135 Member States; Associate Members, non-Member States); 35 representatives of organizations of the United Nations system and intergovernmental organizations; 715 representatives of NGOs, foundations and institutions. The Conference was centred on review and discussion of policies, the adoption of the Hamburg Declaration and of the Agenda for the Future, the exchange of experiences and public round tables.

A follow-up plan was prepared through consultation and was approved by the UIE Governing Board. It is focused on four areas: (1) monitoring/information and dissemination; (2) policy support to Member States; (3) regional and international fora; and (4) support to thematic follow-up through existing networks .

Analysis of programme implementation and internal evaluation

CONFINTEA was considered a 'turning point' with an attendance 50 per cent higher than expected. It succeeded in presenting a new vision of adult learning cutting across sectors and various ministries and initiating a new global dialogue between governments and non-governmental organizations on adult learning.

The Hamburg Declaration and the Agenda for the Future have already been translated in more than 30 languages and largely disseminated.

Lessons learnt and implications for the future

Careful preparation through a consultative committee, intensive information, consultations with Member States' delegations, clear procedures and the support of an exceptionally competent Chairperson, contributed to the excellent co-operation between Member States and NGOs. Follow-up of decision-making would benefit from a more intensive preparation at ministerial level.

ACTIVITIES FINANCED BY EXTRABUDGETARY RESOURCES*

I. MAIN RESULTS

(62)

About 580 activities financed by extrabudgetary resources were implemented with budgets of \$47.7 million in 1996 and \$53.8 million in 1997. These activities included the funding of approximately 65 Associate Expert and Programme Specialist posts, and about 75 voluntary contributions for the reinforcement of the regular programme-related activities. They concerned in particular EFA Forum-related activities, special needs education, education for the prevention of HIV/AIDS, grants for emergency education activities, and funding for various UNESCO education prizes, etc.

(63)

The remaining 440 co-operation for development projects were in the fields of basic education for all, reform and reconstruction of education systems, including physical facilities for education; renovation of general and vocational education; and higher education and development. A marked change has been a rapid and significant growth in the resources devoted to projects in the field of school education related to human rights, civics, democracy and peace, etc.

(64)

As mandated by the General Conference, increasing attention has been given to addressing the needs of Africa, LDCs, women and girls, and youth, including street children, through the identification and design of regional, subregional and national projects intended to benefit these priority target groups, particularly in rural communities. In response to the concerns of the main FIT donors, a 'programme approach' is gradually being adopted, the purpose of which, within the framework of EFA policy guidelines, etc., is to develop, pool and circulate national experience and 'lessons learnt' for the mutual enrichment of all participating Member States. In some cases, notably in Africa, it was evident that approaches to promoting the education of women and girls, developed by UNESCO with the assistance of FIT donors, have been adopted and replicated by other African Member States, and by UNDP.

(65)

In comparison with the previous biennium (1994-1995), there has also been a significant evolution in the resources devoted

to emergency assistance activities and projects (essentially in Central and Eastern Africa, Eastern Europe, and the Middle East), with a consequent increase in the decentralization of action to concerned field offices and, notably, UNESCO/PEER in Nairobi. Furthermore, during the biennium, the Sector undertook its first development and poverty eradication initiatives, notably in collaboration with UNDP in African Member States.

II. EVALUATION AND LESSONS LEARNT

(66)

There has been a slight drop in extrabudgetary resources when compared to the period 1994-1995 (from \$109.6 million to \$101.5 million), probably due to the fact that the new agency support cost arrangements (replacing TSS-1 by SPPD, and TSS-2 by STS) have resulted in a lower volume of tasks being entrusted to the Organization as a whole. The Education Sector's delivery of project services improved from a rate of 65.5 per cent in 1994-1995, to 66 per cent in 1996-1997 (with a 71 per cent rate in 1997). The high proportion of education projects in countries facing emergencies, or struggling to reconstruct civil societies following emergencies, is a major factor influencing the Sector's performance as an Executing Agency.

(67)

One of the reasons for the lack of growth in extrabudgetary resources for this major programme may be a noticeable and increasing disparity between the stated co-operation for development needs of Member States, and the funding criteria of donors. It is often difficult for UNESCO to reconcile Member States' requests concerning assistance for strictly national/institutional capacity-building projects, with the multinational thematic programme approach to development being sponsored increasingly by the major donors. In addition, many Member States have achieved levels of development obviating their need for UNESCO's technical and substantive backstopping for the implementation of national educational development programmes, and turn increasingly to the Organization for assistance in obtaining modest grants for

* See the list of projects in Annex I.1.

30 the achievement of key education plan objectives. As these two sorts of requests cannot be easily, if at all, satisfied, windows of opportunity for tripartite co-operation at times seem to be narrowing, and a perception may be growing that development assistance is becoming overly donor-driven, rather than deriving its legitimacy from national needs and aspirations.

(68)

Success in reconciling these points of view is being achieved in situations where various donors are contributing separately, but in a structured and co-ordinated manner, to national education sector investment programmes (see, for instance, the inserts concerning Bosnia and Herzegovina and Palestine). While a few such exercises may be co-ordinated in future by UNDP under the auspices of UNDAF, it would be UNESCO's role to take the lead as regards the Education Sector. However, there are at present no satisfactory mechanisms for bringing together UNESCO donors, notably FIT donors, for consulting them on, and presenting them with coherent sectoral investment 'packages' for large-scale and concerted action on behalf of national programmes.

(69)

In this regard, a UNESCO policy vis-à-vis current United Nations reforms related to attempts to pool the resources of national development partners for the joint planning, programming, implementation and monitoring of sector-wide interventions (UNDAF, for instance) will need to be defined. Experience during the biennium has demonstrated that UNESCO does and may be expected to contribute not only expertise, but also financial resources, to such exercises.

(70)

Overall, the \$27.0 million decentralization by the Education Sector in 1997 represented 57 per cent of its extrabudgetary resources (and 65 per cent of the amount decentralized house-wide). Since more field offices will be established, and decentralization will continue to be a priority concern, many field office staff members consider that training in the design and implementation of extrabudgetary projects is necessary before they can be entrusted with significantly greater responsibilities. Such training will need to be co-ordinated and organized house-wide.

Palestine

A joint co-operation programme for educational capacity-building and reform

During the biennium, and within the framework of the 1993 Memorandum of Co-operation between UNESCO and the Palestinian Authority, and the subsequent UNESCO Programme of Assistance to the Palestinian People (PAPP, July 1996), a coherent programme of international assistance for addressing the challenges facing the Palestinian education system was formulated, and is currently still being partially implemented.

The programme was discussed and approved by the joint UNESCO/Palestinian Co-ordination Committee and consists of a coherent and co-ordinated package of 9 projects (total budget allocation of approximately \$7.1 million), being funded by Italy (the major FIT donor), Norway/NORAD and Saudi Arabia.

The projects are being implemented jointly by the Palestinian Authority, responsible for education and higher education, and

the UNESCO Education Sector (four projects), the International Bureau of Education (one project) and the International Institute for Educational Planning (four projects).

This programme is intended to support the establishment of a Curriculum Development Centre; to develop capacities in the fields of educational policy analysis and formulation, and educational planning, management and budgeting; to develop basic education as a tool for promoting participation in social and democratic life, and human resources development; to rehabilitate schools in the West Bank and Gaza Strip; to elaborate a strategy for rationalizing the development of higher education; and, as a general rule, to strengthen the capacity of the Palestinian 'ministry' of education and 'ministry' of higher education, to manage and administer the education system as a whole.

Bosnia and Herzegovina

A co-ordinated extrabudgetary funding programme for educational reconstruction and rehabilitation

Within the framework of the 1995 Memorandum of Co-operation between UNESCO and Bosnia and Herzegovina, the Organization has mobilized more than \$8.0 million (in cash, equipment and material) in support of activities in its areas of competence.

Donors contributed to, or participated in activities for, a sectoral analysis of the education system to evaluate and identify short- and medium-term activities in support of the reconstruction and reform of the education system (UNDP); the reconstruction or rehabilitation/refitting of primary, secondary and technical schools (Saudi Arabia, OPEC Fund), and an extra-budgetary project entitled 'Support for the improvement of management capacities in education sector building' (UNDP).

The largest contribution was collected by Ms Ute-Henriette Ohoven, UNESCO's Goodwill Ambassador, through the German National Commission for UNESCO. These funds, along with additional inputs from UNDP, served, among other purposes, to convert former military barracks into a technical secondary school providing training in the textile industry; to reconstruct

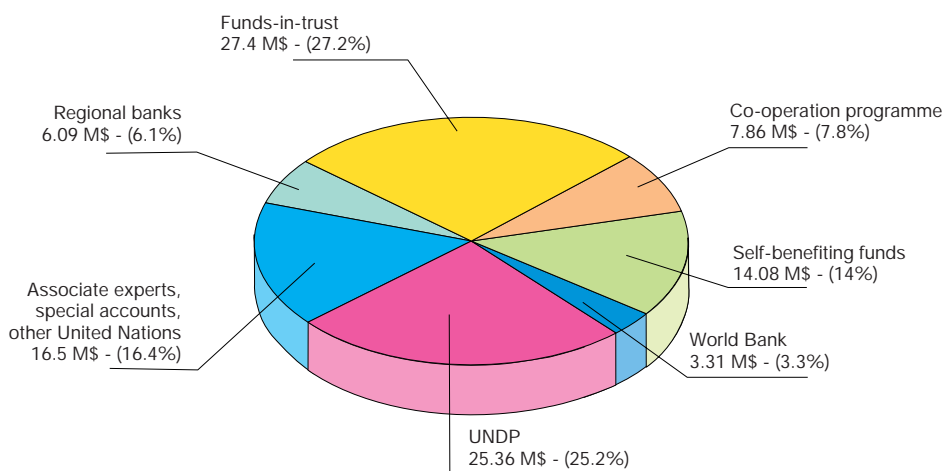
five primary schools; to finance the UNESCO/HOPE project, aimed at providing training opportunities and long-term support for the disabled and war-wounded of Sarajevo; and to reconstruct and renovate a school for the blind, also in Sarajevo.

Under its regular programme UNESCO (in co-operation with the concerned National Commissions, etc.):

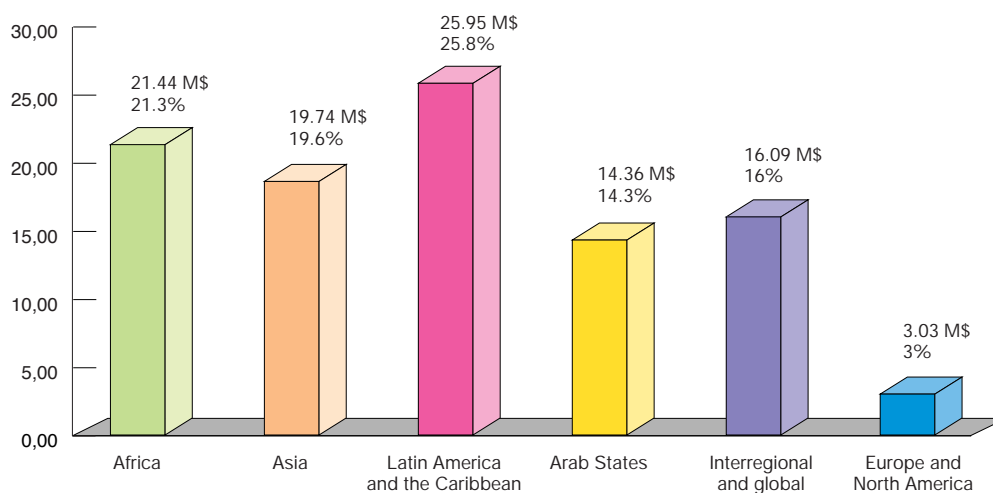
- convened the International Conference on Co-operation and Support for Higher Education in Bosnia and Herzegovina (Barcelona, April 1996);
- within the framework of the Associated Schools Project, set up a network of 23 schools (the teachers of which were trained in Associated Schools in Germany, Norway and Spain), re-equipped 15 schools, and organized two training workshops on new teaching methods (Sarajevo and Neum, Germany);
- undertook a project to facilitate dialogue and co-ordination between various partners for laying down educational guidelines for children and young people with special education needs (Days of Reflection, December 1996, Sarajevo; workshop on special educational needs in the classroom, June 1997, Sarajevo).

1996-1997
Extrabudgetary activities in the field of education
 (Allocated resources)

Distribution by source of funding (1997)



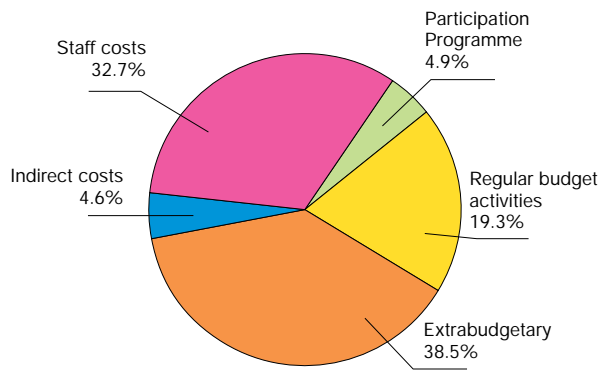
Distribution by region



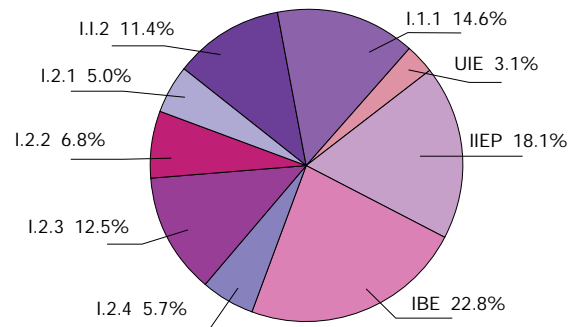
Administrative and budgetary information

Appropriation line	Regular budget	Extrabudgetary resources
\$	\$	\$
MP I - TOWARDS LIFELONG EDUCATION FOR ALL		
Programme I.1 Basic education for all	8 753 883	
I.1.1 Expanding access to basic education	4 919 222	11 121 000
I.1.2 Improving the quality and relevance of basic education	3 834 661	18 063 000
Programme I.2 Reform of education in the perspective of lifelong education	10 130 137	
I.2.1 Education for the twenty-first century	1 696 238	2 898 000
I.2.2 Renovation of general and vocational education	2 282 087	14 693 000
I.2.3 Higher education and development	4 217 205	3 303 000
I.2.4 Reform and reconstruction of education systems	1 934 607	17 322 000
UNESCO International Bureau of Education	7 702 700	-
UNESCO International Institute for Educational Planning	6 087 603	-
UNESCO Institute for Education	1 040 100	-
	33 714 423	67 400 000
Indirect costs	8 072 127	-
Participation Programme	8 628 416	-
Personnel	57 385 805	-
Total, MP I	107 800 771	67 400 000
Total RB + EXB		175 200 771

**Distribution of total expenditure
\$175 200 771**



**Distribution of activities expenditure
for the regular budget (by programme)**



Major Programme II

The sciences in the service of development

Programme II.1 - Advancement, transfer and sharing of knowledge in natural sciences

I. MAIN RESULTS

(1)

Teaching, research and co-operation in the basic and engineering sciences

– Over 4,800 (398 women) university teachers and researchers (including young researchers), senior officials and other specialists received training at workshops, international conferences, universities and laboratories, advanced training courses, as well as through fellowships, research grants and established networks. This training covered a wide spectrum of specialities in the basic sciences. Among the events were: a special workshop on women, science and technology at the University of Illinois, Purdue University and Iowa State University in the United States; nine national workshops held in Egypt, Jordan, Qatar, Syrian Arab Republic and the United Arab Emirates; the sixth Inter-American Conference on Physics Education held in Cordoba, Argentina (28 June-5 July 1997); six courses on advanced topics of pure and applied mathematics at the International Centre of Pure and Applied Mathematics (ICPAM) in Nice, supported by UNESCO; international conferences on differential equations (Bandung, Indonesia, 29 September-2 October 1996), Functional Analysis and Global Analysis (Manila, Philippines, 20-26 October 1996) and Computational Mathematics (Bangkok, Thailand, 8-10 December 1997); the eighth International Congress on Biomathematics held in Panama (25-28 August 1997); a Joint Congress of the South African Mathematical Society and American Mathematical Society (Pretoria, South Africa, June 1998, and Arusha, United Republic of Tanzania, August 1997); the Palestinian Mathematical Olympiad in 1996-1997; and the eighth General Congress of European Women in Mathematics (Trieste, Italy, 12-16 December 1997); a regional school on the Application of Synchrotron Radiation (Nakorn Ratchasima, Thailand, 23 February-23 March 1997); the International Symposium at the University of Jaipur (Rajasthan, India, 24-28 February 1997); the International Workshop on Magnetic Resonance Imaging and Localized Spectroscopy (Brasov, Romania, 5-10 May 1996); two scientific conferences on AIDS research and prevention in Saint Vincent, Valle d'Aosta, Italy, in 1996-1997; UNESCO/ICRO (International Cell Research Organization) advanced training programmes in 13 different countries; the Molecular and Cell Biology Network programme; the international course organized

by the Institute of Advanced Biotechnologies of the Italian CNR with support from UNESCO; two workshops organized under the Special Arab Regional Programme on the Arab Regional Network for Science and Technology Management (STEMARN) for Training on the Management of Scientific Research and Transfer of Technology; and the programmes of the Biotechnology Action Council (BAC) and of the network of Microbial Resources Centres (MIRCENs).

- Programmes on the biological sciences and mathematics for students in science and engineering have been prepared in co-operation with the African Network of Scientific and Technological Institutes (ANSTI). They are now in use in several African universities. Publications of the South-East Asian Mathematical Society (SEAMS) and the Association of Asia Pacific Physical Societies describing results of research in the region received support for their wide dissemination.
- A UNESCO Chair has been set up at Makerere University in Kampala, Uganda, and a UNESCO Nehru Chair for science capacity-building has been set up in Bangalore, India.
- During 1996-1997, the International Centre for Theoretical Physics (ICTP) held some 70 advanced research training workshops, seminars, courses and conferences on topics of physics and applied mathematics in which about 3,000 scientists from developing countries participated. Collaboration with the International Institute of Theoretical and Applied Physics (IITAP) at Iowa State University in Ames, Iowa (United States) resulted in the participation of 300 scientists from developing countries in 16 research training workshops and three ongoing major research projects. Collaboration with the European Organization for Nuclear Research (CERN) resulted in the participation of about 30 young physicists and engineers from developing countries, non-Member States of CERN, in six major CERN schools.
- In 1997, UNESCO and IUPAC set up the International Council for Chemistry (ICC) consisting of outstanding scientists from academia and industry in order to increase partnerships in chemistry at all levels.
- Within the Mediterranean Network on Science and Technology of Advanced Polymer-Based Materials the following activities were organized: the fifth Mediterranean School; two international conferences on 'The Environmental Impact of Polymeric Materials' and 'Science and Technology Co-operation in the Mediterranean'; the

- launching of the quarterly Mediterranean magazine *Science Training and Technology*; and the second Mediterranean Exhibition of Technological Innovations.
- A bio-informatics regional network has been created in co-operation with institutions from China, India, Israel, Poland and Turkey. The International Bio-Informatics Centre has been established in Warsaw, Poland. South-North co-operation in human genome research and its applications were fostered through the fourth Human Genome Conference (Guadalajara, Mexico, March 1997) and the award of fellowships to 40 young scientists from developing countries and Eastern Europe. Twenty-one Molecular and Cell Biology Network (MCBN) workshops and meetings were supported worldwide, salient events being the International Conference on Human Ageing: Adding Life to Years (Paris, France, June 1996) and the first Pan-African Conference on Biochemistry and Molecular Biology (Nairobi, Kenya, September 1996), which launched the Federation of African Societies of Biochemistry and Molecular Biology. Four new centres in South Africa (2), Zimbabwe (1) and the Ukraine (1) have been accepted as MCBN collaborating centres.
 - The UNESCO/CNR/World Foundation for AIDS Research and Prevention co-operative activities focused on the elaboration of new approaches in anti-HIV vaccines.
 - Three major UNESCO/International Council of Scientific Unions (ICSU) projects, namely the strengthening of science and technology in developing countries, the promotion of international co-operation in research in the basic sciences, and global change research programmes and observation systems have been carried out within the UNESCO/ICSU framework agreement that was signed in July 1996 to establish a general framework for co-operation between UNESCO and ICSU during the period corresponding to UNESCO's Medium-Term Strategy.
 - A new joint UNESCO/TWAS (Third World Academy of Sciences) research and training programme offering advanced training to scientists from developed countries at 20 centres of excellence in the South has been implemented, subsequent to the collaboration with TWAS in its Associate Membership Scheme in 1994-1995. A memorandum on the CNRS/UNESCO scientific programme for French-speaking countries was signed in July 1996, which has allowed some 40 young researchers to receive fellowships for training at French laboratories and French researchers to receive professorships to take part in eight workshops/seminars held in French-speaking developing countries.
 - UNESCO's International Scientific Advisory Board (ISAB) was set up. At its first meeting in January 1997, the Board analysed advances in science and the role of science for society and sustainable development and elaborated recommendations on the goals, format and programme of the World Conference on Science (WCS).
 - The 1996 Kalinga Prize for the popularization of science was awarded jointly to the Czech astrophysicist Mr Jiri Grygar and the Indian astrophysicist Mr Jayant V. Narlikar. The 1997 science prizes were awarded at the 29th session of the General Conference. These prizes were awarded as follows: Kalinga Prize to Mr D. Balasubramanian (India); the UNESCO Science Prize to Mr M. Moshinsky (Mexico); the Javed Husain Prize for Young Scientists to Mr Yong-Chuan Chen (China); and the Carlos J. Finlay Prize for Microbiology jointly to Mr E. Pays (Belgium) and Mr S. Riazzudin (Pakistan).
 - The *World Science Report 1996* was published and distributed in English, French and Spanish. A special effort was made to ensure that complementary copies of the book reached senior decision-makers in Member States.
 - Support was continued to the International Network for the Availability of Scientific Publications (INASP) established in 1992 by ICSU Press in co-operation with UNESCO.
 - An Expert Conference on 'Electronic Publishing in Science' was co-organized by UNESCO and ICSU at UNESCO Headquarters in February 1996 on the likely impact of the new information technologies on the conduct of science, including on scientists in developing countries. The Proceedings of the Conference were issued in printed form and were made available on the Internet. Support was given to LATINDEX, a programme to develop an indexing and cataloguing system for scientific journals in Latin America, and a pilot project entitled 'African journals on-line' has been developed through INASP to help a limited number of journals to use the Internet for increasing distribution and readership.
 - Two multimedia postgraduate modules on environmental engineering, *Management of Solid Wastes* and *Selected Topics in Environmental Management* have been published, and distributed. A report on the 'Establishment of an Arab Satellite University of Science and Technology' has been published and is being distributed. Under 'maintenance of equipment', support was given to the Institute of Technology Management in the United Republic of Tanzania in 1996 to prepare and publish 1,000 copies of

the book *Culture Maintenance for Sustainable Development in Tanzania*.

- The International Committee on Engineering Education (ICEE) was established in June 1996. The first committee meeting was hosted by UNESCO on 20 and 21 April 1997 and some initiatives launched by that meeting are now being implemented, such as the preparation of the 4th edition of the *World Directory of Engineering Education Institutions*.
- The World Congress of Engineering Educators and Industry Leaders jointly organized by UNESCO, UNIDO, the International Union of Technical Associations and Organizations (UATI) and the World Federation of Engineering Organizations (WFEO) in Paris (2-5 July 1996) attracted 500 experts from 80 countries.
- During 1996-1997, six UNESCO Chairs were established in Benin (science, technology and the environment), Islamic Republic of Iran (technology management), Guinea (technology and rural development), Portugal (energy sustainable management), Russian Federation (renewable energy and rural electrification) and Zimbabwe (renewable energy). Three received financial contribution from UNESCO. A further five Chairs have been established within the UNISPAR programme: two in Thailand with support from Japanese firms; two at the Hanoi University of Technology in Viet Nam; and one at North-Western Polytechnical University, China. Toyota Motor Corporation, Japan, has agreed to sponsor five Toyota/UNESCO Chairs, to be established in China, Indonesia, Philippines and Thailand (2).
- Under the UNISPAR programme the first UNITWIN/UNISPAR workshop convened in Tokyo (April 1997) by the Association of Universities of Asia and the Pacific (AUAP), Bunkyo University and UNESCO, resulted in the launching of a UNESCO/UNITWIN/UNISPAR project 'Environment in Asia'. Also within the framework of UNISPAR, a series of activities were organized: a summer school on 'Environmentally Sound Coal Management' in Moscow (3-8 June 1996) by the UNESCO Chair 'Ecologically Clean Chemical Engineering', attended by 20 participants and 12 lecturers; three regional conferences on university-industry co-operation in Lodz, Poland (October 1996), Naples, Italy (November 1996) and Puebla, Mexico (January 1997); two national conferences in Xi'an, China (May 1997) and Malta (July 1997) to mobilize experts from universities and industry; the fifth and sixth UNISPAR working groups were established in Xi'an (China) and Lodz (Poland).
- The third UNISPAR-Africa Conference convened in Paris in July 1996 to review the progress of ongoing projects which have already received funds from the International Fund for the Technological Development of Africa (IFTDA) and to examine new project proposals. Two additional projects, one for the establishment of a pilot plant for production of rhizobium inoculants for use by farmers in low potential areas of Kenya and the other for the production of brake pad linings from sawdust in Nigeria, are now receiving support, making a total of 22 projects from 11 countries. A UNISPAR Africa Programme National Conference was held in Lagos on 2 and 3 December 1997 to develop innovative mechanisms to stimulate interaction between university and industry and to disseminate the results of the UNESCO/UNISPAR programme in Africa.
- The first version of the UNISPAR information and communication system has been installed in the UNESCO homepage website. The first issue of the *UNISPAR-Africa Newsletter*, to be published twice a year, was distributed.
- A total of 104 countries were officially represented at the World Solar Summit, Harare, Zimbabwe on 16 and 17 September 1996, plus 12 organizations of the United Nations system and ten regional international organizations including the European Union, the European Commission and the Organization of African Unity. The Summit adopted the Harare Declaration on Solar Energy and Sustainable Development and the World Solar Programme 1996-2005: An Outline. Both the Declaration and Programme were presented as official documents to the Earth Summit +5 Special Session of the United Nations General Assembly held in New York from 23 to 27 June 1997 and the second session of the World Solar Commission held on this occasion approved the World Solar Programme 1996-2005.
- Regional consultation undertaken within the World Solar Summit Process identified five programmes of regional and global priority: Global Renewable Energy Education and Training; International Renewable Energy Information and Communication System; Renewable Energy for Rural Electrification; Renewable Energy for Water Desalination and Treatment; and Industrial Policy, Market Penetration and Technology Transfer for Renewable Energy.
- An Internet website for the World Solar Programme 1996-2005 (WSP) has been set up. A nine-volume UNESCO/WSP learning package on renewable energy for English-

speaking practising engineers has been printed and widely disseminated, and a CD-ROM 'UNESCO/ISEEK Energy Database' has been prepared and widely distributed.

- The Secretariat of the World Solar Commission and major partners of the World Solar Summit Process have initiated the implementation of some high priority national projects and also WSP global projects, such as the Onamunhama Demonstration Solar Village built in Namibia; the Umbuji Village in Zanzibar, United Republic of Tanzania equipped with solar apparatus; a solar school in a mountainous area of the People's Republic of China equipped with a solar power system; and the summer school 'Solar Electricity for Rural and Remote Areas' held annually at UNESCO Headquarters since 1990.
- The World Solar Cooking Programme, aimed at alleviating the increasing hardship for women fuel-gatherers and reducing the environmental degradation caused by this widespread activity, has been launched at the initiative of the World Solar Academy as part of a solar-renewable energy programme designed also to promote the use of improved fuel-efficient biomass stoves and fuel wood replantation as part of an overall integrated strategy.
- An international seminar on water resources assessment and small hydro-power plants was held in Tbilisi, Georgia in October 1996. The first international school on 'optimization of energy production and control' was organized in Sozopol, Bulgaria in May 1996. A special training course on earthquake engineering for rural solar housing took place in Skopje, Macedonia in 1996, and ten participants from developing countries obtained financial assistance from UNESCO.
- An expert group meeting on the concept of solar villages in Africa was organized in Dakar, Senegal, 2-4 December 1996, in co-operation with the Senegalese Ministry of Scientific and Technological Research, with 23 participants from ten countries. A seminar on 'the use of solar energy and development: concept of solar village' was organized in Yaoundé and N'gaoundere, Cameroon, 25-28 February 1997, with 80 participants.
- Training material for short-term regular courses for engineers in renewable energy application for rural development in desert areas was prepared by the Royal Scientific Society (RSS), Renewable Energy Research Centre (RERC), Jordan in 1997. Four sets of training material for schoolchildren, technical college students and community leaders were prepared and more than 100 community leaders and representatives of women associations were trained.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(2)

The majority of activities planned within the basic sciences and engineering programmes have been successfully implemented. Though some planned priority activities had to be postponed or cancelled due to housewide adjustments to the budget, quite a number of priority activities, complementary to the programme planned, have been carried out with additional funds. This is particularly the case of activities in the field of biotechnology, molecular biology and physics. As a result, the volume of the programme has increased and UNESCO was able to meet a number of demands from Member States and non-governmental bodies in basic research and the development of human resources in key areas of the basic sciences.

(3)

With the assistance of many non-governmental scientific organizations, centres of excellence and networks highly competent in specialized areas of mathematics, physics, chemistry and biology, Member States were provided with services they need and the scientific standard of the activities carried out was ensured.

(4)

Through their new joint training programme, TWAS and UNESCO have highlighted ample opportunities for training specialists at centres of excellence in the South.

(5)

While maintaining its co-operation with national institutions within existing international and regional scientific networks, UNESCO has undertaken efforts to expand this important modality for co-operation through the setting-up, in Latin America, of networks in mathematics, physics, astronomy, chemistry and the earth sciences.

(6)

Complementary financial resources from the Italian Government, the Government of Japan, CNRS and TWAS were an important factor for enhancing programme actions in physics, chemistry of natural products and microbiology and its cross-disciplinary areas. The search for resources to assist Member States to improve university education in their country has been successfully undertaken and has resulted

Special project: 'Promotion of UNISPAR in Africa'

Some 350 project proposals had been received by the UNESCO Secretariat. A total of 22 projects from 11 countries, mainly in the area of biotechnology, renewable energy, food processing and medicinal plants, have received support. The development of innovative mechanisms to stimulate interaction between university and industry was promoted through the organization of the fourth UNISPAR-Africa Conference held in Lagos.

Overall assessment of project progress/prospects

Twenty-two projects in 11 African countries have been sponsored by the regular budget, private funding resources and by the International Fund for the Technological Development of Africa (IFTDA). Some are beginning to yield tangible results and the first newsletter to disseminate the results of these projects has been distributed. An external evaluation (July 1997) of eight projects of the programme found that only one showed a poor completion rate. The evaluation report was generally positive, especially with respect to the projects' role in promoting university-industry partnership in technology development in the region.

in the preparation of projects to be carried out during the 1998-1999 biennium.

(7)

In the 1996-1997 biennium, the assistance being provided by specialized committees and action councils in the implementation of various programme actions in the basic sciences has been complemented by the International Scientific Advisory Board, a newly created body entrusted with advising UNESCO on strategic issues of science in all its complexity and integrity.

(8)

The framework agreement signed by ICSU and UNESCO in 1996 has laid new strategic ground for co-operation between the two organizations for six years, as have memoranda on co-operation signed with CNRS and several national academies of science. Such agreements and/or memoranda help ensure commitments on the part of co-operating partners and facilitate long-term planning.

(9)

The good working relationship with ICSU, and in particular its ICSU Press, has brought benefits with respect to follow-up activities to the Conference on Electronic Publishing.

(10)

The distribution of the *World Science Report* could still be improved, and measures are being taken (see under 'Lessons

learnt'). Certain National Commissions are extremely helpful in having the report reach the attention of the media in their Member States.

(11)

Since 1991, about 35 UNESCO Chairs have been established in the fields of engineering and technology. Since it is very difficult for UNESCO to support so many Chairs, in future the sustainability of the Chair must be seriously considered. This should be done through the joint efforts of relevant sectors.

(12)

Despite budgetary constraint, activities that have been developed include over 20 national, regional and international UNISPAR conferences and the establishment of UNISPAR working groups in several countries as well as of two databases. The development of UNISPAR tool kits has been welcomed by Member States. The UNISPAR programme has been successful in attracting extrabudgetary funding and continues to be active in this area.

(13)

The UNISPAR Africa programme, decentralized to the UNESCO Nairobi Office, is particularly active in the promotion of technological innovation at project level, funded through the UNESCO International Fund for the Technological Development of Africa (IFTDA).

Special project: 'Solar villages in Africa'

The project has resulted in the setting-up of a demonstration solar village in N'gaoundere (Cameroon) and the production and distribution of five sets of training material in French, addressed to schoolchildren, technical college students and community leaders. About 100 community leaders and representatives of women associations have also been trained. The results of the project and the training materials have been circulated to Cameroon, Mali, Morocco, Niger, Tunisia, United Republic of Tanzania and Zimbabwe.

The UNESCO Nairobi Office organized an expert group meeting on the concept of solar villages in Africa, in co-operation with the Senegalese Ministry of Scientific and Technological Research, and a seminar on 'Solar Energy and Development' under the auspices of the President of the Republic

of Cameroon. Preparatory work to establish demonstration centres using solar energy in Ghana (rural cottage industry), Malawi (rural clinic) and Niger (adult literacy centre) has begun.

Overall assessment of project progress/prospects

The development of the solar village concept in Africa, and the demonstration projects mentioned above, have contributed to enhancing awareness of the potential of solar energy in Africa. All these projects were positively considered and included on the list of high priority national projects of the World Solar Programme 1996-2005. In addition, based upon the experiences gained from this project, the development of a solar village is being planned in the Republic of Georgia.

(14)

The efforts made by the Secretariat in the previous biennium to establish a World Solar Programme 1996-2005, as requested by Member States, have been successful. The World Solar Summit was a success. The programme developed and approved during this period has become a major developmental initiative. Efforts should now be concentrated on the implementation of high priority national projects. The solar village concept has proven popular worldwide and similar projects will continue to be developed.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(15)

One lesson learnt is that teamwork contributes greatly to the success of the Organization's work and an integrated approach in all fields is therefore recommended. This is not only true within UNESCO but also applies to co-operation with other United Nations agencies and non-governmental organizations. Partnership with a wide range of highly competent non-governmental scientific bodies is essential for planning and carrying out actions, sharing

knowledge and training university teachers and researchers. In this context, the valuable experience of co-operation with the International Centre for Theoretical Physics (ICTP) and ICSU should be evaluated and made available to Member States and partner organizations. Such an evaluation would also be useful in view of the plan to reinforce co-operation with both bodies.

(16)

On the other hand, budget and staff restraints and the redistribution of funds have caused difficulty, delay and discontinuity in the execution of activities.

(17)

The role of the work plan in the management and implementation of the programme should be reinforced, so as to ensure that activities planned in co-operation with Member States and the Organization's partners are as a rule carried out.

(18)

Given the number of demands being faced by the basic sciences programme, it can be concluded that it is underfunded, in particular in the fields of mathematics, chemistry, biology and university science teaching.

(19)

There is a pressing need to promote science education in developing and least developed countries, particularly through the reinstating of South-North co-operation at the international level. Moreover, attention should be given to launching a new, well-conceived action aimed at increasing awareness of advances in science and their societal implications.

(20)

In view of the ample opportunities science offers to the promotion of sustainable development and problems it is facing, there is a need for a world forum for dialogue between the scientific community, governments and society in order to ensure that in years to come there is a sustained political commitment to science and its full use for increasing the quality of life and for protecting the environment.

(21)

In an effort to bring about wider distribution of the UNESCO *World Science Report*, arrangements are being made for the co-publication of the 1998 version (in English and French) with an outside professional publishing house. This should bring a greater marketing effort and enhance the book's use as a standard reference tool in the field of science policy and management.

(22)

While the UNISPAR programme is welcomed by Member States, activity is constrained by budget and personnel. In this situation a realistic assessment of what is possible is required. While the establishment of UNISPAR working groups is welcomed, meetings to establish such groups are expensive.

(23)

The UNISPAR Africa programme has led to several examples of university R&D being successfully transferred to industry. Several UNISPAR projects have received local and international awards for excellence and interest in the programme, as reflected by the number of inquiries which continues to grow. It is hoped that the programme will make an even greater impact in this biennium.

(24)

The closer involvement of governments and the private sector, UNESCO National Commissions and the mass media is a determining factor for the implementation of many programmes, especially the World Solar Programme. There is increasing interest on the part of Member States in the development of multidisciplinary projects to attract foreign investors, to which we should pay attention.

Programme II.2 - Advancement, transfer and sharing of knowledge in the social and human sciences

42 I. MAIN RESULTS

(25)

Teaching, research and co-operation in the social and human sciences

- With a view to promoting the transfer and the sharing of knowledge in core disciplines and methodologies, the subject of geography was chosen as the focus of disciplinary teaching and training during this biennium. A graduate training volume was prepared that conveys international theory and issues in contemporary human geography. Moreover, two issues of the *International Social Science Journal* presented the state of the art in geography. This helped improve the teaching of geography in developing and developed countries by providing teachers and students with an international perspective on the discipline in one volume.
- Capacity-pooling has been achieved through enhanced networking leading to new and improved training and research modules and facilities in areas such as forced migration; the Global-Oriented Education Network Initiative (GENIE); and the newly established UNESCO Chairs dealing with sustainability, with a special focus on coastal regions and islands.
- More than 40 UNESCO Chairs and UNITWIN network links are currently operating in these same fields. Widely distributed, notably in Latin America, Europe (including Eastern and Central Europe), the Arab States and Africa, the UNESCO Chairs and network links are also being established in the Asia-Pacific region.
- The International Social Science Council has proven to be an excellent partner for UNESCO. Working under a framework agreement on contracts, ISSC undertook international and/or regional activities on the whole programme. These led to improved worldwide communication and dissemination of information in social sciences, and contributed towards capacity-building in developing countries in the same field.
- As part of the follow-up to Habitat II, the Charter for Architectural Education, elaborated in co-operation with the International Union of Architects, was disseminated in English, French, Spanish and Russian. Two education programmes for young town planners were established in Jerusalem and Tokyo. The Prizes of the International Federation of Landscape Architects (IFLA)/UNESCO, were awarded to young professionals in Florence in 1996 and in Buenos Aires in 1997. These activities emphasized the importance of: (i) the elaboration of a minimum common knowledge in the field of architecture, town planning and landscape architecture; (ii) the exchange between universities; and (iii) the enhancement of young professional competence through UNESCO prizes, and the participation of town planning professionals in technical activities carried out by NGOs.
- In the Asia-Pacific region, the UNESCO Bangkok Office gave support to the Asian Association of Social Sciences Research Councils for a joint regional research project on poverty and environment.
- In Latin America and in Africa some 45 information managers in the social sciences were trained in the use of electronic publishing and the Internet. Organized by the UNESCO Offices of Buenos Aires and Dakar, in close co-operation with the International Committee for Social Science Information and Documentation (ICSSD), the aim was to provide training in decentralized publication of local information, using the facilities of the MOST Clearing House Network. As an experiment, one training course, in co-operation with the Latin American Social Science Council (CLACSO), was conducted in the form of an electronic workshop.
- Support was provided to ICSSD to continue the dissemination of the International Bibliography of the Social Sciences to some 40 libraries and documentation centres in the developing world. Further support was provided for a seminar on copyright issues in the social sciences in relation to the new forms of electronic publication. This brought together representatives from the academic community and the commercial sector.
- Output from the Social Science Data Bank was further developed by the Social and Human Sciences Documentation Centre with the publication of two directories in the series *Reports and Papers in the Social Sciences* respectively on social sciences institutions in the Arab States and Latin America and the Caribbean, including diskette versions; the publication of the UNESCO Databases CD-ROM (1,200 per year); and the creation of an on-line access on the Internet (over 5,000 per year).
- Support has been provided to the European and Mediterranean Network of the Social Sciences (EUMENESS) to establish a network of European and Arab scholars. A scientific exchange has started in the network on issues related to stereotypes in the relations between Arabs and Europeans.

- In co-operation with the Arab Sociological Association and with the support of the UNESCO Tunis Office, an initiative has been supported to establish the Arab Social Science Council to improve international scientific co-operation in the Arab States region.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(26)

The geographical and thematic coverage of the UNESCO Chairs in social science disciplines is growing steadily. Functioning as a centre of excellence, each Chair has been increasingly active and continues to heighten its impact.

(27)

Capacity-building in social sciences has been significantly facilitated by the role played by some field offices, for instance: the creation of new UNESCO Chairs was supported by the UNESCO Dakar and Caracas Offices; major social science organizations in southern Africa received assistance from the Windhoek Office; close co-operation with the Latin American Social Science Council (CLACSO) and the Latin American Faculty of Social Sciences (FLACSO) was made possible through the UNESCO Caracas and Buenos Aires Offices; and the Asian Association of Social Sciences Research Councils (AASREC) received support from the UNESCO Bangkok Office.

(28)

The biennium saw the transition from the former UNESCO relationship with the International Social Science Council of assistance under a subvention, to that of a new one of contracts under a framework agreement. This progress has been remarkably successful given the complexity of the issues.

(29)

The impact of the Architects' Charter was significantly under-evaluated and it appears that this tool should be pursued with the elaboration of a certificate for schools giving courses in conformity with the Charters. The importance of the architects' involvement in the integration of urban

development in people's environment is spelt out in the Rio 92 and Habitat II recommendations.

(30)

Co-operation with international and regional NGO's has strongly increased with the introduction of the Internet and other new technologies for information and documentation activities in the social sciences. This co-operation provides an efficient way for the Organization to reach professionals in many regions and to initiate training and information exchange on innovations.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(31)

Capacity-building is in need of a carefully phased development and implies the consolidation of UNESCO's efforts over at least two biennia. This strategy also matches universities' needs in terms of the establishment of new interdisciplinary programmes, and universities' readiness to engage in outreach programmes relevant to the social and natural environment. The perception of science by the public is usually positively influenced by universities adopting international agendas, and engaging in partnerships with United Nations agencies. UNESCO is a major facilitator in helping the university to play its social role and to promote international democracy through academic channels. It raises the awareness of northern universities vis-à-vis the substantive needs of their southern counterparts, helps stem 'brain drain' and ensures the development of an international network culture. It also has to engage massively in efforts to upgrade the conceptual and methodological quality of new issue-focused programmes in the social sciences and related interdisciplinary fields.

(32)

Co-operation with regional NGO's can benefit from the decentralized programme structure of UNESCO, especially through local activities planned in the framework of the overall programme. Support for regional organizations in the social sciences should be initiated and continued in those regions that do not as yet have well-functioning regional co-operation platforms.

Evaluation of the Asia-Pacific Information Network in Social Sciences (APINESS)

Objectives

APINESS was established to strengthen the international co-operation and exchange in the field of social science information and documentation in the Asia and the Pacific region. This objective fits in the framework of the Organization's Sub-programme II.2, 'Advancement, transfer and sharing of knowledge in the social and human sciences'.

Main results of the evaluation

The evaluation report indicates that APINESS was not established with achievable objectives and as a result the project

had only very limited success in achieving its aims and objectives.

The report concludes with two alternative scenarios: the first allows APINESS to continue with the same objectives and structure; and the second, transforms APINESS into a forum on the state of the art of social science information infrastructure in the region.

The evaluator's preference for the second scenario implies the adjustment of objectives and working structure of APINESS.

Philosophy and ethics

I. MAIN RESULTS

(33)

Philosophy and universal ethics

- Identifying transcultural common values and principles to address our shared global challenges is the aim of the Universal Ethics Project launched in the spring of 1997. In a first meeting in Paris (France), 12 prominent philosophers, theologians and ethicists from nine countries discussed conceptual foundations for a universal ethics and recommended that the project's ethical content should be ascertained both reflectively and empirically, by identifying widely acknowledged and/or rationally necessary principles and values. In a second meeting in Naples (Italy), a wide range of views were expressed on the possible forms, content and methods that might make up a Universal Ethics, as well as on current notions and nuances of universality.
- 'Who are we?' was the theme of the second annual UNESCO Philosophy Forum. International partner organizations, Associated Schools, National Commissions and UNESCO field offices collaborated actively and significantly. The publication in French of the Forum on *Who are we?* has been a commercial success. Moreover it is used in some associated schools as a teachers' guide. The intellectual impact is reflected in the large number of quotations, excerpts and reproductions of the participants' contribution in scientific reviews. Reports on the Forum were published in a large number of international daily and weekly papers all over the world.
- The programme 'Philosophy and Democracy in the World' continued the series of meetings of experts held in the regions (Latin America and the Caribbean, Europe, Asia and the Pacific). These meetings culminated in particular in the creation, with the support of UNESCO and a number of National Commissions, of autonomous international networks bringing together teachers of philosophy and teacher-training institutions. These networks engage in practical activities (publications, exchanges of information, preparation of textbooks) aimed at strengthening the use of citizens' critical faculties.
- The first three UNESCO Chairs in philosophy, established at the University of Santiago (Chile), the Simón Bolívar University in Caracas (Venezuela) and the Paris VIII University (France), with their UNITWIN programme, have pursued a wide-ranging programme of seminars, symposia

- and publications, some of which are decentralized to neighbouring countries. Three new Chairs have been established: at the National University of Seoul (Republic of Korea), on the transmission of philosophy and democracy; at Tunis I University (Tunisia), on philosophy and experience of otherness; and at the Hacettepe University of Ankara (Turkey), on the philosophy of human rights.
- With a view to encouraging the use of multimedia technologies to disseminate the philosophical sciences worldwide, an agreement of co-operation between UNESCO and Italian television (RAI) was signed. A number of national televisions in the Member States expressed interest in broadcasting, in their national languages, the television programmes on philosophical topics produced by RAI. For instance, the Korean Educational Broadcasting System will broadcast the ten-cassette series 'The Roots of Philosophy'. On the occasion of the signing of the agreement with RAI, an international conference was organized to reflect on the role of philosophy in UNESCO in the twenty-first century. The book *Visions for UNESCO in its Early Years* was the published outcome of this Conference.

(34)

Bioethics and the ethics of scientific knowledge and technology

- The Universal Declaration on the Human Genome and Human Rights was unanimously adopted by acclamation by the General Conference at its 29th session on 11 November 1997, together with an implementing resolution (29 C/Resolution 17). As the first universal instrument of its kind, this Declaration is of major importance to UNESCO. This basic text attracted very wide media coverage and increasing reference is being made to it. Thirty-thousand copies in the six languages of the General Conference have been distributed, and the text of the Declaration is in constant demand from the authorities of the Member States and Associate Members, educational institutions at all levels, the press and the public at large.
- The movement launched by UNESCO with the drafting and subsequent adoption of the Universal Declaration on the Human Genome and Human Rights gave rise to other initiatives with which the Organization was closely associated:
 - At its 32nd Summit of Heads of State and Government, held in June 1996, the Organization of African Unity

46

adopted a resolution encouraging the states of the African continent to engage in activities in the field of bioethics (resolution AHG/Res. 254 (XXXII)).

- In preparation for the 7th Ibero-American Summit of Heads of State and Government, held at Isla Margarita, Venezuela, on 9 November 1997, UNESCO took part in the scientific conference on ‘The ethical challenges of science and technology research’ (Caraballeda, Venezuela, 8-10 October 1997).
 - A meeting on human cloning was held at Headquarters on 14 May 1997, and a kit covering the debate on the question was produced in English and French.
 - A consultation on bioethics education was held at Headquarters in the context of co-operation with the Paris education authorities, for the purpose of drawing up a pilot secondary-level bioethics education project.
- A second UNESCO Chair in bioethics was created at the Egerton University of Njoro (Kenya).
 - In close collaboration with a number of Member States, UNESCO contributed to the establishment of national ethics committees in Bulgaria, Cuba, Ecuador, Egypt, India, Lebanon and Tunisia.
 - Following a variety of consultations, the World Commission on the Ethics of Scientific Knowledge and Technology was established. H.E. Ms Vidgís Finnbogadóttir, former Head of State of the Republic of Iceland, was invited by the Director-General to chair the Commission.
 - A new UNESCO collection, *The ethics of life*, was launched with the publication of its first book. The collection is intended as a reference tool for the international community.
 - An Internet site, entitled *Ethics at UNESCO*, was created and provides information on the Organization’s activities in connection with the ethics of the life sciences and the ethics of scientific knowledge and technology. This site was singled out by the French magazine ‘Science et Avenir’ as being one of the 101 best Internet sites in the world.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(35)

The Universal Ethics Project has been welcomed both by individual philosophers, theologians and social scientists and by national institutions in Member States and international

organizations interested in common values. There seems to be a general consensus that the need for common values which are valid across cultures is real, and that UNESCO is the appropriate organization in the United Nations system to tackle this issue.

(36)

The project ‘Philosophy and democracy in the world’ was a success both in Asia-Pacific and in South America, due to the enthusiastic participation of National Commissions, UNESCO philosophy Chair holders and interested individuals in the region. The meeting in Sofia, Bulgaria was less so, partly because of inadequate follow-up activities.

(37)

The ‘Multimedia encyclopedia of philosophical sciences’ project was enthusiastically received. However, the view was expressed that the multimedia products were not easily accessible to large audiences.

(38)

Uncertainties regarding personnel and budget put some philosophy projects in a precarious situation which was sometimes damaging to the continuity and the efficiency of the programme.

(39)

The Organization’s activities in bioethics and, more broadly, the ethics of scientific knowledge and technology are arousing considerable interest in the Member States and Associate Members.

(40)

The International Bioethics Committee continued its deliberations on the ethical, legal and social aspects of research in the life sciences. At its fourth session, the Committee examined the following subjects: food, plant biotechnologies and ethics, and access to experimental treatment and the protection of human subjects.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(41)

The aim of the philosophical part of this programme is to give rise to new forms of participation by philosophers in

international thinking on major contemporary issues. Efforts were focused primarily on the search for universally applicable philosophical responses to the new challenges of globalization and on the need for a solid philosophical grounding for the advances made in teaching democracy and human rights to young people.

(42)

To complete the philosophical spectrum, the next consultation on universal ethics will be from the perspective of the Chinese ethical traditions. In June 1998, a meeting, co-organized with the Institute of Philosophy of the Chinese Academy of Social Sciences, will bring together in Beijing (China) some 30 scholars of Confucianism, Taoism, Buddhism, modern and applied ethics, law and economics. Further regional and thematic meetings are being planned for Europe, Africa, South America and the Middle East in 1998 and 1999.

(43)

The finalization of the Universal Declaration on the Human Genome and Human Rights and its follow-up made it possible for UNESCO to assert its position as a significant participant in the international debate on bioethics and thereby to stimulate thinking on the ethical impact of the transformations that contemporary societies are undergoing,

especially those transformations which are bound up with the progress of science and technology.

(44)

Pursuant to Article 24 of the Declaration, the International Bioethics Committee of UNESCO (IBC) is responsible for implementing the Universal Declaration on the Human Genome and Human Rights. The Committee will thus encourage the Member States to take measures at the national level in the spirit of the principles set out in the Declaration.

(45)

New national ethics committees will be established. Contacts have already been made with Benin, Bolivia, Croatia, Honduras, Jordan and Sudan.

(46)

Established on a permanent, multidisciplinary and multicultural basis, the World Commission on the Ethics of Scientific Knowledge and Technology will brief the Organization on the new 'risk' situations arising out of advances in science and technology, on the associated ethical challenges and on principles which might guide decision-makers.

Programme II.3 - Environmental sciences and sustainable development

48 I. MAIN RESULTS

(47)

Co-ordination and promotion of interdisciplinary and inter-agency co-operation

- In its capacity as inter-agency Task Manager within the United Nations system, UNESCO actively participated in the nineteenth special session of the United Nations General Assembly (Earth Summit + 5), held in New York from 23 to 27 June 1997.
- UNESCO hosted the eighth session of the Scientific and Technical Committee on the International Decade for Natural Disaster Reduction (IDNDR) held in Paris from 20 to 24 January 1997. The newly established Unit for Disaster Reduction put emphasis on disaster prevention and anticipation in relation both to natural and technological hazards, and its involvement in the International Geosphere/Biosphere Programme, the World Climate Programme and the Inter-Agency Climate Agenda.
- UNESCO took part in the Rio+5 NGO Forum, and the Director-General chaired a panel of the Forum dealing with the role of the United Nations institutions in promoting sustainable development.

(48)

Earth sciences and natural hazards

- Several thousand specialists from over 150 Member States participated in 57 International Geological

Correlation Programme (IGCP) projects. More than 800 scientific and technical papers were published and about 100 young researchers trained.

- In the framework of IGCP training activities, over 1,200 geoscientists took part in postgraduate courses and seminars organized by well-known universities all over the world. In Latin America, an exchange programme has been initiated involving the participation of 14 universities. Over 400 trainees (30 per cent women) took part in the roving course programme on geological aspects of environmental protection in Latin America and the Caribbean, organized in order to strengthen national infrastructures for the prevention of negative environmental impacts.
- Support was continued to the Commission for the Geological Map of the World (CGMW) for the preparation of the Tectonic Map of Africa (sheet No. 5), for publishing the Metallogenic Map of Africa, and the second edition of the Geological Map of the World (1-5) as well as maps already under preparation, which include the Tectonic Map of Asia (sheets 1 to 5).
- Under the remote sensing activities in the earth sciences, the Geological Application of Remote Sensing (GARS) programme received increased support from the European Space Agency and the space agencies of Japan and the United States in making data available from radar spaceborne sensors. With special support from the Belgian Government, a GARS Database Management programme has been created to assist geological surveys in Africa.

Special project: 'Modernization of geodata handling in Africa'

Activities focus on training and institution-building in geodata handling, within the framework of the Pan-African Network for Geological Information Systems (PANGIS).

A standard computer software programme was developed and introduced to the 30 participating African countries in order to facilitate data retrieval and analysis.

The first, second and third volumes of the African Bibliography were published and disseminated. Pilot projects are also being implemented with a view to assisting and facilitating access of geological data to decision-makers, planners and industrialists,

for better management of resources. The third annual PANGIS Conference was held in Pretoria, South Africa, in October 1997, and was attended by representatives of 30 African and ten non-African countries.

An external evaluation of PANGIS recommended the continuation of this special project in 1998-1999 in order to complete the development of the network throughout Africa, upgrade the geodata handling software, and generate Geological Information Systems (GIS) applications on natural resource policy development.

Evaluation of the Earth Sciences and Natural Hazards Programme

Objectives of the evaluation

The evaluation addressed the following components:

- International Geological Correlation Programme (IGCP);
- impact of natural hazards programmes in the Middle East and Eastern Mediterranean regions: Programme for the Assessment and Mitigation of Earthquake Risk in the Arab Region (PAMERAR) and Reduction of Earthquake Losses in the Eastern Mediterranean Region (RELEMR);
- modernization of geodata bases in Africa: Pan-African Network for a Geological Information Systems (PANGIS);
- publication of geological maps; and
- impact of capacity-building (training) and of actions taken to promote the application of new technologies, especially in developing countries.

Methodology

The evaluation was carried out by seven eminent geoscientists (from Australia, Benin, Botswana, Brazil, Germany, Jordan and the United States) on the basis of consultations, a questionnaire survey and field visits. Its terms of reference reflected the concerns expressed by 22 National Commissions of IGCP. The evaluation report was submitted by the Director-General to the 28th session of the General Conference of UNESCO.

Major evaluation findings and recommendations

International Geological Correlation Programme (IGCP)

1. IGCP should continue to be a core activity of the Division of Earth Sciences; its activities should be more focused on those geological processes that have an impact on human living conditions and geological heritage, including factors affecting the global environment, causing hazards, and concerned with the wise use of the earth's natural resources. The programme should remain the major instrument of UNESCO's contribution to international comparative studies in earth sciences.
2. UNESCO and IUGS should establish high-level working groups to investigate:
 - feasibility of establishing an extrabudgetary endowment fund to ensure the ongoing funding of the programme but keeping in mind that project funding will always be seen as 'seed' funding;

- ways of increasing project activities within the regions and in the developing countries;
- ways of increasing the awareness of the programme within the international community as well as among governmental and non-governmental organizations.

Natural hazards

3. UNESCO should support, particularly through extrabudgetary funding, the development of a regional programme in seismology and earthquake engineering (PAMERAR and RELEMR).

Geo-databases in Africa – PANGIS

4. UNESCO, together with the other co-operating institutions, should continue to support and develop this programme. Its status of a 'special project' should be extended to the 1998-1999 biennium.
5. UNESCO should continue to encourage interdisciplinary collaboration, internationally and regionally, for instance, with the Sahara-Sahelian Observatory.
6. UNESCO's intention not to initiate new maps until completing maps currently under way is strongly supported.
7. UNESCO should consider returning some portion of the funds from the sale of maps to support the production of additional maps.

Capacity-building

8. UNESCO should introduce the 'sunset rule' practice to be applied to training courses: their content and relevance should be periodically reviewed by external professionals prior to granting them additional UNESCO support.
9. While ensuring special emphasis on Africa, UNESCO should strike a more equitable geographical coverage of its training activities.

Follow-up

The main conclusions and recommendations have been reflected in document 29 C/5.

PANGIS has been strengthened in more than 30 African Member States. A standard system for the management of bibliographical data has been distributed and the geoscientific information has been reorganized. A geoscientific information project similar to PANGIS has been launched in South-East Asia (Southeast Asian Network for a Geological Information System (SANGIS)).

Through the UNESCO-United States Geological Survey (USGS), RELEMR,* a Joint Seismic Observation Period was established in the region (ten participating countries) and the results analysed and interpreted.

PAMERAR complemented RELEMR by strengthening the capacity in the Member States in seismology.

More than 1,200 scientists received training on natural disaster reduction; a training module on structural upgrading against earthquakes was successfully tested by the Philippines and a training module on vulcanology was produced; the *Directory of Volcano Observatories* and a manual on vulcanology were published. A UNESCO Chair in marine geology and coastal management was established at the University of Kiel, Germany.

* Reduction of the Earthquake Losses in the Eastern Mediterranean Region.

- A series of training activities was organized to promote the study of natural hazards and the scientific and technical mitigation of risks arising therefrom. They included the elaboration of training materials on earthquake- and flood-disaster mitigation. Workshops were organized in Cyprus, Egypt, Kazakhstan, Spain, Philippines and Zambia.

(49)

Ecological sciences and the Man and the Biosphere (MAB) programme

- Twenty-five new biosphere reserves were approved by the MAB Bureau in the following countries: Algeria, Argentina, Cambodia, China, Czech Republic, France, Germany, Guinea-Bissau, Israel, Italy, Latvia, Mongolia, Nicaragua, Niger, Russian Federation, Spain and Thailand, plus extensions to existing biosphere reserves in Germany and Spain. The Bureau also selected the 1997 winner of the Sultan Qaboos Prize (awarded jointly to the nominations from Egypt and Sri Lanka).
- The creation of AfriMAB and ArabMAB networks strengthened regional co-operation in ecological research under the MAB programme in the relevant regions.
- Support continued to be given for the implementation of the Convention on Biological Diversity and the Convention to Combat Desertification. A Memorandum

of Understanding with the Smithsonian Institution and the Columbia University was signed (23 June 1997, New York) for setting up an International Institute for Biosphere and Society.

- In response to the fires in Indonesia in late 1997, UNESCO supported a biodiversity impact assessment, contributed to a number of national and international meetings related to El Niño and fires, and developed a comprehensive project proposal with other international research centres such as the Centre for International Forestry Research (CIFOR) and the International Council for Research on Agro-Forestry (ICRAF) in order to address the underlying causes and the impacts of the fires.
- The regional networks of biosphere reserves have developed considerably during the period 1996-1997. Among them are: the East Asian Biosphere Reserve Network (EABRN) involving biosphere reserve specialists from China, Democratic People's Republic of Korea, Japan, Mongolia and the Republic of Korea; Biosphere Reserves for Biodiversity Conservation and Sustainable Development in Anglophone Africa (BRAAF) for English-speaking Africa (Ghana, Kenya, Nigeria, Uganda and the United Republic of Tanzania); the Ibero-American Science and Technology Programme (CYTED) Network (19 Latin American countries plus Portugal and Spain).

**Special project:
'Arid and semi-arid land management in Africa'**

Support was provided to eight African experts for participation in an international workshop organized within the framework of the International Programme on Arid Land Crops (IPALAC) in Ber Sheva, Israel (30 March-4 April 1997) which was followed by an orientation course for African decision-makers. Nine short-term fellowships, each of three-months'

duration, were awarded to nine young researchers (from Burkina Faso, Ghana, Mali, Nigeria and Senegal, including one woman scientist) for advanced training in the fields of desert crop and arid land biotechnology. Forty participants from six African countries attended a regional workshop entitled 'Date Palms for the Sahel', Niamey, Niger.

**Special project:
'Young scientists' involvement in the MAB programme'**

Information about the MAB Young Scientists' Awards was made available on the MABNet. Sixty-nine applications (23 women and 46 male applicants) have been received via MAB National Committees and National Commissions from 40 Member States for the selection of the 1998 MAB Young Scientists' Awards by the MAB Bureau. Under the São Roque Pilot Project in Brazil (in association with the Mata Atlantica Biosphere Reserve), three training courses were offered (in 1996 and 1997) to 80 young students in eco-job related activities (e.g. agroforestry, ecotourism, waste management, biodiversity conservation, etc.). The Asian Ecotechnology Network (AEN) strengthened its activities in the region, linking a number of universities and research centres. In China, two ecotechnic projects, focusing on providing young researchers with training in natural resource management, biodiversity conservation and ecotourism, were implemented.

The UNESCO Dakar Office organized, in conjunction with World Environment Day, a forum for senior secondary schools and colleges on the role of youth in the management of natural resources.

Overall assessment of project progress/prospects

The MAB Council, at its fourteenth session in November 1996, evaluated the MAB Young Scientists' Award scheme and its contribution to fostering the involvement of young scientists in MAB. The Council recommended further improvements to the award scheme which will guide the MAB Secretariat and the Bureau in the selection of the 1998 awards. Successful implementation of the São Roque Pilot Project resulted in a commitment to extrabudgetary financing amounting to \$150,000 from the Ministry of Environment to ensure the continuation and multiplication of the project.

Special project: 'Women and water resource supply and use'

A study on water resources and women's needs in the Boubon village in Niger was carried out and led to the preparation of a programme of co-operation between the Ministry of Water Resources and Environment and the Ministry of Social Affairs and Promotion of Women. An evaluation of water quality and living conditions of women in the Gondo Plain in Burkina Faso was made in co-operation with the University of Laval, Canada. A study was made on water resources and women's needs in Gaoui village in Chad. A project for improving women's participation in water resources management is being implemented in Ouadane village in Mauritania and is funded by the French Agence Seine-Normandie.

The International Water and Sanitation Centre organized a gender training course for specialists from NGOs, in Paris (February 1997), and a national seminar was organized in Brazzaville, Congo, by the Foundation Maria Bounga on women and water resources management in rural areas (May 1997). A regional training course on gender and development, with particular focus on water resources management, was organized in co-operation with the International Water and Sanitation Centre (IRC), in Nouakchott, Mauritania, for NGOs, technicians and representatives from ministries of nine African countries. A training manual was one of its outputs.

Grants were allocated to five female students from Benin, Guinea, Kenya, Niger and Sudan to undertake research activities in the

field of water resources. A pilot project for the collection and storage of rainwater for domestic purposes in Kenya had a significant impact on the rural communities, several of which envisage following this example.

A regional workshop on women's participation in water resources management was organized in partnership with UNICEF and the UNDP/World Bank Water and Sanitation Programme in Pretoria, South Africa. It was attended by 120 participants from Angola, Botswana, Eritrea, Ethiopia, Kenya, Madagascar, Mauritius and South Africa.

Overall assessment of project progress/prospects

Several French-speaking African countries are now actively involved in the implementation of the recommendations of the regional seminar on women and water, organized by UNESCO in Nouakchott, Mauritania, in November 1996. During the 1998-1999 biennium, this special project will co-operate with UNICEF and UNDP/World Bank, local and international NGOs in order to implement the recommendations of the regional workshop held in Pretoria, in November 1997. UNESCO will continue to support national authorities to strengthen their capacity. The pilot projects, launched in 1996, are progressing satisfactorily and will be finalized by 1999.

- A series of meetings was devoted to the specific themes of the Seville Strategy.
- Within the UNESCO-Cousteau Ecotechnics Programme (UCEP), a regional network was launched to strengthen co-operation between training and research centres in the fields of ecology, economics, technology and social sciences. Two UNESCO-Cousteau Ecotechnics Chairs were established in Argentina and Egypt.
- Thirty participants from African tropical countries were involved in training activities in integrated management of tropical forests.
- Publications included a synthesis of IHP (International Hydrological Programme)-MAB work on biodiversity in land-inland water ecotones as Volume 18 in the Man and the Biosphere Series; numbers four and five of the *International Biosphere Reserve Bulletin*; the brochure *Biosphere Reserves: The Seville Strategy and the Statutory Framework for the World Network* in three languages; and the 1996 version of the colour folding map of the World Network of Biosphere Reserves, in English, French and Spanish versions. Three MAB Internet websites were initiated in the Czech Republic, Poland and the Slovak Republic.

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Hydrology and water resources development in a vulnerable environment

- The fifth phase of the International Hydrological Programme implemented 31 projects, under eight main themes. High priority was given to water resources in arid and semi-arid zones and to the management of groundwater at risk.
- Within the framework of the programme for the development of hydrology in Africa, three FRIEND (Flow Regime from International Experimental and Network Data Sets) projects were initiated. After the Western and Central Africa and the Southern Africa networks a new regional network was established to cover the Nile Basin. From the total of approximately 6,000 gauging stations established in South Africa, an international HYDATA archive of 800 time series of daily river flows and flood peaks was set up. Six publications were prepared and distributed, including, the report on the activities implemented within the FRIEND project during the period 1994-1997.
- Under the theme Groundwater at Risk, technical documents were prepared on monitoring strategies for detecting groundwater quality problems, the role of unsaturated zone processes in groundwater supply quality and groundwater contamination due to urban development. Training material on groundwater pollution due to agriculture practices was prepared.
- Two publications were completed: a monograph entitled *Into the Second Century of World Glacier Monitoring: Prospects and Strategies for Global Warming and Climate Change Detection* and a book based on the recommendations of a workshop. A study report was prepared on Water Management in the Mekong Delta: 'Successes, Failures and Opportunities'.
- As a result of the activities implemented in the first two years of the IHP-V programmes over 200 participants from developing countries attended postgraduate, continuing educational training courses at both regional and national level sponsored by IHP; 47 publications were published in the IHP series; an IHP/Internet e-mail database service and an IHP website were set up.

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Environment and development in coastal regions and in small islands

- The environment and development in coastal regions and in small islands (CSI) endeavour was initiated at the

beginning of this biennium. Its objective is to develop integrated methodologies for environmentally sound, socially equitable and culturally appropriate development combining three major dimensions: scientific-technical, sociocultural and communication-education.

- A key element in forging new ways of thinking and acting has been the CSI information brochure *Land, sea and people – seeking a sustainable balance*, issued mid-1997 and distributed worldwide in 18,000 copies in English, French and Spanish. A dozen pilot projects have been initiated in Africa, Asia, the Caribbean and Pacific Islands, and Latin America, as well as around the Mediterranean and the Baltic. Coastal clean-up campaigns were launched along Jakarta Bay and environmental training for young fishermen, teachers and students was provided in the Thousand Islands (Pulau Seribu), off the Jakarta coast, in March 1997.
- The first African Chair in integrated coastal management and sustainable development was established at the University of Cheikh Anta Diop (Senegal).
- An international workshop on underwater archaeology and coastal management (Alexandria, April 1997) resulted in a pilot project in Alexandria (Egypt) to assess the erosion problems which threaten the medieval Qayet Bey Citadel, and the erosion control measures which disfigure the underwater Alexandria Lighthouse site.
- A cross-sectoral, interregional seminar (Essaouira, Morocco, November 1997) launched a network of historic coastal towns that are co-operating in the development of integrated solutions to shared problems such as chronic freshwater shortage, degradation of cultural heritage and rapid socio-economic transformation in the coastal region.

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UNESCO Intergovernmental Oceanographic Commission

The activities of the UNESCO Intergovernmental Oceanographic Commission (IOC) were implemented within the global framework defined by Chapter 17 of Agenda 21 (UNCED, 1992), and in accordance with the relevant conventions and the Programme of Action of the Global Conference on Sustainable Development of Small Island Developing States (Barbados, 1994).

(i) *1998 International Year of the Ocean (IYO)*

A special Internet Home Page for the International Year of the Ocean was developed with more than 300 pages of

54

information attractively designed for easy access. An awareness campaign was implemented to cover all continents. A brief document entitled 'The Ocean Charter' was addressed to world citizens, laying down the principles for a prudent use and responsible stewardship of the oceans. Signatures were collected in support of the Charter.

(ii) *Climate change*

IOC contributed towards a basic understanding of the climate system through: ocean observations and forecasting of the El Niño phenomena; studies of the carbon cycle, in particular the CO₂ exchange between ocean and atmosphere; compiling and provision of available recent sea-level records on CD-ROM; participation in the work of the United Nations Framework Convention on Climate Change, the Intergovernmental Panel on Climate Change and co-sponsorship of the World Climate Research Programme. The El Niño studies have received particular attention.

(iii) *Ocean Science and Living Resources*

The problem of increasing harmful algal blooms was addressed in Ocean Science and Living Resources (OSLR), the related IOC programme, through observations, development of standards and training (in particular in taxonomy and toxicology). Besides the centre operating in Copenhagen (Denmark), another centre was established in Vigo (Spain), with the support of Spain.

The degradation of coral ecosystems around the world continued to be monitored through the Global Coral Reef Monitoring Network, which provides observations, training and evaluation through several regional modules established during the biennium.

The Atlantic Open Ocean Baseline Study of marine pollution has been completed, including the monitoring of selected organics and non-organics. The results do not display serious contamination in deep ocean waters, although tracers like Freon-11 are found in the North Atlantic deep waters.

(iv) *Ocean services*

The Global Ocean Observing System (GOOS) has taken off with development of the GOOS Initial Observing System (GOOS-IOS). This combines and integrates into a coherent whole a number of previously existing systems managed by WMO and/or IOC and therefore represents a substantial

step forward in the way international oceanography is practised.

Because GOOS-IOS meets many of the needs of professionals involved in climate forecasting and will help to meet the needs of the Framework Convention on Climate Change, the emphasis in the design of GOOS was shifted towards meeting the needs of the users of coastal seas by providing systematic data and information to improve the management of those environments and to underpin forecasts of change there. This is consistent with the demand of the United Nations Conference on Environment and Development (Rio, 1992).

(v) *International Oceanographic Data and Information Exchange (IODE)*

The IODE officers meeting, which took place in Goa, India (10-13 February 1998), summed up the progress achieved by IODE in 1996-1997. From the introduction of the United Nations Convention on the Law of the Sea an understanding arose of the significance of the newly acquired marine data resources, and the role of data in their effective and wise management. IODE plays a vital role in this process.

The successful flagship activities – Global Temperature and Salinity Pilot Project (GTSP) and Global Ocean Data Archaeology and Rescue Project (GODAR) have gained a worldwide reputation as supporting initiatives for scientific and monitoring programmes. The updated version of the GTSP plan has been finalized and a second set of CD-ROMs called *A World Ocean Database 1998* (WOD 98) is being distributed as an International Year of the Ocean product. WOD 98 contains the following data previously not available: 174,000 Ocean Station Data Casts; 190,000 CTD casts; 294,000 XBT profiles; 600,000 plankton observations and many other types of data.

A key event was the implementation of the Marine Data Symposium hosted by the Irish Data Centre (15-18 October 1997). It brought together approximately 100 field managers, professionals of data centres and software authors to discuss and recommend implementation strategies in ocean data management with the objective of helping IODE to take a strong lead in supporting GOOS and GCOS.

In response to the recommendations of Agenda 21, IODE laid great emphasis on marine information management by

improving data monitoring procedures, developing the MIM publication series and the Global Directory of Marine Scientists. Training activities continued to be an important component of IODE activities and a valuable element in national capacity-building. Three training courses were arranged in the Russian Federation in September 1997, in the Islamic Republic of Iran in November 1997, and in Kenya in December 1997. To enable students of training courses to revisit the topics covered during the courses and utilize the software tools on local data sets, a special tool kit and CD-ROM were developed.

The publication of the IOC Manuals and Guide No. 5 *Guide for Establishing a National Oceanographic Data Centre, Revised version* will further facilitate data management activities and bring new data centres into the IODE system.

(vi) *Training, Education and Mutual Assistance (TEMA)*

Though the TEMA programme has modules in all major IOC programmes, it has recently expanded through networking in Africa and South America. The most relevant initiative in the biennium was the establishment of the Marine Science and Technology Network between Latin American and European countries. Workshops and training courses have been held in various regions with focus on different aspects of Integrated Coastal Area Management (ICAM). Additional activities throughout the world include:

- a regional ICAM training workshop held in Seoul, Republic of Korea, October 1997, with emphasis on ocean survey, data collection and institution-building in the development and operation of integrated coastal management;
- a co-operative relationship established with the German ten-month Training Course on Protection and Utilization of Oceans (Germany, January-October 1997) where IOC was invited to give lectures on marine science and its inputs to integrated coastal area management;
- a training programme in *Modelling and Monitoring of Coastal Marine Processes* (MAMCOMP), sponsored by IOC, held in New Delhi, India (17-19 November 1997), with focus on such themes as coastal pollution problems, coastal marine environment, coastal transport models, environmental hazards, and integrated coastal management: concepts and national experiences;
- the international training workshop on *Integrated Coastal Management* held in Boston, United States, in July 1997. The workshop reviewed progress in the

implementation of Chapter 17 of Agenda 21, compared experiences associated with ICAM at both national and local levels and introduced approaches to ICAM on a wide range of issues.

A networking exercise has been conducted in West Africa to strengthen the IOC Regional Committee for Central Eastern Africa (IOCEA) regional activities, which together with those in support of the IOC Regional Committee for the Co-operative Investigation in the North and Central Western Indian Ocean (IOCINCWIO) included a special effort in Africa during 1998, through the organization of the Pan-African Conference on Sustainable Integrated Coastal Management (PACSICOM) in Maputo, Mozambique, in July 1998. The objective of PACSICOM was to strengthen sustainable development in coastal zones and areas otherwise influenced by marine processes in Africa.

(vii) *UNCLOS*

Following the decision of the 19th session of the IOC Assembly in July 1997 and in response to the IOC Circular Letter 1555, some 50 candidates from 27 countries have been nominated to the IOC Advisory Body of Experts on the Law of the Sea (ABE-LOS).

IOC provides secretariat support to the ACC Sub-Committee on Oceans and Coastal Areas, specifically charged with the implementation of Chapter 17 of Agenda 21. This received increased attention within the preparations of the 1998 International Year of the Ocean, which have been under way since 1997.

(viii) *Integrated Coastal Area Management (ICAM)*

Although IOC's activities in coastal zones date back to the early days of its establishment, its effort dedicated to integrated coastal management through marine science and ocean observation inputs was initiated in the implementation of the United Nations Conference on Sustainable Development (UNCED) decisions, and Agenda 21 in particular. In response to these efforts, the IOC Assembly at its 19th session (Paris, July 1997) decided, through resolution XIX-5, to support the development of Integrated Coastal Area Management as a new independent IOC programme.

Several workshops on ICAM took place in various regions, particularly in Africa. They focused on the use of the ICAM

56 concept in identifying gaps in the East Africa region in terms of institutional arrangements and mechanisms for co-ordination and implementation of ICAM-oriented activities. Greater attention was paid to coastal oceanographic and management issues of small island developing states of the Indian Ocean, including Comoros, Mauritius, Seychelles, Réunion (France) and Madagascar.

As an example of co-operation with UNESCO's CSI programme, IOC and CSI co-sponsored a workshop on 'An Integrated Framework for the Management of Beach Resources within the Smaller Caribbean Islands', held in Puerto Rico (21-25 October 1996). The workshop brought together coastal planners and environmental scientists, as well as educators, researchers and members of the private sector for the wider Caribbean region. In 1997, these activities expanded, in terms of variety and depth, with greater emphasis on the contribution of marine science to the integrated coastal area management.

As a result of the first coasts workshop in Liège, Belgium, May 1994, the peer review of the two special volumes *Coastal Oceans: (i) Processes and Methods*; and (ii) *Coastal Regions* has been completed. These volumes will help increase the understanding of coastal processes.

The Gulf of Thailand Study involves integrated scientific interdisciplinary studies aimed at solving practical problems in integrated coastal management. Two cruises have been completed and the IOC Workshop on the Co-operative Study on the Gulf of Thailand was held in Bangkok, in February 1997. The workshop covered: oceanographic conditions, existing scientific understanding, salt and heat budget, existing data, information and management, as well as modes of international co-operation.

(ix) *Manuals and guides*

A Guide Méthodologique d'Aide à la Gestion Intégrée de la Zone Côtière (Methodological Guide to Integrated Coastal Zone Management), co-sponsored by the IOC and UNESCO programmes IGCP, MAB and IHP, was published by France in July 1997. Drawing upon case-studies in different areas of France as well as in various Member States of West Africa, this Guide is focused on the development of scientific approaches and methodologies with regard to integrated coastal management. It will be translated into English in 1998.

Guidelines for Assessment, Monitoring and Management of Physical Shoreline Changes for the Western Indian Ocean Region have been prepared by the IOC/OSNLR Project on Coastal Erosion.

IOC also published the book *Coastal Zone Management Imperative for Maritime Developing Nations* in 1997.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

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The furthering of interdisciplinary activities among UNESCO's environmental programmes continued to characterize the strength of the Organization's contribution to the follow-up of UNCED and to inter-agency co-operation in the implementation of Agenda 21. Collaboration between these programmes and other programmes in education, social sciences, culture and communication has also provided encouraging results in dealing with topics covered by the Agenda. Ensuring that environment and development issues are addressed in an integrated and balanced manner requires further collaborative work between different entities of the Secretariat. UNESCO is seen to have taken the lead in promoting interdisciplinary environmental work. This trend needs to be affirmed and vigorously pursued.

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Enhanced co-operation among UNESCO's environmental programmes at the Secretariat level to follow up the Joint Statement of the Chairpersons of IOC, IGCP, IHP, MAB and MOST provides an opportunity for encouraging further co-operation at the national level between the national focal points of these programmes.

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The external evaluation concluded that the International Geological Correlation Programme should continue as a core activity of the Division of Earth Sciences with a focus on those geological processes that affect the global environment, cause hazards and are concerned with the wise use of the earth's natural resources. Enhancement of capacity-building in earth sciences as a stabilization factor against the 'brain drain' and the need for research in the geosciences

have proven to be necessary to enhance economic development.

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UNESCO was particularly successful with regard to mobilizing complementary external funding for the organization of ad hoc courses. This funding covered from 50 per cent to 90 per cent of the total cost of the course (in developing countries this contribution has been mostly in kind).

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The technical programme RELEMR is bringing scientists with different ideological and religious convictions together and letting them discover that they can actually work together. RELEMR is making an important contribution towards peace in the Middle East.

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DIVERSITAS is now recognized as the main international effort to build a worldwide capacity for the science of biodiversity. The expertise supplied by virtually all DIVERSITAS programme elements provides scientific inputs to the Convention on Biological Diversity, notably the Subsidiary Body on Scientific, Technical and Technological Advice (SBSTTA).

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The MAB approach, biosphere reserves and inter-programme co-operation remain attractive. The main difficulties in programme implementation include the lack of strong MAB National Committees within Member States and/or appropriate MAB focal points to promote MAB and in particular the development of the World Network of Biosphere Reserves. Many MAB results are not reported to the General Conference by representatives of Member States. Insufficiently strong public image of the MAB programme renders work difficult at the country level for the mobilization of extrabudgetary resources for regional or interregional projects, as for example under the Global Environment Facility (GEF).

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The regular programme resources of the MAB programme, which are now greatly decentralized to the UNESCO field offices, have always been considered as 'catalytic' for the mobilization of funds at the national level and/or from

extrabudgetary sources. However, the level of these regular resources is now well below the required critical mass. As a result, the scientific and natural resource management community that was active in MAB in the past has in many instances turned to other programmes and organizations.

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UNESCO took an active role in the first World Water Forum held in Marrakesh, Morocco, from 21 to 25 March 1997. The Director-General, as keynote speaker, presented UNESCO's project and vision on 'Water and Civilization'. In his message, he called for a new 'Water Ethic', thus placing UNESCO in the forefront of the new international water consciousness.

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At the working level, new relationships have had to be negotiated by CSI with unfamiliar partners. While some efforts have fallen victim to 'turf battles', others have thrived, strengthened by the comparative advantage of cross-sectoral teamwork.

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IOC carried out its ocean research, services and observational activities emphasizing indigenous capacity-building, in accordance with the decisions of its Assembly and Executive Council.

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Close connections were maintained with other relevant UNESCO environmental programmes, such as IGCP, MAB and IHP, in particular with respect to the project on 'Environment and development in coastal regions and in small islands'. In this context, co-operation was strengthened with United Nations and non-governmental partners, e.g. UN, WMO, IMO, FAO, UNEP, IAEA and ICSU.

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The implementation of the International Year of the Ocean is proceeding as planned, with no significant problems to date.

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The GOOS programme has now reached the point at which it can take off and begin to provide useful information concerning the state of the world's oceans from time to time.

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The IODE programme progressed well with the main focus being on the extension of services provided to different user groups, the implementation of existing data and information management projects, and on facilitating capacity-building activities.

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More and more developing countries of Africa, the Caribbean and other regions have started to appreciate the benefits they can have by joining the IODE system and adapting their data management activities to the IODE principles.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

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The outcome of the overall review of the implementation of Agenda 21, and the recommendations of the 'Programme for the Further Implementation of Agenda 21' for action at the national and international level render the tasks of UNESCO's scientific and educational activities in environment and sustainable development more important and more urgent than ever. They also call for enhancing UNESCO's transdisciplinary activities.

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There is great congruence between the priorities in UNESCO's scientific and educational programmes and the new priorities established in the 'Programme' document adopted by the special session. In this context, the third meeting of the Chairpersons of the five scientific intergovernmental programmes (IGCP, IHP, IOC, MAB and MOST), organized in Paris on the occasion of the 29th session of the General Conference, reviewed the relevance of the outcome of the special session for these programmes and has concluded that the new priority agenda for sustainable development established by the special session, is fully congruent with the priority themes identified by UNESCO in the environmental and social sciences.

(71)

The transdisciplinary approach to the project on 'Environment and development in coastal regions and small islands'

(CSI) calls for continuing innovation. Transdisciplinary co-operation should be increased in the field of protection and promotion of the Earth's natural heritage, joint activities between the World Heritage Centre, the Geosite and Geopark Network, the MAB Reserve Network and relevant IHP and IOC activities.

(72)

IGCP is an excellent tool to enhance scientific knowledge and regional co-operation among geoscientists from developing countries. It will further develop projects related to processes that have an impact on human living conditions and increase its interdisciplinary co-operation and project activities within the regions and in the developing countries. New media of dissemination of the information to the African community will have to be used more extensively.

(73)

The international profile of the MAB programme will have to be improved. This should be achieved through improved contacts with Member States and promotion of co-operation with other organizations and programmes.

(74)

Regional and subregional networking have become key approaches in shaping new initiatives under the MAB programme. Transborder co-operation through biosphere reserves is a highly valuable tool to attain these objectives. Communications amongst MAB specialists, notably working within biosphere reserves, needs to be considerably strengthened and organized, using the latest technologies whenever possible.

(75)

Water is set to become one of the major issues of the twenty-first century. Regions of the world facing water shortages are growing in area and number whilst the demand for water is estimated to have risen six or seven times from 1900 to 1995 – more than double the rate of population growth. IHP is already covering Africa, the Arab States, South and Central Asia, Latin America and the Caribbean, South-East Asia and the Pacific and is working closely with some 158 National Committees and focal points in implementing its activities. Nevertheless in order to prevent and remedy water problems an additional effort is needed to strengthen regional co-operation.

(76)

UNESCO and its IOC should develop a programme to assist Member States in forecasting and adjusting to the negative effects induced by El Niño. This programme should address the possibility that a trend towards increasing frequency and intensity of the event might continue.

(77)

The effect of El Niño together with the pressing problems posed within the area of sustainable integrated coastal zone management (SICOM) mean that IOC must increasingly face up to the necessity to deal with the social implications of marine and meteorological phenomena.

Programme II. 4 - Social and human sciences and social development

60 I. MAIN RESULTS

(78)

Social transformations and development

- Launched to foster policy-relevant research, the international social science research programme entitled ‘Management of Social Transformations’ (MOST) pursued its effort in building bridges between social scientists and decision-makers. The MOST programme focuses on three major themes, namely: urban problems; practical responses to the phenomena of globalization; and the management of multicultural societies. It has established 17 research and action networks on these themes. Their activity, initiated during the biennium, has increased significantly.
- A series of regional consultations were concluded with meetings in the Arab States and in the Caribbean region, to introduce the MOST programme to policy-makers and researchers, and to establish new projects under the coordination of researchers in the respective regions. As a result of the regional meetings some 80 Member States are now involved in one or more MOST projects.
- Four projects were launched in all the regions of the world and in the main aspects of the contemporary urban problematic.
- Under the theme of multicultural and multi-ethnic societies, five research projects were accepted by the MOST Scientific Steering Committee. These projects analyse the following: the policy implications of multiculturalism resulting from new migration flows in Asia; patterns of exclusions of minority ethnic groups from political participation in European cities; policy recommendations for new forms of citizenship; assessment of patterns of ethnic conflict and cohesion in Africa by African scholars.
- The establishment of a research and policy network on ethnic relations and ethnic conflicts in the countries of the former Soviet Union has been supported. The project provides an international comparative perspective on the policy issues related to ethnic conflict and peaceful multi-ethnic democracy.
- UNESCO is undertaking important regional migration networking activities as part of its MOST programme. As international mobility is a key factor in current social transformations throughout the world, preparations are under way towards the establishment in 1998 of three other migration research networks in Africa, Central

and Eastern Europe and Latin America and the Caribbean.

- A doctoral programme on globalization and rural development in Mediterranean countries has emerged as a main contribution from the MOST network on ‘Globalization and transformations of rural societies in the Arab Mediterranean countries’. Ph.D. students are being trained by MOST networks on new social science methods and are contributing to field research on global-local linkages.

(79)

The Organization contributed to the follow-up of the World Summit for Social Development and to the International Year for the Eradication of Poverty (1996):

- South-South co-operation on an interregional scale for the purposes of elaborating a state of the art in themes that are of special concern to UNESCO, such as poverty, socially excluded sectors of the population, culture of peace, democracy, human rights for peace and tolerance, was developed.
- A study on positive experiences on integration in Latin America and their incidence in the eradication of poverty was carried out by CLASCO and the Universidad Federal de Rio de Janeiro.
- Two multidisciplinary teams were created in the Universities of Ouagadougou and of Nairobi. The analysis and evaluation of knowledge were updated in each of the countries, and a project of study on poverty in Burkina Faso was elaborated for extrabudgetary funding. The analysis and evaluation of knowledge about poverty in Kenya made possible a UNESCO/University of Nairobi co-publication under the title *Poverty Revisited – Analysis and Strategies Towards Poverty Eradication in Kenya*.

(80)

UNESCO took part in the preparation and follow-up of the second United Nations Conference on Human Settlements (Habitat II):

- A UNESCO policy paper entitled ‘Humanizing the City’ was prepared by the SHS/SRP/VHH Unit which coordinated the contributions of all sectors with regard to UNESCO’s activities on urban issues. This document was distributed within the framework of the general assembly of mayors on 31 May 1996 and during the United Nations Conference on Human Settlements. It was the basis for

the Director-General's speech on 7 June 1996 and it was the starting point of the seminar entitled 'Democracy and Citizenship in the Cities of the Twenty-First Century', held on 7 June 1996.

- The main activities organized in the framework of this Conference were: dialogue on democracy and citizenship in the city of the twenty-first century; an exposition and a symposium on rehabilitation of urban cities where the changing facets of cities were discussed.
- As a result of the symposium, consultations in Latin America and Tunisia took place to establish technical co-operation with municipalities concerning the revitalization of inner-city areas (Quito, Lima, Tunis).
- An action-oriented seminar held at Essaouira (Morocco) on Urban Development and Freshwater Resources: Small Coastal Cities permitted identification of new partnerships and mechanisms of co-operation between municipalities facing similar problems in the development of small- or medium-sized coastal cities. The cities of Saint Malo (France), Alghiers, Licata and Sciacca (Italy) launched this partnership network with the scientific and moral support of UNESCO.

(81)

- The MOST programme has created a fully-fledged clearing house for announcements, publications and policy reports of the programme and its projects available on the Internet. The MOST Clearing House is consulted by users from over 125 Member States. The number of documents consulted on the website increased sharply from 25,113 (1996) to 45,232 (1997).
- An innovative database with descriptions of 'Best Practices' in policy development on the themes of MOST has been established, in co-operation with several specialized NGOs. The database contains a large section on projects at the municipal level concerned with poverty and social exclusion. It is used by policy-makers and researchers in developing policies and projects. The activity has attracted the attention of several United Nations agencies and NGOs with whom further data-collection projects will be established.
- Two meetings on poverty research have been supported, one in Central America and one in Central Asia, to explore the current contribution of the social sciences to the design of poverty eradication policies. The meeting in Central America has resulted in a state-of-the-art publication that will be used in further policy analysis on poverty.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(82)

The regional consultations of the MOST programme have provided a quick and cost-effective way to introduce the programme in all regions and to start important projects for scientific co-operation in the respective regions. National Liaison Committees, established in 40 Member States, have been effective in using the programme to create research and policy communities.

(83)

Action is currently focused on broad decentralization of initiatives within the framework of ongoing projects, while exchange and co-ordination are the responsibility of the Secretariat, in particular using the Internet site and MOST debates.

(84)

In the period 1996-1997, theme three 'global-local linkages' evolved in the sense of defining the main areas of action of the MOST programme. An effort was made to conceptualize what 'coping strategies' imply under MOST. The central idea has been to define in which domains the MOST programme would have a comparative advantage in dealing with global-local linkages. Two lines of inquiry have been pursued, bringing to the fore a certain amount of singularity in MOST's work in relation to other United Nations and international agency research and development activities. Firstly, the description of global processes and a comparison between national and local realities within a changing global economic environment. Secondly, 'issue-areas' (drugs, criminology, alternative development in rural and peripheral areas, regional integration) have been identified and projects on these issues are currently being implemented. The nature of the research must be clearly distinguished from traditional academic research – the transmission of results to those studying and designing policy drives the outputs of the MOST programme. The networking of producers and users has been consolidated as the main strategy under this theme.

(85)

As a follow-up to the Cairo International Conference on Population and Development and the Plan of Action of the

62 World Summit for Social Development, inter-agency collaboration in the field of migration and regional migration networking activities were stepped up through the establishment of a Population and Migration Unit within the Sector of Social and Human Sciences.

(86)

The utilization of the Internet for the dissemination of publications and scientific data guarantees a quick and broad accessibility of all outcomes of the MOST programme and its projects. With some 2,000 users per month, the MOST Clearing House can be considered one of the most popular internet sites in the social sciences. The use of new formats for the diffusion of social science insights, such as via the examples of 'Best Practices', can contribute to bridging the gap between policy-makers and the academic community.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(87)

In the future, the comparative phase and the links with MOST action projects must be developed. The Organization will particularly insist on research results oriented towards the formulation of policies.

(88)

In the introduction and implementation of the MOST programme it is essential that Member States are involved right from the start. The experience with the regional meetings has shown that many Member States are ready to participate very actively in UNESCO's activities.

(89)

Under the theme global-local linkages of MOST, the production of new scientific knowledge and its conversion into public use, mainly by public decision-makers and mass-media professionals, is the main lesson learnt. For instance, a regional project in Latin America and the Caribbean in the field of social policies, after being completed, will be followed by a policy paper containing policy guidelines in 1998. Two main areas of intervention – by means of books or training materials – have been given priority: national coping strategies to fight against drug-trafficking and social governance within globalization and integration processes. This includes, for example, a new geography/history manual for the MERCOSUR region.

(90)

From the broad usage of the MOST Clearing House it is learnt that through the utilization of the Internet, MOST can reach academics, as well as the general public and the policy-makers. With the rapidly increasing number of Internet users in all parts of the world, the usage of the Clearing House information is expected to continue to grow.

(91)

Some activities, specifically with women, will be planned as UNESCO's contribution to the eradication of poverty, for example, community development projects will be implemented in the Lao People's Democratic Republic and Burkina Faso. They are based on an integrated development approach – emphasis is put on better access to basic infrastructures (drinking water, energy supplies, health care for women), formal and non-formal education and women's income-generating activities will be encouraged by micro-credit systems accompanied by adequate training. These projects are to be financed with extrabudgetary resources.

Special project: 'Cities: management of social transformations and the environment'

Objectives

This experimental action-research project was implemented in three pilot sites: Yeumbeul in the suburbs of Dakar (Senegal); Port-au-Prince (Haiti); and São Roque in the suburbs of São Paulo (Brazil). The main goal of the project is to encourage initiatives aimed at improving the quality of life and to promote the exercise of citizenship in our urban environment.

Analysis of programme implementation and internal evaluation

This intersectoral project received inputs from the Sciences Sector (MAB), in the cases of São Roque (CSI) and Yeumbeul, and from the Education Sector in the case of Haiti.

- In Yeumbeul, the programme was set up on the initiative of the main local associations. After a participatory inventory of priority problems dealing with access to drinking water, improvement of hygiene and sanitation in the area and support for income-generating economic activities for women, the first phase of the programme (1996-1997) was put into effect in the most impoverished zone:
 - extension of drinking water network and installation of supplementary water taps for 600 households;
 - installation of 65 sanitation units;
 - support for ten women's promotion groups for credit and saving funds reaching 500 women.

- In Port-au-Prince the programme is less advanced than in Yeumbeul. It was set up in partnership with a training project for youth, implemented by ED/BAS/YTH in poor neighbourhoods. The main focus of the project was the access to water and training of 600 young people in the water profession.
- In São Roque, an awareness-raising action on environment directed to young people has been launched.

Lessons learnt and implications for the future

Grass-roots participation in the improvement of living conditions has proven the importance of involving populations as well as NGOs in operational projects where the environmental/social aspects are the main component.

For further development of these, UNESCO should:

- be sure that the poorest are reached;
- ensure partnership with the local authorities;
- generate local development with the participation of the population;
- establish, at the level of the whole project, a network between the three sites and elaborate a methodology framework to be used in other places for future management of urban development with a participatory approach.

64 Young people and social development

I. MAIN RESULTS

(92)

- In order to obtain a clearer picture of the situation, problems and aspirations of young people on the threshold of the twenty-first century, a world survey was launched, called ‘Rounding the Cape’ (originally ‘Turn the corner’ in English). Designed as a mobilizing, decentralized mechanism, the survey relies on partnerships, the most important of which were with the Junior Chamber International and the World Federation of UNESCO Clubs, Centres and Associations (WFUCA). A series of activities, seminars, symposia and consultations held in several countries (Benin, Bulgaria, Cape Verde, Ethiopia, Peru, Tunisia and Uzbekistan) aimed to provide national actors (particularly ministries for youth and youth organizations) with data and analysis on the situation of young people, especially in developing countries, to identify national organizations which are working on the ground, and to disseminate information and strengthen the capacities of young people regarding organization, management and communication.
- UNESCO’s backing for the INFOYOUTH networks has helped to develop communication about and by young people. By organizing seminars and meetings, INFOYOUTH has contributed to improving co-ordination among researchers and decision-makers regarding youth issues at the level of the state and voluntary associations, largely in Europe and Asia and the Pacific and to a lesser extent in the Arab States, Africa and Latin America. In addition, more limited actions have enabled young people from different countries, in socially deprived or excluded groups, to access the new communication technologies. The development of the interactive Internet site Youthlink with an American foundation, the creation in Tunis of a single youth information counter and the organization of computer training courses for underprivileged young people in South Africa, India and New Zealand go to show that all young people, and not only the better off, can have access to the new information technologies and use them for their personal and professional development.

(93)

- Partnerships with youth and student NGOs were strengthened, thanks in particular to the holding of regional and

global consultations (in the Asia-Pacific region with the collaboration of the UNESCO Bangkok Office). These meetings showed that young people were very anxious to be included in the decision-making process, in particular at local level. UNESCO’s presence alongside youth and student NGOs is a way of encouraging young people to take an active part in development, the fight against poverty and efforts to improve the quality of life.

- Several initiatives helped encourage intercultural exchanges: support for and promotion of the International Youth Card together with WFUCA in some 15 countries; the allocation of about 20 travel grants to leaders of youth organizations; and co-operation with the Co-ordinating Committee for International Voluntary Service (CCIVS). The Division of Youth and Sports Activities (SHS/YSA) undertook projects stressing young peoples’ voluntary work as an educational process encouraging them to become responsible (young people’s work camps in Guatemala and the establishment of networks in Central Europe and Asia-Pacific, and so on). Two subregional consultations in Central and Eastern Europe and for the Asia-Pacific region hold out hopes of the emergence of regional structures for interaction in this field.
- The two Together in the World concerts held in Paris (France) and Tarragona (Spain) and the first Children’s Summit, which took place at Headquarters and at Disneyland Paris, were attended, in a festive atmosphere, by several thousand young people who were introduced to UNESCO’s noble ideals.

(94)

- The effective relaunch of co-operation with the International Council of Sport Science and Physical Education (ICSSPE), which has been given the status of umbrella NGO and which organized, under contract, a global symposium on the occasion of the second World Festival of Games, Sports and Traditions (Bangkok, 1996, 500,000 participants from 34 countries) enabled UNESCO to support the development of physical and sports activity and thereby promote the ideals inherent in sport.
- Collaboration with the Associated Schools Project enabled sports and cultural activities to be organized in four African countries (Benin, Burkina Faso, Senegal and Togo) and four countries in Latin America and the Caribbean (Cuba, Guyana, Nicaragua and Peru).

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(95)

The results of an internal evaluation of the mechanism of collective consultations of youth NGOs (1985-1996) were considered at the World Collective Consultation of Youth NGOs in conjunction with the United Nations and its Economic Commission for Latin America and the Caribbean (ECLAC) (Santiago, September 1997). One of the major conclusions was the need to strengthen co-operation with the United Nations for better co-ordination and complementarity between the Youth NGO Collective Consultations (based on the UNESCO programme) and the World Youth Forum (based on the implementation of the United Nations World Programme of Action for Youth to the Year 2000 and Beyond). Regional youth consultations have been and will be held to that end in the Arab countries (Cairo, Egypt, December 1997), Africa (Dakar, Senegal, March 1998), Asia and the Pacific (Bangkok, Thailand, May 1998) and Latin America (Santiago, Chile, June 1998).

(96)

Demand for advisory missions in the framework of co-operation with Member States for the establishment of youth policies and programmes exceeds the Secretariat's effective capacity to respond. Furthermore, some problems were encountered in attempts to associate with the missions other institutions of the United Nations system, and sometimes even other IGOs (Conference of French-Speaking Ministers of Youth and Sports (CONFESJES), the Commonwealth and the Ibero-American Youth Organization). An essential factor in success is in fact the stability and durability of partners (as is the case in China, Georgia, South Africa and Viet Nam) and the establishment and follow-up of action in the long-term.

(97)

Concerning the International Youth Card, the decision at the end of 1997 to merge the two existing cards and entrust their management to a single intermediary opens up new prospects for a consistent programme of action. The promotion of the card by WFUCA and UNESCO Clubs, and efforts to establish co-operation with the World Heritage Centre and Associated Schools are setting the agenda for the development of the card.

(98)

As only 10 per cent of the requests for travel grants for leaders of youth organizations can be satisfied, it was decided to decentralize the programme and give priority to young women leaders of voluntary associations in African LDCs as of 1998. Attempts to obtain free transport have on the whole been fruitless.

(99)

Almost all the activities carried out by SHS/YSA in 1996-1997 were covered by the media, at least at the local level. With the support of the Office of Public Information, six were covered on the television network CNN. The sponsoring of some activities by stars, such as Marie-José Pérec for the distribution of two tonnes of sports equipment in Togo, generates outstandingly high profile events. Some of the stars will soon be involved in the creation of the Club of Sports Personalities for Peace.

(100)

Despite the complexity of such operations, the two concerts organized with the Together in the World Foundation (concert at the Zénith Club in Paris in 1996 and on the beach at Tarragona in 1997) and the organization of the Children's Summit at Disneyland Paris turned out to be useful ways of reaching underprivileged young people and those in serious difficulty, and in any event those unconnected with the circuits which traditionally convey UNESCO's message.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(101)

Co-operation with the Culture of Peace Programme for the promotion of the culture of peace at important events was exemplary. This seems to be a theme with great potential for future collaboration (co-operation for the forthcoming Scout Jamboree, United Nations International Year for the Culture of Peace, etc.). Efforts should be intensified to promote a culture of peace through voluntary service, international exchanges and sport for peace.

(102)

Consultations with youth organizations are building up to the updating and implementation of the World Programme of Action for Youth Towards the Year 2000 and Beyond,

66 and also participation in the World Conference of Ministers for Youth, to be held in Lisbon in August 1998.

(103)

In respect of national policies, requests for advisory missions – and for sport, the probable holding of the International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS III) – require an enhancement of Secretariat expertise in that regard, increased efforts for intersectoral handling of the ‘youth’ question and strengthened co-operation between Headquarters and field units.

(104)

The activities undertaken in recent years have shown that what is required is to continue seeking new structures and

approaches that could promote and develop communication and synergy in a spirit of mutual respect among the UNESCO community (Member States, National Commissions, the Secretariat and NGOs) and the different segments of the ‘young’ population, including those who have little or no access to already existing forms of information, training and organization.

(105)

The external evaluation carried out during the preceding biennium on the Intergovernmental Committee for Physical Education and Sport (CIGEPS) and the resulting green note on general policy led to the restructuring of CIGEPS, whose new Statutes were adopted at the 29th session of the General Conference.

External evaluation: Co-operation between the Co-ordinating Committee for International Voluntary Service (CCIVS) and UNESCO from 1992 to 1996

Objectives and purpose of the evaluation

To review CCIVS’s co-ordination and mobilization role and the impact for both organizations of its co-operation with UNESCO, and to assess in particular whether CCIVS (as it is structured) is enabling UNESCO to take advantage of its facilities for co-operation (programme activities, mobilization of volunteers, promotion of UNESCO’s ideals, relations/liaison, etc.) with voluntary service organizations.

Main findings

- Autonomous and independent functioning of CCIVS as an international NGO for co-ordinating more than 230 national structures.
- Multiplier effect for the promotion of UNESCO’s ideals among national organizations and structures, co-ordination of activities and programmes and mobilization of volunteers on specific projects.
- Some uncertainty in the co-operation between CCIVS and UNESCO as a result of a change in the structure responsible for voluntary service at UNESCO (1995-1996).

Recommendations

- To pursue and develop voluntary service for young people by placing emphasis on voluntary work as an instrument

enabling young people to participate in society and contribute to its development.

- To strengthen the role of voluntary service with regard to the culture of peace and the cultural heritage.
- To identify and train qualified volunteers who can make a contribution to UNESCO’s activities.
- To improve CCIVS’s information capacities by developing a joint CCIVS-UNESCO structure to centralize and disseminate information on voluntary service among young people.
- To improve the quality and the number of projects to be jointly implemented by CCIVS and UNESCO.

Follow-up

- Project for a joint CCIVS-UNESCO centre (with other partners) for documentation and information designed to promote and develop voluntary service among young people.
- Development of new international assignments for young volunteers in UNESCO’s fields of competence.
- Search for new forms of voluntary service for young people under joint action by CCIVS-UNESCO.
- UNESCO should be able to take a full part in the year to celebrate voluntary service in 2001.

ACTIVITIES FINANCED BY EXTRABUDGETARY RESOURCES*

(106)

The total delivery achieved under projects financed by extra-budgetary resources in 1996-1997 amounted to \$20.3 million. This represented 68 per cent of the funds allotted and only 53 per cent of 28 C/5 estimates (\$38.0 million). This is explained to a large extent by the relevant decisions of the United Nations General Assembly relating to national execution. In 1994-1995, the delivery was \$23.8 million. As for the decentralization of operational activities, out of the total delivery of \$20.3 million, a total of \$15.2 million was executed by divisions at Headquarters (74 per cent) whilst 26 per cent (\$5.1 million) were executed by field offices.

(107)

Within Major Programme II, a total of 167 projects were implemented of which 55 came under the basic and engineering sciences activities, with a total delivery of \$7.7 million. Under the Environment and Natural Resources Management Programme, a total of 112 projects were implemented. Out of these, 29 projects were in the field of oceanography and marine-related issues, 18 in the area of

water resources, 12 in the area of earth sciences, and 53 in the area of ecological sciences. The total delivery of this programme was around \$12.6 million, distributed as follows: \$0.5 million for earth sciences; \$1.4 million for water resources; \$5.2 million for oceanography and marine-related issues; and \$5.5 million for ecological sciences.

(108)

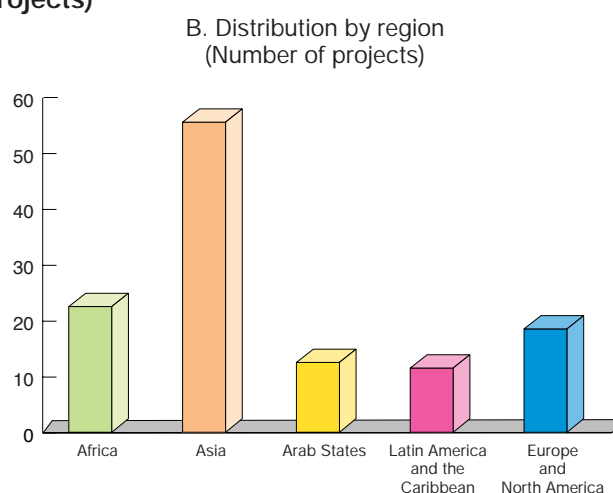
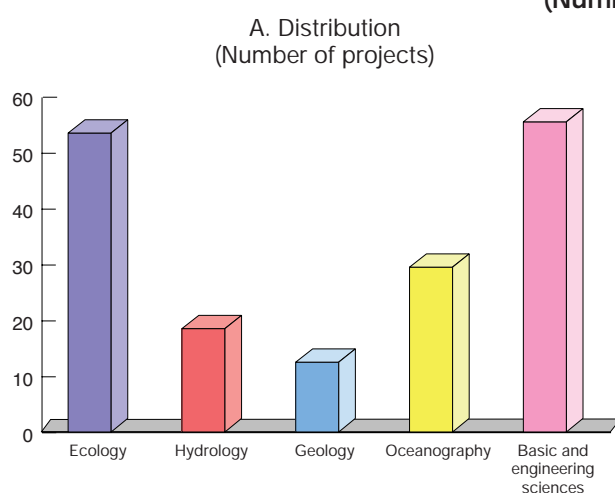
The regional distribution is as follows: 22 were in Africa; 12 in the Arab States; 55 in Asia and the Pacific; 11 in Latin America; 18 in Europe; and 49 projects were inter-regional.

(109)

Among these projects, 11 per cent were funded by UNDP and the remainder through fund-in-trust arrangements. This confirmed the trend that started during the 1990-1991 biennium and continued during the 1994-1995 biennium. This trend is likely to continue in the future.

* See the list of projects in Annex I.1.

Distribution by subprogrammes (Number of projects)



68 **Examples of projects**

(110)

Learning package development in energy engineering

The learning package development in energy engineering promotes increasing interest in renewable sources of energy as a necessity for future needs and as part of a more enlightened way of thinking. For the power engineers of today, the necessity for updated information has never been greater. The video and CD-ROM component of the package which characterizes the second phase of this project is being successfully implemented by renowned institutions in Italy and North Africa. By developing a video and CD-ROM component, environmental and economic awareness is being promoted in a student-friendly way. The project is being developed on schedule and the third phase is under preparation.

(111)

Microbiology and chemistry of natural products

The activities of the regional networks on microbiology and chemistry of natural products have received extrabudgetary funds from the Japanese Government. These resources have covered the exchange of scientists, travel grants, strengthening of national structures, new project generation, workshops and training courses.

(112)

Latin American Biotechnology Network

- The countries of the region co-ordinated many of their actions in biotechnology at the annual meetings of the programme's Regional Council of Directors. They compared their capacities, their methods for assessing situations and possibilities and their approach to the elaboration of national policies for the development of biotechnology.
- Over this period, priority was given to political actions and to the training of human resources, but no research and/or development activities sponsored by the programme were developed. This is probably the greatest shortfall, as the results of the specific projects developed during the first phase of the programme far exceeded expectations in terms of science, development and application in addition to the integration of regional efforts.
- The programme has been evaluated by local researchers and by a panel of international experts unrelated to the

programme. Their conclusions were entirely positive, highlighting the degree of collaboration reached and the desire for regional integration.

(113)

The Great Man-Made River Project

- Since 1990, UNESCO has co-operated on a trust-fund basis on human resources development for the operation and maintenance of the Great Man-Made River Project (GMRP) in the Libyan Arab Jamahiriya. The activity comprises the training of engineers and technicians, setting-up a training centre and the establishment of a technical documentation centre. A total of 62 engineers and geologists were trained in the Netherlands, United Kingdom and Australia, and short courses were organized for several groups of engineers and science graduates. Training was also organized locally for engineers and technicians. As the project became operational, with the help of UNESCO, high-level consultants conducted a cost-effectiveness study, comparing the cost of water supplied by GMRP with desalination options. Hydraulic aspects of the system operation have also been analysed.
- To secure competent advice in technical matters, UNESCO nominated a high-level Advisory Board, composed of distinguished specialists in technical and scientific disciplines relevant to the project. The Board has had six sessions so far, devoted to human resources development, training and research, and to advising on methods for the evaluation of project components.

(114)

Research on ameliorating the environmental situation in the ecological crisis area of the Aral Sea (Phase II)

The Aral Sea project, funded by the Ministry of Research and Technology of Germany, with a total input of US \$1.2 million, has resulted in a complete assessment and modelling of the terrestrial and aquatic ecosystems of the Aral Sea area, as affected by man. It is structured into 22 subprojects, dealing with ecology, limnology, ecotoxicology, hydrology and hydrogeology of the affected area, including also aspects of efficient water use in irrigation and drainage, the effects of pesticides and fertilizers, biological waste and water treatment. A geo-information system for the research area has already been established, covering an area of about 130,000 km², which is an estimated 60 per cent of the ecological disaster area.

More than 140 scientists and technicians from Kazakhstan, Russian Federation, Turkmenistan and Uzbekistan are taking part in implementing the project, which began at the end of 1992 and should terminate at the end of 1998. It is expected that the third phase of the project will be approved at the beginning of 1998 (US \$250,000).

(115)

Conservation of natural ecosystems

Nature conservation and sustainable development in the Mananara-Nord Biosphere Reserve, Madagascar

- The project in the Mananara-Nord Biosphere Reserve in Madagascar is funded by the Government of the Netherlands with a total amount of \$3,350,000. The biosphere reserve is situated on the north-eastern coast of Madagascar and covers about 140,000 hectares with a population of 47,200. The integration of the local population into the conservation and development project is considered as the central reason for its success. The project employs 100 local staff members and one international expert. Local project co-ordination is ensured by the central office in Antananarivo and in the field office in Mananara-Nord.
- The project's aim is to increase knowledge of the region as regards sociocultural and ecological matters, to obtain the population's strong support for the proposed concept, initially by seeking their involvement in environment protection and by their renunciation of slash-and-burn agriculture within the protected areas. The project also strengthens the promotion of varied groups as partners, and the establishment of an operational structure and of close ties with the different local actors. Lastly, the extension of irrigated areas, the development of technological packages adjusted to irrigated rice-growing and the popularization of methods of rainy rice-growing without prior burning is widely supported.
- The problems of the Reserve and the actions undertaken since its creation are very well documented by printed and audiovisual publications. An Internet site has also been established (<http://cons-dev.univ-lyon1.fr/madagascar/madagascar.html>).
- The project for the Mananara-Nord Reserve started under this funding in 1996 and will most probably terminate in the year 2000.
- The UNESCO-MAB, WWF and the Royal Botanic Gardens at Kew People and Plants Programme is a co-operative

initiative aimed at promoting the sustainable and equitable use of plant resources in rural communities. It is financed by extrabudgetary resources from Denmark and Norway. A network of African ethnobotanists/ecologists was formed during the fifteenth AETFAT (*Association pour l'Etude de la Flore d'Afrique Tropicale*) Congress in Harare, Zimbabwe (3-7 February 1997). The Steering Committee for this programme met in Godalming (United Kingdom) in May 1997 to review new activities supported through the European Union and the progress of two regional projects on ethnobotany and sustainable use of plant resources in Africa and the Hindu Kush Himalaya. In 1997, a Pacific network of this programme was launched.

Science, technology and society

Five extrabudgetary project activities relating to the Science, Technology and Society Programme were implemented during the biennium, compared with six projects during the preceding biennium; only one of them received UNDP support. Others involved an associate expert and a scientific prize and the two others represented contributions to a special programme for Africa. The total delivery was around \$0.5 million.

(116)

Social and human sciences

A project on democratic governance in Kyrgyzstan has been started with support from the Swiss Government through a fund-in-trust agreement. The project provides training for key policy-makers on the development of a multicultural and multi-ethnic democratic society, focusing on issues such as minority rights, minority languages, freedom of religion and diversity of the media.

(117)

MOST, together with the Institute for Architectural Education and the United Nations University, organized a seminar on the megapoles of South-East Asia for specialists and practitioners, with Japanese funds-in-trust.

(118)

A MOST project on national coping strategies to fight against drug-trafficking is funded by UNDCP.

(119)

The first phase of the MOST project entitled 'Sustainable Development Paradigms and Policy' has brought forth

70 MOST Policy Paper No. 6 – *Sustainability: A cross-disciplinary concept for social transformations* – which has been widely distributed, including to the delegates at the 29th session of the General Conference. The paper is based on a three-day workshop of experts organized by the Institut für sozial ökologische Forschung (IDOE) in Germany from 20 to 22 November 1996. This meeting was to wind up the conceptual phase of this research endeavour financed through funds-in-trust by the German Federal Ministry for Research and Technology (BMFT). The outcome of this preparatory research project (which is to be published) constitutes a promising basis for an international MOST project – towards sustainable development paradigms and policies: capacity-building and training for comparative research and policy formulation. Exploration of the scope of the concept of sustainability has outlined the range of practical contributions social sciences can make to the understanding and implementation of sustainability.

(120)

Youth and social development

‘Hope and solidarity through ball games’ proved to be an unusually successful programme. With a budget of under \$50,000, in 1996 alone it managed to secure for some 30 different countries contributions in kind and services worth \$2,366,830. For example, the Port-au-Prince Office in Haiti, in collaboration with the International Fund for the Development of Physical Education and Sport (FIDEPS), was able to distribute 1,340 kg of sports equipment to physical education and sports for all centres.

(121)

Activities were organized with the aim of involving young people in recycling for sustainable development. A world youth forum on recycling in Japan brought together young people from 14 different countries, and an informal network of groups actively involved in recycling projects was set up with the support of UNESCO.

(122)

Under an experimental and innovative project, Transat Internet 96, designed together with young people from a special teaching institution (Sannois, France), seven pupils sailed the Atlantic from Guadeloupe to La Rochelle (France). Three teaching tools were used during the crossing: video, the ship’s log and the Internet.

(123)

In Zurich (Switzerland), Sportival, a popular sports festival, was attended by 50,000 people, with a majority of young people.

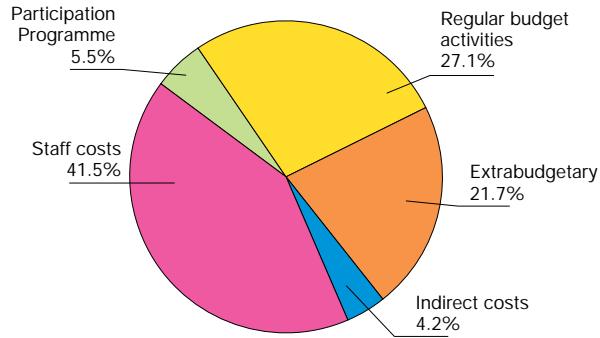
(124)

Under a co-operative sports project entitled ‘River-town to river-town’ a number of events were organized in 1996 in the Venezia region of Italy, at which \$35,000 was collected for the towns of Bamako (Mali), Nyahururu (Kenya), Tbilisi (Georgia), Banjul (Gambia) and Ruse (Bulgaria). In 1997, sports events were held in Italy on the Brenda river for the benefit of river towns in Côte d’Ivoire and Kenya. The same idea was successfully adopted in Canada.

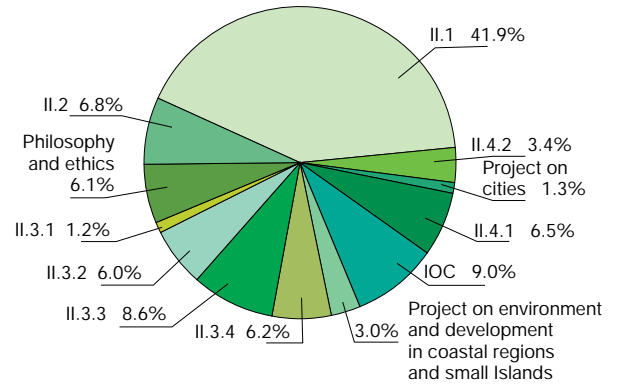
Administrative and budgetary information

Appropriation line	Regular budget	Extrabudgetary resources
\$	\$	\$
MP II - THE SCIENCES IN THE SERVICE OF DEVELOPMENT		
Programme II.1 Advancement, transfer and sharing of knowledge in natural sciences		
II.1.1 Teaching, research and co-operation in the basic and engineering sciences	13 057 552	13 048 000
Programme II.2 Advancement, transfer and sharing of knowledge in the social and human sciences		
II.2.1 Teaching, research and co-operation in the social and human sciences	2 124 108	151 000
Philosophy and ethics	1 916 491	-
Programme II.3 Environmental sciences and sustainable development	6 830 019	
II.3.1 Co-ordination and promotion of interdisciplinary and inter-agency co-operation	365 896	-
II.3.2 Earth sciences and natural hazards	1 885 673	2 365 000
II.3.3 Ecological sciences and the Man and the Biosphere (MAB) programme	2 653 190	2 739 000
II.3.4 Hydrology and water resources development in a vulnerable environment	1 925 260	2 465 000
Project on environment and development in coastal regions and in small islands	954 091	697 000
UNESCO Intergovernmental Oceanographic Commission	2 811 780	1 942 000
Programme II.4 Social and human sciences and social development	3 498 652	
II.4.1 Social transformations and development	2 024 155	1 070 000
Project on Cities: management of social transformations and the environment	410 738	-
II.4.2 Young people and social development	1 063 759	423 000
	31 192 693	24 900 000
Indirect costs	4 849 621	-
Participation Programme	6 318 357	-
Personnel	47 675 426	-
Total, MP II	90 036 097	24 900 000
Total RB + EXB		114 936 097

**Distribution of total expenditure
\$114 936 097**



**Distribution of activities expenditure
for the regular budget (by programme)**



Major Programme III

Cultural development: the heritage and creativity

World Decade for Cultural Development

I. MAIN RESULTS

(1)

World Decade for Cultural Development

- Over 150 projects were launched and awarded the Decade label in 1996-1997 in the framework of the World Decade for Cultural Development. Of these, over 90 received financial grants under the special reserve of \$1.5 million for Decade activities within the Participation Programme.
- At the request of the Decade Intergovernmental Committee, the fifty-second session of the United Nations General Assembly in December 1997, adopted a resolution which, *inter alia*, 'requests the Secretary-General, in the elaboration of the International Development Strategy, to include recommendations for the integration of the cultural dimension in development activities', as well as 'to stress the importance of the question of the interaction between culture and development, and encourages UNESCO to accord priority to this theme in its work'.
- Among the most significant Decade projects implemented during the biennium in Africa, the following must be mentioned: the African Itinerant College on Culture and Development, and the Southern African Cultural Information System (SACIS); in Latin America and the Caribbean, the Cultural Information System for Latin America and the Caribbean (SICLAC), and the MERCOSUR cultural programme; in the Arab States, the 'Regional cultural capitals' project in Cairo (1996) and Tunis (1997), and the regional seminar in Sana'a on culture, tourism and development; in Asia and the Pacific, two regional networks for the Himalayan region and for South-East Asia, on the theme: the cultural context of natural resource management, and several activities as part of the 'Vaka Moana' project; in Europe, the projects 'Management of cultural pluralism in Europe', 'Culture in the neighbourhood' and the 'CULTURELINK' interregional cultural information network.
- A meeting of experts from ten countries of the Southern African Development Community (SADC) organized by the UNESCO Harare Office in co-operation with SADC in Maputo (Mozambique), reviewed the strategy of implementation of the common network of SACIS and adopted

a calendar of activities and a training programme as well as a list of activities. This was followed by the SADC meeting of officials and Ministers of Culture which approved the conclusions and decided on the follow-up. UNESCO is continuing its assistance in the implementation at national level.

- The UNESCO Havana Office launched a project on 'Cultural Tourism in Latin America and the Caribbean' designed to promote increased co-operation with the tourism industry in the region. Three thousand copies of a special UNESCO publication on this subject were made possible through extrabudgetary resources.

73

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(2)

The adoption by the United Nations General Assembly at its fifty-second session, of the resolution requesting the Secretary-General to include recommendations for the integration of the cultural dimension in the next International Development Strategy, marked a major achievement for UNESCO and the World Decade for Cultural Development.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(3)

The final biennium of the World Decade for Cultural Development brought to fruition a number of important activities and was marked by interdisciplinary and intersectoral co-operation, including culture and environment, culture and tourism, and investing in culture. For this interdisciplinary approach to continue and in order for these themes to be fully developed, a solid commitment of resources, both human and financial, will be required on the part of the Organization.

Special project: 'African Itinerant College on Culture and Development'

Objectives

- Develop human and institutional capacities of integrating cultural dimensions in development in Africa through training and interdisciplinary research.
- Promote co-operation, networking, the dissemination and exchange of information and awareness creation.

Background

Proposed by the Abidjan Expert Meeting on the Cultural Dimension of Development (November 1992) and the Audience Africa Conference, this special project, foreseen in document 28 C/5 in the framework of the World Decade for Cultural Development, was launched in April 1996.

Outputs

- Establishment of the focal point of the College in the United Nations Institute for Economic Development and Planning in Africa (IDEP, Dakar), on the basis of a feasibility study carried out in 1995.
- Creation of a task force for monitoring the activities of the College.
- Setting up of an initial network of NGOs and institutions co-operating with the project with the participation of CODESRIA, ENDA, the Pan-African Institute for Development (PAID), the Pan-African Association of Anthropologists (PAAA).
- Training and sensitization of more than 200 African specialists and development agents in the framework of two regional seminars and three subregional workshops.

- Two regional research projects were set up to identify the training needs in the field of culture and development (with IDEP, Dakar) and to design training modules for introducing the theme of culture and development into African university curricula (with the Pan-African Association of Anthropologists (PAAA), Yaoundé, Cameroon).
- The preparation of a donors' prospectus and an evaluation report on the results of the two-year experimental phase in view of the organization of a donors' meeting in 1998-1999.

Conclusions

- The workshops and studies realized have put in evidence the great variety and the large scope of the needs in training and sensitizing decision-makers, planners and field workers to using a cultural approach in their work.
- African National Commissions, NGOs, higher education and academic research institutions have shown a real interest in participating in the project. This has made it possible to carry out a great number of activities starting from the first years of the project by combining the available resources and existing structures which made it possible to overcome partly the major constraints related to the budget and the staffing of the project.
- Taking advantage of this active partnership, in the next phase the main tasks of the College should be to consolidate the initial momentum securing the institutional, technical and financial sustainability in the long-term perspective.

World Commission on Culture and Development

I. MAIN RESULTS

(4)

World Commission on Culture and Development

- A vigorous and varied strategy was implemented in order to distribute and promote the report of the World Commission, of which versions were published in Catalan, Dutch, English, French, Hungarian, Portuguese, Spanish and Swedish. Support materials and promotional tools were made available in 14 languages and distributed widely throughout the world. Some 10,000 commercial copies of the report were sold.
- A World Wide Website and a 52-minute video documentary entitled *From the Tree to the Dugout*, were also produced.
- Over 120 promotional events in 60 countries were organized, which generated a great increase of interest in the issues of culture and development at the governmental as well as non-governmental levels. The most important forward-looking outcome of these efforts was the preparation of the Intergovernmental Conference on Cultural Policies for Development (Stockholm, Sweden, 30 March-2 April 1998). Implementation of two of the actions recommended by the World Commission was also initiated: preparation of a biennial *World Culture Report*, and the creation by the United Nations Volunteers (UNV) of a corps of ‘Cultural Heritage Volunteers’.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

75

(5)

The implementation of the promotional and follow-up strategy was limited by the availability of financial and human resources. However, this obstacle could be overcome thanks to the considerable interest raised by the report. Most of the promotional events took place in Europe and North America as a result of the essentially reactive strategy adopted at the beginning of the biennium, in response to strong demand. As it evolved into a more proactive strategy, it led to the organization of some 20 events in Latin America and the Caribbean and the planning of others in Africa and Asia and the Pacific.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(6)

The experience of the biennium has shown that the dissemination (or spread) of new ideas is a long process and that transferring these ideas to the plane of strategies, policies and action requires a high degree of persistence and creativity. The efforts of 1996-1997 need to be focused and reinforced in the light of the Action Plan on Cultural Policies for Development adopted by the Stockholm Conference.

Programme III.1 - Preservation and enhancement of the cultural and natural heritage

76 I. MAIN RESULTS

(7)

UNESCO World Heritage Centre

- During the 1996-1997 biennium, another six countries (Andorra, Belgium, Papua New Guinea, South Africa, Suriname and the former Yugoslav Republic of Macedonia) joined the UNESCO Convention for the Protection of the World Cultural and Natural Heritage bringing the total to 152 States Parties. In 1996 and 1997 the World Heritage Committee decided to include a further 84 cultural and natural sites on the World Heritage List, which now consists of 552 sites.
- With the view to maintain the values, integrity and authenticity of the World Heritage properties, the World Heritage Centre has, in close collaboration with ICCROM, ICOMOS and IUCN, assisted States Parties in monitoring the state of conservation of the World Heritage properties. Approximately 54 reports in 1996 and 130 in 1997 were prepared on the state of conservation of sites included on the World Heritage List.
- Implementation of the World Heritage Convention in the Pacific Region has been included as part of UNESCO's new strategic approach called 'Focus on the Pacific'. In order to promote the region's cultural and natural heritage, which is currently under-represented on the World Heritage List, the World Heritage Centre in association with the Fiji Museum organized a global strategy meeting in Suva, Fiji, in July 1997. As a result of the meeting, Fiji, Salomon Islands and Papua New Guinea prepared several nominations for sites to be included on the World Heritage List.
- Within the framework of the global strategy, a study was carried out in 1997 on the 'Identification of potential natural heritage sites in the Arab countries', as well as a number of thematic studies on natural heritage, in co-operation with IUCN.
- Since March 1996, the Nordic World Heritage Office (NWHO) has been operating in Oslo, Norway. The Office, established by the Ministry of Environment under the Directorate for Cultural Heritage in Norway, is a pilot project for a trial period of three years. In the Nordic region, NWHO strives to work in close co-operation with the States Parties to advance the implementation of the World Heritage Convention in the Nordic countries.
- The World Heritage Centre has also strengthened the collaboration between the Centre and institutions and organizations active in the field of heritage preservation, for example the Ford Foundation and Europa Nostra/International Institute of Historical Castles. The established information exchange has successfully served as early warning system in the field of safeguarding the World Heritage.
- The World Heritage education of young people within the framework of UNESCO's 'Young People's Participation in the World Heritage Preservation and Promotion', has been developed in 75 countries. An experimental World Heritage Education Kit has been produced for that purpose 'World Heritage in Young Hands'.
- The twenty-fifth anniversary of the 1972 Convention has been commemorated with events, in particular, in France and the United Kingdom, as well as with inscription ceremonies of the new World Heritage sites. The number of passengers on the riverboats in Paris increased by over 70 per cent during the two-day event while the number of people visiting heritage sites throughout France was estimated at 8 million.
- Among the numerous World Heritage sites inscription ceremonies held in 1997, was the Salzburg (Austria) ceremony which illustrated the importance of such ceremonies for public awareness building.
- The World Heritage Review has a current circulation of 21,000 copies (as of May 1998) in English, French and Spanish, 10,500 more than its first issue in April 1996.
- To increase public awareness and participation in the World Heritage conservation process the Centre continued to strengthen its co-operation with leading international and national multimedia companies, as well as with the Office of Public Information (OPI) and the UNESCO Courier Office (UPO), for the production among others, of television documentary series, books, encyclopedias and CD-ROMs.
- Close to 100 films, of 15 minutes each, on the World Heritage sites as a part of the series entitled 'Treasures of the World - Heritage of Mankind' have been produced by the German Film Consortium in collaboration with the World Heritage Centre. Many of these films have already been shown on channel 3SAT in Austria, Germany and Switzerland.
- A weekly 30-minute programme on the World Heritage sites produced by the Tokyo Broadcasting System (TBS) to be transmitted in Japan on various TBS network

stations was launched in April 1996. This programme includes a fund-raising campaign for the World Heritage Fund. Eighty-two films have been produced since 1996 and the agreement between NFUAJ and the World Heritage Centre is automatically renewed every year. China Beijing Television has produced a series of 20, 20-minute films on World Heritage sites as part of the China Beijing series entitled 'Common Heritage of Mankind' in co-operation with the World Heritage Centre. All films produced in co-operation with the Centre were completed in April 1997.

- The Centre's World Heritage website receives about 30,000 visits per week representing the largest number of requests in UNESCO. A considerable increase of 29,000 from barely 900 visits when the website was first launched in May 1996. The website has recently received an international award in recognition of its popularity and content.
- As a result of the Centre's intervention, the Government of Lebanon abandoned the project to develop the area of the Old Port of Tyre. Furthermore, an International Campaign for the Safeguarding of Tyre was launched in 1996.
- The World Heritage Centre, together with the Division of Cultural Heritage and national institutions, intervened in the case of the Medina of Fez (Morocco). Thanks to the co-operation of the Moroccan authorities, the project to construct a road through the Medina has been abandoned.
- Training for preservation of cultural and natural heritage has always been a significant part of the World Heritage Centre's activities. A training strategy for the preservation of immovable cultural heritage in sub-Saharan Africa was developed, and the Centre has established closer collaboration with ICCROM and IUCN, as well as with national training institutions in various countries.

(8)

Protection of sites, monuments and cultural property

- UNESCO has greatly increased public understanding of its international norms for the protection of cultural heritage through the promotion of its texts and through a wide distribution of information. This had been done for the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict by a meeting of States Parties, a regional training seminar and an expert meeting. It has also worked to improve the content

of existing standards, for example by the development of a new text to supplement the existing one and to broaden participation which now involves 90 states. The 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property has received considerable public attention, and training activities on the subject continue to be well-received. Other methods of awareness raising of international standards included the ninth session of the Intergovernmental Committee for Promoting the Return of Cultural Property in Case of Illicit Appropriation (Paris, September 1996), the elaboration of international guidelines within the framework of the International Decade for Natural Disaster as well as the organization of 20 international, regional and national workshops and conferences. As a result, some countries updated their national guidelines. This work on international standards helps prevent conflicts on cultural heritage matters and this contributes to the culture of peace.

- The last five years have shown continued active intervention for heritage protection, including two major international safeguarding campaigns to save Tyre (in preparation) and Moenjodaro (completed) and, in the Asia region, the implementation of five other campaigns.
- Baiheliang, or White Crane Ridge, is one of the cultural relics that threatens to be submerged after the construction of the Three Gorges Dam in China. UNESCO assisted the Tianjin University in the publication of a brochure highlighting the priceless cultural value of the site. Several seminars have been organized by the State Bureau of Cultural Relics to examine the feasibility studies undertaken by the Tianjin University on the preservation of the site.
- An inventory and database of all the ancient and important paintings from Buddhist temples in Sri Lanka was prepared through the Central Cultural Fund in Sri Lanka, with a view to making a proposal to get funding for their preservation.
- Held in the Democratic People's Republic of Korea and attended by more than 50 participants, a seminar on heritage preservation focused on ways to increase awareness of Korean experts on emerging technologies for the preservation and improvement of site management practices. The seminar was organized by the Democratic People's Republic of Korea National Commission for UNESCO from 28 to 30 April 1997 in Pyongyang.

78

- A workshop on Regional Management Strategy for Rock Art in Southern Africa organized by the UNESCO Harare Office in co-operation with the South African National Monuments Council and the University of Stellenbosch (June 1996), came up with proposals for the training of specialists, exchange of information and setting-up of a regional common structure to implement the strategy.
- Activities undertaken in the Caribbean subregion contributed to protect and preserve heritage sites such as the Old City of Havana, the historic centre of Trinidad and ancient forts.

(9)

The intangible heritage

- The Intergovernmental Conference on Language Policies in Africa (Harare, 1997) was a key event for action in the field of languages. The Organization supported the Lao People's Democratic Republic and Viet Nam in their efforts to safeguard the intangible heritage of minority groups. Surveys on the application of the Recommendation on the Safeguarding of Traditional Culture and Folklore were carried out in the Latin America and the Caribbean, and Asia and the Pacific regions. Backing was given to festivals, symposia and workshops, such as the African Performing Arts Market (MASA), traditional music festivals (Bolivia, Cambodia, Hungary, Morocco and Uzbekistan), symposia (Islamic Republic of Iran, Mongolia, Pakistan and Czech Republic) and workshops (Myanmar and Viet Nam). A guide to the collection of traditional music and instruments was published in French and training courses on collection were held in Papua New Guinea, Qatar and Zimbabwe.
- A collection of Urdu stories from India and Pakistan was published by Katha (an NGO) with Urdu and English translations. The objective was to disseminate the Urdu language to a wider audience, to muster understanding between peoples through language and literature, and contribute to a culture of peace.
- A seminar on features of Traditional Music of the Gulf organized by the UNESCO Regional Office in the Arab States of the Gulf, used scientific methods in studying the theoretical and practical aspects of the traditional musics of the Gulf, strengthened the interaction among the performers and increased awareness of decision-makers and the public on the need to preserve traditional music as part of the cultural heritage.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(10)

Monitoring of sites has played an important role in the activities of the World Heritage Centre. The conflicts between World Heritage conservation and economic development are intensifying and the World Heritage Centre has been increasingly called upon to respond to those problems. The Centre will therefore strengthen its efforts in ensuring that the States Parties to the Convention take all the measures needed to protect the World Heritage on their territory.

(11)

Building on the success of the existing World Heritage website, the new template of the World Heritage web was designed to strengthen the outreach function to enhance public awareness through greater participation and to optimize the information already available so that the website could cater to users ranging from children to experts. Nevertheless, there is still need to continue focusing on the production of more conventional and basic World Heritage information material.

(12)

The implementation of the programme on international standards was characterized by an increasing demand for training activities. It was decided to prepare handbooks on each Convention to facilitate their implementation by Member States.

(13)

With respect to international campaigns, as compared to the previous biennium, decentralization enabled better implementation of the activities. However, most of the national authorities concerned experienced difficulties in respecting the timely review of progress during 1996-1997.

(14)

To overcome financial difficulties in the field of training in heritage conservation and management, the Organization's role focused more on co-ordination of activities with active partners, notably ICCROM and on the development of a global training strategy. UNESCO's financing of training activities has been very cost-effective, and the trend is to continue in 1998-1999.

External evaluation: Activities in the field of the protection of the intangible cultural heritage

Objectives

Protection of the intangible cultural heritage focuses on three main activities – protection of traditional culture and folklore, the safeguarding of endangered languages, and the preservation of traditional music.

Purpose of the evaluation

The evaluation, completed in December 1997, was designed to study the effectiveness of the principal activities in the field of the protection of the intangible heritage, namely the implementation of the Recommendation on the Safeguarding of Traditional Culture and Folklore, activities in favour of languages and the collection of traditional music from around the world.

Main conclusions

There can be no doubt that, in this field too, UNESCO must play the role of catalyst. Accordingly, as far as the implementation

of the Recommendation on the Safeguarding of Traditional Culture and Folklore is concerned, given the extreme complexity of the copyright question, it would be unwise for UNESCO to consider producing a convention. The Organization should continue to listen to the views of Member States on how best to implement the Recommendation and on the part UNESCO can play in that process. Concerning the language programme, some of the activities relating to learning should be harmonized with UNESCO programmes in education. As in the past, priority should be given to promoting endangered languages. The excellent results obtained in this area by UNESCO in Africa (cf. the Harare Declaration adopted by the Conference held in 1997) should serve as a model to assist Member States in other regions to draw up language policies. As for the collection of traditional music from around the world, it seems to be a real success and should be continued in its present form, with a greater effort to promote the product. Ideally, more human resources should be allocated to the preparation, production and promotion of the collection.

(15)

The English edition of *Museum International* continues to remain commercially viable. However, the French and Spanish editions do not seem to be able to broaden their subscription base in any significant way.

(16)

In the field of language, the Intergovernmental Conference on Language Policies in Africa (Harare, 1997) produced positive results. The African states took stock of the linguistic situation in the continent and realized that it was essential for each country to draw up a language policy. Regarding the survey on the application of the Recommendation on the Safeguarding of Traditional Culture and Folklore, the highly successful seminar held in Mexico City for the Latin America and the Caribbean region could be taken as a model

for surveys in other regions. The Organization noted that participation in traditional music and folklore festivals and the publication of the compact discs in the UNESCO Collection of Traditional Music are effective ways of publicizing the objectives of UNESCO's activities.

(17)

Despite the success of the ten festivals organized in the context of the special project 'Music Crossroads' involving some 1,500 young people most coming from outside the capital cities, the communication between Headquarters, Regional Offices, National Commissions, Ministries and the NGOs responsible for the project was not satisfactory. This aspect has to be improved in order to give maximum impact to the second phase of the project in 1998-1999.

80 III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(18)

In view of the continuously growing geographical imbalance between the countries who are over-represented on the World Heritage List and those who are grossly under-represented, the World Heritage Centre, in partnership with the advisory bodies, will strengthen its work in promoting the global strategy.

(19)

As a result of several meetings in the Africa region, a concept of cultural heritage emerged which transcends the monumental vision and the aesthetic notion of an artistic masterpiece by adopting a much broader anthropological approach. An approach which takes into account the complex societal and symbolic values of physical properties and sites, without limiting the analysis to form and building material. However, African heritage still represents less than 5 per cent of properties inscribed on the World Heritage List and it is therefore essential to continue the efforts in promoting the African heritage and in encouraging African States Parties to prepare nominations.

(20)

African experts emphasized that the ceiling of 'preparatory assistance' (\$15,000) was insufficient to prepare nomination dossiers for the World Heritage List, because at many African sites listed on the tentative lists, the cost of gathering documentation, preparation of conservation and management plans, was far superior to US \$15,000. Therefore complementary measures have to be undertaken to assist these countries in the efficient implementation of the global strategy.

(21)

Concerning the implementation of the global strategy in the Pacific, it has to be said that there are still very few parties to the World Heritage Convention. There is a need to encourage a greater adherence to, and the implementation of the Convention in the region.

(22)

Considering that conservation of properties is as important as identification, nomination and inscription, the Centre will continue to emphasize the importance of reactive monitoring

of sites and to assist the States Parties in conservation and management of the World Heritage.

(23)

Should the ongoing evaluation of the Nordic World Heritage Office (NWHO) be favourable, the NWHO model will serve as a blueprint for offices in other regions in order to decentralize the World Heritage Centre's activities.

(24)

The decision to revise the Hague Convention (in particular on its international penal aspects) and the decision to prepare a convention on the underwater cultural heritage, have confirmed the central role of UNESCO in the development of international norms in cultural fields. A reinforcement of the corresponding unit of the Secretariat will therefore be necessary, in particular, to respond to increasing requests from Member States and to ensure proper co-ordination with the United Nations in the fields of law of the sea and international humanitarian law.

(25)

UNESCO must continue to develop promotional activities sensitizing the private sector to obtain more extrabudgetary funding, in particular for operational and training activities and handbooks.

(26)

With the growth of mass media and the increased attention now being given to museums and cultural heritage, and with the rapid increase in the number of the Internet sites dealing with these subjects, the long-term future of the *Museum International* magazine should be reviewed within the context of a revised UNESCO cultural heritage information policy that reflects new trends and formats while bearing in mind the continuing need in many parts of the world for basic information and training materials.

(27)

The Harare Declaration, adopted by the Conference, will provide guidelines to assist African countries in formulating language policy. Furthermore, the action plan that was also adopted will guide the activities UNESCO may take in close collaboration with the countries concerned. The surveys on the application of the Recommendation have resulted in the adoption of the following approach: instead of launching cumbersome procedures to create an

international standard-setting instrument to safeguard the intangible heritage, UNESCO should bolster application of the Recommendation, strengthen the 'Living human treasures' system and develop a project on the 'oral heritage of humanity'. Despite problems arising from the intangible

nature of this heritage, UNESCO has managed to convince Member States of the urgent need to safeguard it. Regarding the UNESCO Collection of Traditional Music, the Organization should invest more in promotional activities so as to increase sales of its productions.

Programme III.2 - Creativity and cultural industries

82 I. MAIN RESULTS

(28)

Artistic creation

- The travel grant programme for young artists enabled a large number of young artists in various disciplines either to take part in an event of importance to their work or to get to know a particular aspect of a culture other than their own.
- In co-operation with the NGOs representing the arts (International Music Council, International PEN, International Theatre Institute, International Association of Art, International Association of Art Critics, International Dance Council and International Association of Literary Critics), seminars and training workshops were held in all regions to appreciably develop networks in the arts, actively promote contemporary creativity and boost art education.
- The World Congress on the Implementation of the Recommendation concerning the Status of the Artist, organized in collaboration with the Getty Conservation Institute, was held at Headquarters in June 1997. It was attended by over 600 qualified participants from about 100 countries, including the members of the same NGOs and the main professional organizations whose contributions made all the difference. Many Member States were represented. Among the themes at the centre of the debates were the challenges of the new technologies and the increasing contribution of private funds to supporting artistic and literary creation. The Final Declaration, which addressed all of the main points, was widely distributed. It is already recognized as a standard reference for the future.
- The UNESCO Prize for the Promotion of the Arts in the category Performing Arts (\$20,000) was awarded to the Tapiola Choir at the fourth World Symposium on Choral Music, held in Sydney in August 1996.
- The programme of activities in the short and medium term of the International Centre for the Promotion of Crafts (CIPA) in Fez (Morocco) was defined during the first meeting of the International Advisory Board in September 1996. In co-operation with the International Trade Centre UNCTAD/WTO (ITC), technical and material assistance facilitated CIPA to establish a computerized data bank on crafts.
- The UNESCO Crafts Prize (\$10,000) has been awarded to Africa in the framework of the International Crafts Fair in Ouagadougou (November 1996) and to Latin America and the Caribbean on the occasion of EXPO'ARTESANÍA in Bogotá (December 1997). An illustrated catalogue of all the prizewinners from 1990 to 1995 has been widely distributed.
- An International Symposium on 'Crafts and the International Market: Trade and Customs Codification', organized in Manila (6-8 October 1997) by UNESCO and the International Trade Centre UNCTAD/WTO (ITC), was attended by representatives from 44 countries, from governmental and non-governmental organizations involved with crafts. A comprehensive booklet entitled *Overview of legal and other measures to protect original craft items* was published in Arabic, English, French and Spanish.
- Twenty-five women from 12 Member States have been trained under the special project 'Training of Craftswomen in Africa and Central America' in two subregional workshops held in Guatemala for Central America (August 1997) and in Benin for Western Africa.
- In view of the World Exhibition EXPO'98, an international contest for young designers was launched in 1997 and the Jury selected 98 designers from 44 countries who presented their works at a fashion show and an exhibition in Lisbon. The Design 21 project is funded by the Felissimo Group of Japan, Lectra Systems (France) and Trevira Textile Group (Germany).
- The UNESCO Harare Office provided financial and technical support to the Malawi National Commission to organize a subregional workshop on cultural industries which took place in April 1997. The workshop was organized as a follow-up to the survey on the crafts of women in the subregion. The workshop brought together experts from the subregion who discussed the status of cultural industries in Southern Africa and elaborated recommendations for promoting cultural industries.
- A study carried out in partnership with the Indira Gandhi National Centre for Arts, analysed success factors for local weavers in Benares (India) and potters in Walangama, Sri Lanka. A report on the findings presented a blue print for policy- and decision-making on the use of culture as a tool for development.
- Projects carried out in four centres in different regions of India: Pondicherry, Bihar, Delhi and Orissa, trained approximately 25 girls selected from poor families in each centre. The training imparted skills in traditional arts and crafts to help them earn a living and to keep

alive the traditional art forms which are gradually being endangered.

- ‘La Pastorela’, a religious popular tradition and part of the Cuban spiritual heritage was produced under the auspices of the National Theatre of Cuba, the Mexican Embassy, CENCREM (UNESCO Chair) and other bodies.

(29)

Cultural industries and copyright

- A comparative study on the cultural programmes of European public television channels was carried out in collaboration with the European Commission. At the end of the biennium, a provisional version was submitted for the approval of a committee composed of representatives of various channels and other experts. The final version, including recommendations, will be published in the first year of the 1998-1999 biennium.
- An International Symposium on Copyright in the Information Society was held in Spain in March 1996 followed by two committee meetings of regional experts for American and Asian states in September and November 1996 in Bogotá (Colombia) and New Delhi (India), respectively; this item was also discussed by the Intergovernmental Committees of the Universal Copyright Convention and the Rome Convention; two issues of the UNESCO quarterly *Copyright Bulletin* published in 1996 and three issues published in 1997 were dedicated to this subject and discussed by well-known legal researchers.
- A World Forum on the Protection of Folklore was held jointly with WIPO in Phuket (Thailand) in April 1997. The discussion of the matter by specialists from all regions of the world (many experts from least developed countries were invited at the expense of UNESCO and WIPO) made it possible to clarify the problems involved in the safeguarding, conservation and the legal protection of folklore at both national and international level.
- A committee of experts and teachers of law from the CIS states discussed the programme for teaching of copyright (elaborated by the Secretariat) in Moscow in July 1996. The text of the adapted programme was circulated to Ministries of Higher Education in the CIS states for introduction in the university curricula; the first *UNESCO international manual for teaching of copyright* (initially published in Spanish) was published in French and translated into English in 1997. Teachers of copyright from Bolivia, Chile, Cuba, Peru and Puerto Rico were granted short-term fellowships to visit foreign universities to enrich their knowledge and improve the teaching of copyright at their universities. Teachers and students of Havana University (Cuba) were trained in copyright. A data bank on the laws on copyright and neighbouring rights in Latin American countries – CD-ROM ‘DATALEX’ – was produced in 1997 in co-operation with CERLALC.
- The opening of the UNESCO Bookstore in Havana represented a major cultural event that has been instrumental in the efforts to stimulate intellectual dialogue, the publishing of Cuban authors and the promotion of worldwide international publications.
- In the area of national policies for the development of books and reading, an effort was made to strengthen inter-regional co-operation. The ‘INTERBOOK’ meeting brought together the various UNESCO partner networks in five continents. It provided a forum for the exchange of experiences and later led to the setting-up of many South-South co-operation activities. Other important regional actions were carried out simultaneously in the six Central American countries: human resources training in the book professions, adoption of policies to develop production and distribution of books, legislation concerning books and copyright, etc.
- UNESCO is working with the African Publishers Network (APNET) in the implementation of the special project ‘Science reading for young Africans’. The project is aimed at enhancing Africa’s publishing capacity in science books for children. Since its inception, the project attracted major extrabudgetary funding from CIDA and FINNIDA. Activities have included publication of promotional materials and writers workshops. An agreement has been reached on publishing a series of six books on renewable energy.
- The UNESCO Harare Office provided financial support to the Zimbabwe Book Development Council to organize a series of one-day workshops during the National Book Week in March 1997. The workshops trained school headmasters on the aspects of the Book Week in order that they can promote in their schools, a reading culture and develop ideas to celebrate the Book Week.
- In Burkina Faso, Guinea and the Central African Republic, literacy programmes in rural areas were backed up by activities to promote reading under the experimental

'rural centres' programme, the principle of which was recommended by Audience Africa (1995), with a view to de-marginalizing the rural world and encouraging the dissemination and exchange of knowledge. An evaluation of the programme, which covers six countries (Benin, Burkina Faso, Central African Republic, Chad, Congo and Togo), has been requested of the National Commissions with a view to possibly adapting the programme and to promoting South-South exchanges of experience. Audiovisual equipment helped to promote the integration of the oral tradition with writing, reading, print and audiovisual techniques.

- The UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance was awarded for the first time in 1997. Reaction from publishers to the announcement of the new prize was overwhelming. As a result of the worldwide dissemination of information on the prize, UNESCO received nearly 600 entries from more than 70 countries in 52 languages. The books were evaluated by a reading committee and the International Jury chaired by Mrs Suzanne Mubarak of Egypt met at Headquarters in March 1997. The two winners were Kathryn Cave (United Kingdom), for her book for young children, 'Something Else', and Chen Danyan (China), for her novel 'Nine Lives', originally written in Chinese and submitted in a German translation (Neun Leben). Six other books won honourable mentions.
- Within the framework of promoting adherence to and consciousness of the World Copyright Conventions, a Chinese edition of the UNESCO quarterly *Copyright Bulletin* was published in co-operation with the Chinese National Copyright Administration.
- The UNESCO Harare Office in collaboration with NORAD and HIVOS was involved in the organization of the Southern African Film Festival which took place in Harare in September 1996. The objectives of the Festival were to highlight African cinema to African audiences, to promote production and distribution of African films but more so as a major cultural event for Africa. During the Festival a total of 18 feature films and 35 documentaries were screened. Alongside the Festival various workshops were conducted to discuss pertinent issues within the film industry. One workshop was organized by the Bureau of the Union of Pan-African Women Film-makers (UPAFI) to discuss issues concerning women film-makers. Other workshops were on film financing, the film money market and regional co-productions.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(30)

The National Commissions as well as specialized NGOs have been closely associated in programme implementation. The active and fruitful co-operation with the International Trade Centre needs to be highlighted. Efforts have also been made to involve other partners, namely the Agence de la Francophonie and the Commonwealth Secretariat in the CIPA project in Fez.

(31)

Co-operation with NGOs produced very good results justifying on the whole a sizeable budget (approximately \$500,000 for the biennium). Nevertheless, progress made with regard to the structural implantation of these NGOs in the developing countries remains, in most cases, unsatisfactory.

(32)

In line with the general policy of the Organization, the book policies programme was implemented in a very decentralized manner. This ensured better-focused local actions, enhanced the capacities of local professionals and drew upon local resources of all kinds including South-South co-operation.

(33)

The fact that the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance attracted so many entries shows that in general, the promotional activities were quite effective. However, as certain regions were more difficult to reach than others, there was a certain imbalance in entries from one region to another. It became obvious that countries with well-organized publishers associations were better represented in terms of entries than those with no such bodies.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(34)

Intersectoral co-operation needs to be significantly strengthened, in particular in pursuing the discussions of copyright issues in the context of the information highways.

(35)

The process of decentralizing certain aspects of the programme often requires clearer orientation on the part of Headquarters. With regard to activities involving highly technical content, such as human resources training in the publishing professions and in reading, it would be preferable in the future to bring closer together UNESCO's regular decentralization mechanisms, local professional networks and NGOs specializing in the different cultural industries.

(36)

The high visibility and impact of the Programme for Crafts and Design have continued to generate interest in the Member States and the requests for assistance in the areas

of training and promotion have continued to grow. The Unit in charge of this programme needs to be strengthened in terms of personnel and resources.

(37)

The valuable network of contacts established for the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance will be maintained and reinforced so as to ensure that, in future, all countries get a chance to participate. The fact that a new award generated so much interest worldwide clearly shows that the decision to create it was judicious and timely and that the tolerance and understanding of the 'other' are themes present in many high-quality books for children in different parts of the world.

86 ACTIVITIES FINANCED BY EXTRABUDGETARY RESOURCES*

(38)

The same trends as in the previous biennium, in terms of projects and donors for the protection of sites, monuments and cultural property were observed in 1996-1997. The Japanese Government continued to be the most important donor, followed by several European countries. UNDP funding decreased, however.

(39)

In the Asia and the Pacific region, 22 extrabudgetary projects were implemented (total budget: \$16 million, as foreseen in document 28 C/5). The UNDP project for Moenjodaro, together with its complementary projects, contributed to the completion of the safeguarding campaign in 1997, further increasing institutional capacity.

(40)

A Netherlands fund-in-trust project addressed selected World Heritage sites, notably with the participation of the 'immediate community' in China, Lao People's Democratic Republic, Nepal, Philippines and Viet Nam.

(41)

As part of the action programme co-ordinated by the International Co-ordinating Committee on the Safeguarding and Development of Angkor, two extrabudgetary projects carried out on the spot were successfully completed with funding from Japan and France.

(42)

The Xinjiang Bureau for Cultural Relics (China) completed the restoration of the North-West Temple and the reinforcement of the cliffs against erosion. The UNESCO Beijing Office, in collaboration with the Nara National Cultural Properties Research Institute (Japan), has completed the project's final report and the master plan.

(43)

Documentation, engineering studies, archaeological research and restoration design have been undertaken by the Shaanxi Bureau for Cultural Relics (China) with the assistance of other government institutions. The restoration work of the first layer foundation of the Daming Palace (Han yuang Hall), commenced after the establishment of

a \$400,000 contract with the Shaanxi Government. The local government has been developing regulations and management policies to aid in preventing further damage to the site. Two expert meetings have been organized to evaluate the restoration work.

(44)

The Kharakhorum City, the legacy of the Great Khan, was the seat of the Mongolian Empire. The preservation work consists of zoning the ancient city and producing a master plan. The activities implemented during 1996-1997 included: the geophysical field survey, the archaeological survey which led to a more precise zoning of the site, and the relocation of the farm land and roads. An evaluation meeting was held in July 1997 to assess the work undertaken during the past three years of the project implementation. This project is executed with the assistance of the Mongolian Ministry of Enlightenment.

(45)

The project work consists of producing audiovisual recordings of the oral tradition of the Han nationality. From 1996 to 1997, the UNESCO Beijing Office, jointly with the Chinese Folk and Artist Association, undertook the field survey of two provinces (Sichuan province and Yunnan province). The videotapes and audiotapes of these field coverages have been edited and added to the previous recording.

(46)

A memorandum of understanding signed between the UNESCO Doha Office and the UNDP Office in Doha enabled the organization of a Seminar on the Role of Education and Culture in Sustainable Human Development. The seminar addressed the mutual influence and interaction between education and culture and was attended by 20 participants. The proceedings have been prepared for publication.

* See the list of projects in Annex I.1.

Special project: 'Moenjodaro International Safeguarding Campaign 1974-1997'

Objectives

The main objective of the Moenjodaro campaign, launched in 1974 and based on the 1972 Master Plan, was to save the 5,000-year-old urban remains on the right bank of the Indus River from groundwater salinity and from flooding by the river, and to promote Moenjodaro, which is inscribed on the World Heritage List, and the Indus Civilization. In addition, it was to strengthen the relevant national authorities' capacity to safeguard the heritage of Pakistan and to promote educational and cultural tourism.

Overall review

On the basis of the external evaluation completed in 1995, the Executive Committee and the International Consultative Committee, as well as the Pakistan/UNDP/UNESCO Review Committee, which held their last sessions in 1997, made a positive evaluation of the achievements under the campaign and its supportive projects. They further recommended that the infrastructures built under the campaign, namely the groundwater control system, the embankment in front of the site and the conservation/documentation laboratory, should be effectively maintained, and that a Moenjodaro archaeological park should

be created, in order to facilitate overall site management and tourism.

Main lessons and conclusions

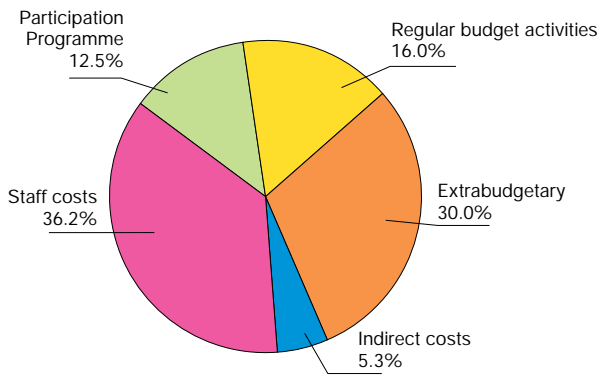
Although the implementation of this campaign took 25 years, due mainly to the exceptionally large scale of the work and to several changes in the national administration, the campaign strategy adopted by the General Conference in 1987 played a guiding role. Thanks to an active international promotional campaign, 150 million children, young people and adults have received information about Moenjodaro and the Indus Civilization (on the Internet). Pakistan and the international community through UNESCO invested \$24 million towards the success of the campaign. The 23 donor countries were: Australia, Bahrain, Chile, Egypt, France, Germany, Greece, India, Indonesia, Iraq, Japan, Jordan, Kuwait, Malta, Mauritius, Netherlands, Oman, Qatar, Saudi Arabia, Thailand, Turkey, United Republic of Tanzania and the United States. A key to the success of the campaign was, especially during its last phase, the combination of UNDP and fund-in-trust funding. The last review, mentioned above, strongly recommended that all matters relating to effective site management should be co-ordinated through the ministries and bodies concerned, so that the site and its vicinity could be harmoniously developed.

Administrative and budgetary information

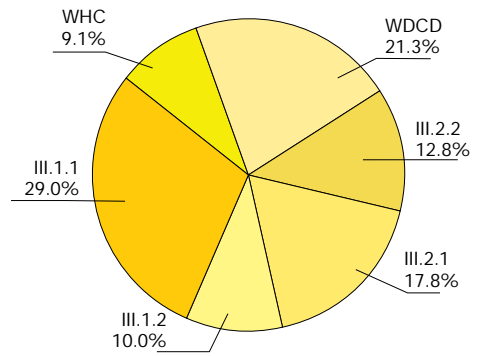
88

Appropriation line	Regular budget	Extrabudgetary resources
\$	\$	\$
MP III - CULTURAL DEVELOPMENT: THE HERITAGE AND CREATIVITY		
World Decade for Cultural Development	2 517 387	663 000
Programme III.1 Preservation and enhancement of the cultural and natural heritage	5 665 651	
UNESCO World Heritage Centre	1 069 147	2 585 000
III.1.1 Protection of sites, monuments and cultural property	3 413 312	16 641 000
III.1.2 The intangible heritage	1 183 192	707 000
Programme III.2 Creativity and cultural industries	3 605 133	
III.2.1 Artistic creation	2 097 757	1 171 000
III.2.2 Cultural industries and copyright	1 507 376	333 000
	11 788 171	22 100 000
Indirect costs	3 855 635	-
Participation Programme	9 153 380	-
Personnel	26 643 893	-
Total, MP III	51 441 079	22 100 000
Total RB + EXB		73 541 079

**Distribution of total expenditure
\$73 541 079**



**Distribution of activities expenditure
for the regular budget (by programme)**



Major Programme IV

Communication, information and informatics

Programme IV.1 - Free flow of information

90 I. MAIN RESULTS

(1)

Media and freedom of expression

- The two seminars held in Sana'a, Yemen (January 1996) and in Sofia, Bulgaria (September 1997) completed the series of five regional seminars on the promotion of independent and pluralist media. The declarations of these seminars, endorsed by the General Conference, confirm the universality of the principle of press freedom and serve as instruments for promoting media independence and pluralism throughout the world.
- A direct result of the regional seminars, the newly established UNESCO/Guillermo Cano World Press Freedom Prize (1997) was awarded for the first time in 1997, on the occasion of the World Press Freedom Day (3 May), to the Chinese journalist Gao Yu. In this context, eight international media organizations expressed their appreciation of UNESCO's unflinching support for a free press around the globe.
- The UNESCO Advisory Group for Press Freedom, created in 1996 and composed of well-known media personalities from all regions of the world, provided valuable guidance to the Organization and helped to strengthen UNESCO's collaboration with the international professional media community. This collaboration was also enhanced through the International Freedom of Expression Exchange (IFEX) network, set up and run with UNESCO's support. The network has expanded to include 370 members in 92 countries (most of them developing).
- The adoption by the General Conference in November 1997 of 29 C/Resolution 29, 'Condemnation of violence against journalists', marked another important step in the promotion of press freedom.
- The results of UNESCO's support to the International Public Television (INPUT) screening conferences – Guadalajara, Mexico (May 1996) and Nantes, France (May 1997) – and workshops, have exceeded expectations. It provided opportunities for television film-makers from all regions to present their work at the international level. While UNESCO's financial contribution was modest, significant results were achieved in terms of professional exchanges and promotion of cultural and educational dimensions in public television programmes. Furthermore, thanks to UNESCO's support, dozens of specialists from Central and Eastern Europe benefited from internships and fellowships abroad and attended major international events, such as the Montreux International Television and Radio Symposia.
- In co-operation with professional NGOs such as the World Radio and Television Council (WRTVC), UNESCO promoted the role of public service broadcasting, in particular through an international seminar, Public Service Broadcasting: Strengthening Democratic Voices, co-organized with the Finnish National Commission for UNESCO (Tampere, Finland, 16-18 June 1997). The promotion was also pursued through publications such as *Public Service Broadcasting: Cultural and Educational Dimensions* and *Public Service Broadcasting: The Challenges for the Twenty-First Century*. Furthermore, the feasibility of an international television database and film bank, to be used by public service television in developing countries, was studied and confirmed in co-operation with the International Radio and Television University (URTI), the European Broadcasting Union and other partners. In Latin America, UNESCO contributed directly to the design of a model for public service broadcasting.
- Valuable empirical data were collected through an international survey of young peoples' perception of violence on the screen. Carried out in co-operation with the World Organization of Scout Movements and the University of Utrecht (Netherlands), the survey covered 23 countries in all regions and was welcomed by the international research community as the first global study of its kind. Moreover, a UNESCO International Clearing House on Children and Violence on the Screen was set up in February 1997 at the Göteborg University in Sweden, serving as a unique world observatory on the subject.
- As a follow-up to the Toronto and Beijing Platforms for Action, UNESCO helped to develop the women media professionals network (WOMMED) into a dynamic network of over 30 organizations encompassing several thousand women media practitioners, including a regional African section based in Dakar, Senegal. Among the regional networks are: Women in Media of Central Asia (WIMCA) based at the UNESCO Media Resource Centre in Bishkek, Kyrgyzstan; MedMedia – a network of women communicators in the Mediterranean; and an electronic network of women journalists of the Pacific Islands News Association. These networks are important contributions to promoting women's participation in the communication process, including access to all levels of decision-making and their truer portrayal by the media.

(2)

Access to information and technologies

- The Organization moved to a better understanding of the trends in information and communication technologies (ICT) and promoted international reflection on related ethical, legal and societal issues. On the basis of the deliberations of the General Conference (28th session) and of the Executive Board (150th and 152nd sessions), a comprehensive intersectoral approach to the theme of information society and information highways was developed. A position paper, *UNESCO and an Information Society for All* was published in May 1996, focusing on the universal access to ICT and their use in the Organization's fields of competence. The first edition of the *World Information Report* and the second edition of the *World Communication Report*, both published in 1997, provide a view of the state of the art in these two interrelated domains and serve as major reference books for specialists, decision-makers and the general public.
- Organization in March 1997 of UNESCO's first international congress on ethical, legal and societal aspects of digital information – INFOethics, as one of UNESCO's actions to reaffirm its ethical mission vis-à-vis the emerging information society. Furthermore, UNESCO contributed intellectually to major international fora, such as the Information Society and Development (ISAD) Conference (Midrand, South Africa, May 1996) and the Latin American Forum on Communication and Information for Democracy (Caracas, Venezuela, June 1997). New concepts were developed, including facilitating access to information in the public domain, arguably one of the major missions of UNESCO in the future.
- The development of methodologies and tools for information handling advanced with the improvement of UNESCO's software packages 'Computerized Documentation System/Integrated Set of Information Systems (non-numerical data)' (CDS/ISIS) and 'Internationally Developed Data Analysis and Management Software (numerical data)' (IDAMS), including their interfacing and adaptation to the graphical environment. Thousands of universities, libraries, archives, museums, research centres, hospitals and administrative institutions are using these information management tools, distributed free of charge. The number of national and specialized distributors worldwide reached 138 for CDS/ISIS and 48 for IDAMS. The use of the two packages in Africa was promoted through the first joint meeting and training seminars of CDS/ISIS and IDAMS distributors (Addis Ababa, Ethiopia, December 1997 – 30 participants from 13 countries).
- UNESCO promoted policies and strategies for access to information and its optimum use through regional co-operation mechanisms such as the Regional Network for the Exchange of Information and Experience in Science and Technology in Asia and the Pacific (ASTINFO) and the Regional Programme for Strengthening Co-operation among National Information Networks and Systems for Development in Latin America and the Caribbean (INFOLAC). Among the fora supported within these networks were: a regional meeting on Planning Human Resources for Information Societies (Bangkok, Thailand, March 1997); an International Conference on Information Infrastructure Development (Tokyo, Japan, September 1997); and the INFO'97 Congress (Havana, Cuba, October 1997). Furthermore, eight studies on national information infrastructure were carried out and curriculum guidelines for an information society developed for rural public and school libraries within ASTINFO. Member States in South and Central Asia were assisted in the formulation of national informatics policies. Co-operation among the Arab States in this area was strengthened through the organization, together with ITU, of the Regional Symposium on the Arab World and the Information Society (Tunis, Tunisia, May 1997). Held back to back with the first General Assembly of the Regional Arab Information Technology Network (RAITNET), it produced recommendations on telematics for development, including proposals on telematics for culture and tourism and an Arab virtual university.
- In Africa, UNESCO's active co-operation with other international partners resulted in the development of the African Information Society Initiative (AISI) approved by the Conference of African Ministers Responsible for Economic and Social Development and Planning (Addis Ababa, May 1996). AISI is a comprehensive regional strategy envisaging the development of a national information and communication development plan in every African country. UNESCO provided strong support to AISI through the United Nations System-Wide Special Initiative on Africa (UNSA) launched in March 1996, in particular its component on 'Harnessing Information Technology for Development' for which UNESCO was designated a lead agency, together with other partners.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(3)

The overall programme implementation was satisfactory although budgetary constraints prevented the Organization from carrying out all planned activities. The Organization managed to overcome these difficulties in part by supporting the initiatives of professional organizations and NGOs – conferences, events, studies and publications – rather than financing such activities solely from its own budget. Networking and pooling of resources (e.g. IFEX, WOMMED, ASTINFO and INFOLAC) proved to be effective ways of maintaining UNESCO's presence and promoting its ideals.

(4)

It was much more difficult to overcome obstacles related to the occasional lack of political will at the national level, coupled with the absence of legal and economic conditions conducive to freedom of information. UNESCO's advocacy of freedom of expression was not always welcome as some governments refused to comply with the principles proclaimed or endorsed by the General Conference.

(5)

However, UNESCO's moral authority in the field of press freedom is now well recognized by international professional organizations and NGOs. UNESCO maintains excellent collaboration with most of the major media organizations and many of them repeatedly expressed their appreciation of UNESCO's contribution to promoting freedom of expression worldwide.

(6)

The visibility and effectiveness of UNESCO's action to promote the cultural and educational dimensions of public service broadcasting were enhanced thanks, in particular, to close collaboration with professional organizations such as WRTVC, INPUT and URTI.

(7)

The Organization relied heavily on co-operation with the National Commissions for the implementation of programme activities such as annual Seminars on Information Design (Austria); the International Seminar on Public Service Broadcasting (Finland) or the creation of the

International Clearing House on Children and Violence on the Screen (Sweden).

(8)

Regional Communication Advisers in Almaty (Kazakhstan), Apia (Samoa), Kingston (Jamaica), Kuala-Lumpur (Malaysia), Nairobi (Kenya), Quito (Ecuador), Rabat (Morocco), Windhoek (Namibia) and Yaoundé (Cameroon), as well as the women's specialist in Dakar (Senegal), played an important role in the programme implementation, in particular in celebrating World Press Freedom Day, in ensuring UNESCO's presence, visibility and intellectual contribution to various national and regional conferences and in supporting local and national media organizations and networks. The Regional Advisers for the General Information Programme in Bangkok (Thailand) and Caracas (Venezuela) effectively co-ordinated the two largest regional networks – ASTINFO and INFOLAC, while the Regional Adviser for Informatics and Telematics in Brasilia (Brazil) managed to forge extensive partnerships in the region in the area of new information and communication technologies.

(9)

Although UNSIA provided an innovative model for the co-ordination of support for telematics for development, which could be applied in other regions, the level of financial commitment by international partners was less than expected or required for a full-scale development operation.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(10)

The promotion of the free flow of information represents a permanent commitment for UNESCO rather than a task that can be accomplished over a given period of time. It is therefore essential for the Organization to maintain a dynamic programme in this area even though in some cases no immediate effect is apparent and in all cases results may be difficult to measure.

(11)

UNESCO should continue to condemn violations of press freedom, particularly the murder of journalists in the exercise of their profession, and the impunity of crimes against journalists and the media, taking, whenever appropriate,

Special project: 'International survey of young people's perception of violence on the screen'

The project was successfully implemented. The survey was conducted through questionnaires in 23 countries in all regions of the world by the World Organization of Scout Movements. The results were analysed by the University of Utrecht (Netherlands) and reported to UNESCO. The international

research community welcomed the survey as the first global study of its kind providing valuable empirical data. Due to budgetary constraints, it was not possible to hold a round table on the results of the survey. This final activity was rescheduled for 1998.

diplomatic action. Partnerships with professional media organizations should be strengthened for the creation of press freedom monitoring and alert networks. Assistance should be provided to Member States in adapting media legislation to democratic principles and creating appropriate economic and other conditions necessary for the exercise of independent journalism.

(12)

Special attention should be given to defending freedom of expression in all UNESCO's fields of competence: students and teachers, scientists, writers, artists and performers must be able to enjoy this basic human right.

(13)

In order to increase the effectiveness of UNESCO's action, some in-depth programmes in this area may be necessary, focusing on the media situation in selected countries or on specific themes such as unpunished crimes against journalists.

(14)

Despite the increasing scarcity of resources, sight must not be lost of essential long-term tasks such as promotion of public service broadcasting, support to communication research, upkeep of databases and encouragement of professional and academic networks, which allow UNESCO to maintain its role as an intellectual resource centre and permanent forum for discussion.

(15)

With regard to the emerging information society, the emphasis on the ethical aspects and content proved to be appropriate and should be further enhanced. It will allow the Organization to have a distinct voice and authority among the various actors in this domain both within and outside the United Nations system. Many partners recognize that UNESCO is the only international organization capable of carrying out such an ethical mission on a global scale.

Programme IV.2 - Capacity-building in communication, information and informatics

94 I. MAIN RESULTS

(16)

Development of communication

- Co-operation with other United Nations agencies in this field was strengthened, in particular through the sixth Inter-Agency Round Table on Communication for Development. Organized by UNESCO in Harare, Zimbabwe, in September 1996, with the participation of FAO, UNICEF and UNFPA, the event marked a breakthrough in the United Nations system-wide recognition of participatory communication as a major development factor (resolution A/51/172 adopted by the United Nations General Assembly at its fifty-first session in November 1996). Furthermore, UNESCO was designated the lead agency for the communication for peace-building component of the United Nations System-Wide Special Initiative on Africa.
- Community radio stations and programme production centres, including those destined for and run by women, were set up or strengthened in Colombia, El Salvador, Guatemala, Honduras, Jamaica, Lao People's Democratic Republic, Nepal, Philippines, Paraguay, Peru, Sri Lanka, Suriname, Tonga and Trinidad and Tobago. The national radio station of Saint Christopher and Nevis received emergency aid to replace its equipment damaged by hurricanes. Rural press was supported in Kenya and local television stations were equipped in Saint Vincent and the Grenadines. An independent television station went on the air in Albania thanks to a transmitter provided by UNESCO. News operations were reinforced in Kenya, Lao People's Democratic Republic, Papua New Guinea, Solomon Islands, Tonga and Vanuatu, as was the Pacific Islands News Association.
- Equipment provided by UNESCO facilitated the publishing of a monthly newspaper (4,000 copies) in Ecuador, featuring Quechua language legends and poems. In Peru, it helped produce an eight-page monthly women's insert (1 million copies) treating major societal issues.
- Endogenous audiovisual production was promoted. Twelve television documentaries on African Habitat covering traditional living conditions in Benin, Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Gabon, Mauritius, Morocco, Niger, Republic of the Congo, Togo and Tunisia were co-produced and disseminated in co-operation with the International Council of French-Speaking Radio and Television (CIRTEF). UNESCO further supported the Pacific Women's Television Programme Exchange, which, since

1994, has been a unique framework allowing Pacific women television producers to make and exchange programmes on subjects that are most relevant to them. In Latin America a series of 18 radio programmes was co-produced in co-operation with Radio Netherlands.

- The membership of the Network of UNESCO Chairs in Communication (ORBICOM) grew from nine to 15, with new Chairs created in Australia, Brazil, Côte d'Ivoire, France, Kazakhstan and Mexico. These Chairs made valuable contributions not only to professional training, but also to communication research and international debate on topical media issues. Over 300 journalists, broadcasters, producers and media managers were trained through internships, workshops and courses organized with UNESCO's support in all regions of the world.
- UNESCO's International Programme for the Development of Communication (IPDC) mobilized over US \$8 million for some 90 development projects covering community media, radio and television broadcasting, training of media specialists, audiovisual production, news agencies and regional networking and exchanges. Forty terminated IPDC projects were evaluated. Furthermore, the role of the IPDC Council as a forum of reflection was enhanced through the organization of three thematic debates: on tolerance and non-violence on television; on challenges to the media in societies in transition; and on political, technological and economic challenges to public service broadcasting.

(17)

Development of libraries, archives and documentation services

- The mandate of the General Information Programme (PGI) was reviewed and expanded in order to adapt it to the new technological environment and increase its capacity to respond to the challenges of the information revolution. The new mandate focuses on: training trainers and users in new information technologies; developing a framework for information protection; promoting freedom of access to information in all formats and its fair use; collection and analysis through pilot projects of data on new information and communication technologies; closer co-operation with intergovernmental and non-governmental organizations in the development and application of norms in the multimedia environment; maintaining an appropriate balance between traditional and new areas of information and communication.

- The strategy and modalities of action of the Memory of the World programme were refined and its visibility improved through the first International Conference on the Memory of the World (Oslo, Norway, June 1996). The validity of the dual objective of preserving the world's documentary heritage while ensuring its widest possible accessibility was confirmed. First entries in the Memory of the World Register were made, while pilot projects continued in several countries and a CD-ROM featuring old African postcards was produced in July 1997.
- The membership of the UNESCO Network of Associated Libraries (UNAL), which promotes the ideals of tolerance, peace and intercultural understanding, grew from 200 to 325 libraries in 80 countries. UNESCO helped to mobilize international support for the Alexandria Library in Egypt and provided it with an Internet server. Further assistance was provided to the Russian State Library in the form of expert advice, equipment and study tours for the staff. With UNESCO's support, the National and University Library of Bosnia and Herzegovina in Sarajevo advanced in the reconstitution of its collections and moved to its new premises. Furthermore, a general assessment of the situation of libraries and archives in the country was carried out in May 1996.
- A broad international partnership was developed in Africa, where an innovative inter-agency project was developed aiming to promote the role of public libraries as gateways to information highways. Launched in 1997 with extrabudgetary funding, the project covers Benin, Mali, Mozambique, Uganda and the United Republic of Tanzania.
- Further to the first meeting of the International Panel on Reading for All (Aswan, Egypt, November 1997), UNESCO launched an international Reading for All programme as a contribution to international efforts to eradicate illiteracy and promote reading habits as a crucial element for development.

(18)

Development of informatics

- UNESCO contributed to the training of more than 200 informatics specialists, including specialized training for women working in non-governmental organizations in Burkina Faso; support for professional exchanges in Latin America and Asia; and the development of a programme facilitating access to informatics for the blind in the Arab region. With UNESCO's support, the Portuguese version of the *Informatics for Secondary*

Education, A Curriculum for Schools was published in Brazil. A special computerized package for teaching informatics was produced for Portuguese-speaking countries in Africa. Four UNESCO Chairs in informatics were set up in the Russian Federation (two), Slovakia and Spain.

- UNESCO-sponsored informatics networks, such as the Regional Informatics Network for Africa (RINAF), the Regional Arab Information Technology Network (RAITNET), the Regional Informatics Network for South and Central Asia (RINSCA) and the Regional Informatics Network for South-East Asia and the Pacific (RINSEAP), continued to play an important role as regional frameworks for electronic networking and professional exchanges. Substantial progress was made in supporting regional and national networking in Africa, where UNESCO played a leading role within the international community.
- Under the Intergovernmental Informatics Programme (IIP), 24 projects were financed for a total of US \$1,234,700 focusing on computer networking (e.g. Belarus, Burkina Faso, Cuba, Lebanon and Viet Nam) and training of specialists and users (e.g. Azerbaijan, Bulgaria, Ecuador and Guyana). The strategy and working methods of IIP were revised with particular emphasis on new approaches to fund-raising and greater synergy with the General Information Programme (PGI).

(19)

New applications of information and communication technologies

- The first pilot project on access to telematics facilities in the Caribbean contributed significantly to promoting the use of telematics in the region. It also resulted in permanent Internet and e-mail connections in the participating countries (Barbados, Saint Lucia and Saint Vincent and the Grenadines) with good prospects for sustainability thanks to the commitment of the national authorities.
- The Internet applications were actively encouraged and supported in areas such as networking of teacher-training colleges in Zimbabwe, promotion of cultural heritage in Central Asia and Africa and use of telematics in the media. A prototype information system for management and prevention of natural and technological crises was designed for use by municipalities and governments. Other innovative applications such as virtual libraries, virtual learning communities and virtual laboratories were developed and actively promoted.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(20)

The Organization was able to contribute to strengthening the developing countries' capacities to participate in the international communication process and the emerging information society through training, support to networks and pilot projects. However, the programme implementation revealed the growing gap between the assistance needs and the resources available. The situation was further aggravated by budgetary constraints and reductions, particularly in 1997, when a number of activities had to be postponed. To overcome this problem, UNESCO stepped up its efforts to develop partnerships with other agencies and institutions, both within and outside the United Nations system and to attract extrabudgetary funds. Effective partnerships were developed or strengthened with ITU, UNECA, UNDP, FAO, UNICEF, UNFPA, OAU, the Pan-American Health Organization, the Commonwealth of Learning, the World Association of Community Radio Broadcasters (AMARC), CIRTEF, the International Federation of Library Associations and Institutions (IFLA), the International Council on Archives (ICA), the International Federation for Information and Documentation (FID), the International Development Research Centre (Canada) (IDRC), the International Centre for Scientific and Technical Information (ICSTI) and the International Federation for Information Processing (IFIP) and other professional organizations. This resulted in a more effective implementation of projects and in the integration of communication, information and informatics components into broader development initiatives dealing with the promotion of a culture of peace, poverty alleviation, micro-financing, the problems of mega-cities, coastal management and small islands, good governance and democratic processes, youth and AIDS prevention, etc.

(21)

Difficulties were encountered in the implementation of community media projects due to the fact that in many countries telecommunication remains a highly centralized domain with no legal provisions for this kind of operation.

(22)

The implementation of IPDC activities revealed that in some parts of the world, such as the Caribbean or the Pacific,

IPDC was practically the only source of funding for communication projects, although voluntary contributions to the IPDC Special Account were at the same level as in 1994-1995. There was an increase in the number of projects in favour of independent and pluralist media, while project evaluation improved in quality and became more systematic.

(23)

Although IIP continued to finance projects (thanks to support from France, Italy, Republic of Korea and Spain), it received far fewer contributions than in 1994-1995 and the overall financial situation of the programme was worrying. The problem could not be solved and will be tackled in 1998-1999.

(24)

The programme relied heavily on the field staff working on communication, information and informatics, who are uniquely placed to assess the real needs of countries and communities and choose modalities of action adapted to local conditions. In Asia, the Almaty (Kazakhstan), Apia (Samoa) and Kuala-Lumpur (Malaysia) Offices played a central role in encouraging and supporting regional networking of professional media organizations and facilitating professional exchanges. Furthermore, effective partnerships were established with UNHCR, UNICEF, UNAIDS, UNFPA and UNDP and a number of major extrabudgetary inter-agency projects initiated in Central Asia. A similar role in the field of information was played by the Bangkok Office (Thailand), while Offices in New Delhi (India) and Jakarta (Indonesia) were instrumental in supporting RINSCA and RINSEAP informatics networks. In Africa, the role of UNESCO Offices in Nairobi (Kenya), Windhoek (Namibia) and Yaoundé (Cameroon) was particularly visible in ensuring the involvement of African professional organizations and other actors of civil society, particularly women and young people in development efforts through communication. Their contribution to the training of communication specialists and building local professional associations was also appreciated. UNESCO-Quito (Ecuador) managed to effectively address the most relevant media development issues in Latin America, such as communication in favour of marginalized groups in big cities, women, children, indigenous people and rural communities, while at the same time supporting integration through communication processes and professional standards in investigative journalism. The Regional Communication Adviser in Kingston (Jamaica) contributed to boosting local audiovisual production through

Special project: 'Women speaking to women: women's rural community radio in least developed countries'

The project was a success in the Caribbean: after a slow start, it progressed rapidly and two radio stations in Suriname and in Trinidad and Tobago are already fully operational. Some delays were recorded in Africa and Asia, as it was not always possible to ensure full co-operation among national telecommunication agencies, radio authorities and local communities. Furthermore, national legislation did not always have provisions

for community broadcasting. In some cases, local partners, although interested and motivated, needed to be better organized and trained before starting the operation. However, the necessary equipment was delivered to Cape Verde and India, and preparatory work carried out in Malawi. The project was extended into the 1998-1999 biennium to allow for completion and evaluation of the initiated activities.

Special project: 'Improving communication training in Africa'

The project covered Cameroon, Côte d'Ivoire, Ghana, Kenya, Nigeria, Senegal, South Africa, Uganda, United Republic of Tanzania, Zambia and Zimbabwe. The objective for the 1996-1997 period was to assess existing curricula and draw up draft model curricula for the training of communication specialists and media professionals in Africa. On the whole, the

implementation of the project has progressed in line with the work plan. A draft model curriculum for training at the tertiary level has been developed. However, in the second half of 1997, the implementation was slowed down due to budgetary constraints. It is envisaged to complete all planned activities during the second phase in 1998-1999.

Special project: 'Video libraries for young people in Africa'

The project was designed to preserve and restore selected locally produced video material and create video libraries using the preserved material to sensitize populations to local cultural expression. The first experience suggested a focus on video production. Equipment was provided for viewing nationally produced cassettes in Cameroon and Namibia. In addition, video recorders

were provided for young people to produce their own videos for viewing in the libraries. In 1998-1999, activities will concentrate on training in collection management and preservation, the provision of additional equipment and the organization of an impact assessment meeting involving youth leaders and government agencies.

Special project: 'Computer-based educational materials for teaching informatics in Africa'

The first phase of this six-year project was implemented as planned, focusing on the Portuguese-speaking countries. A CD-ROM containing the required software and documentation, developed by the University of Coimbra, Portugal,

was made available to the relevant institutions, their know-how consolidated through a training seminar on the design of educational software organized in Coimbra in September 1997.

98 training, provision of broadcasting equipment and support to professional networking. UNESCO-Brasilia (Brazil) provided valuable support to computer networking initiatives, in particular in municipalities.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(25) In view of the relative scarcity of resources available, these should be used as seed money to support subregional, regional and international networking, initiatives of professional organizations, a limited number of pilot projects and the preparation of extrabudgetary projects. Co-operation with other agencies, NGOs and National Commissions should be further strengthened and new partnerships sought. Contributions in kind and cost-sharing arrangements should be encouraged.

(26) Further work has to be done through technical advice and international fora to promote positive thinking about community broadcasting and telematics services, which should lead to the adaptation of national broadcasting and telecommunication laws to the new requirements of the information revolution.

(27) Although the need to harness information and communication technologies for development seems to be universally recognized, often this recognition is yet to be translated into concrete work to create the necessary political, legal and economic conditions. Further awareness-raising among the decision-makers and advisory services on the creation of such conditions emerge as important tasks for UNESCO in the near future.

(28) Particular attention should be paid to a flexible and complementary use of new and traditional technologies such as community radio or printed media, pursuing the common aim of involving the widest possible number of people in the development process.

(29) Training of specialists and users proved to be crucial both for reaching the immediate objectives of concrete projects and for the long-term sustainability of the development of communication, information and informatics and should remain the top priority of the Organization in this field.

(30) The time between project submission and implementation within IPDC proved to be too long. In order to solve this problem, in 1997 the Intergovernmental Council of IPDC revised its procedures and delegated part of its project approval powers to its Bureau, which can now not only pre-select but also approve and fund projects (up to two thirds of the foreseen budget envelope) thus accelerating significantly their implementation. It is expected that this arrangement will be maintained in the future.

(31) Strengthening the role of public libraries as gateways to information highways can contribute significantly to solving the problem of limited access in the developing countries. This concept merits further development and testing through pilot projects.

(32) As regards IIP, its strategy and working methods will have to be revised and adapted to the current tendencies in international assistance funding.

(33) Properly prepared pilot projects on telematics applications represent an effective way of involving both users and governments in their development. The positive experience gained in the Caribbean, Africa and Central Asia should be used in other regions.

(34) UNESCO's comparative advantage within the United Nations system as regards innovative ICT applications in education, science, culture, communication and information should be used to forge new partnerships and develop joint projects and activities.

ACTIVITIES FINANCED BY EXTRABUDGETARY RESOURCES*

(35)

During 1996-1997, UNESCO managed over 250 extrabudgetary projects and activities in communication, information and informatics with a total budget of almost US \$37 million, coming from the IPDC Special Account, funds-in-trust provided by governments and funding by UNDP and the Commission of the European Communities (CEC). This represents an increase of 37 per cent compared with 1994-1995, thanks to continuous fund-raising efforts and closer co-operation with other international agencies and donors. Among the biggest contributors were UNDP, Denmark, France, Germany, Italy, Netherlands, Norway, Spain and CEC. UNDP alone provided over US \$7 million for new projects, or seven times more than in 1994-1995. It also funded the biggest single new project 'Strengthening of Democracy and Governance Through Development of Media in Mozambique' (US \$5.7 million). New donors, such as Finland and Luxembourg have made their first contributions with good prospects for continuous co-operation.

(36)

Among the main results, the participation of rural communities in the development process was enhanced in the Philippines through a network of community radio stations, which grew from six to 11 stations. Five of the radio stations are already self-reliant and four are managed by women. In Latin America and the Caribbean, a regional network of economic daily newspapers was set up in co-operation with the Latin American Economic System (SELA), with a view to promoting regional integration. The role of the Nepal National Library in the country's literacy programmes was enhanced and the government decided to set up 75 district libraries in support of the public library system concept. Furthermore, national archives were created in Yemen and strengthened in Haiti. The Regional Informatics Network for Africa (RINAF) was further developed and extended to Angola, Eritrea, Ethiopia and Nigeria, while a pilot telematics network was set up with international support in Ghana, giving public sector institutions access to the Internet. The focal points of the Regional Informatics Network for South and Central Asia (RINSCA) in Bhutan, India, Maldives, Mongolia, Nepal and Sri Lanka were linked into an electronic network. In Azerbaijan, two computer centres were established and over 500 informatics specialists trained.

(37)

Alongside traditional areas of assistance (such as community media, news agencies, audiovisual production, libraries and archives, computer networking and training) two new themes attracted significant extrabudgetary funds: communication for democracy and good governance; and the application of new information and communication technologies for development. Thus, over US \$7.2 million was committed (UNDP and Germany) for projects dealing with communication, good governance and democracy in Mozambique, Somalia and West and Central Africa, while over US \$3.5 million was pledged (CEC, UNDP and Denmark) for the development of telematics applications in Africa (Benin, Mali, Mozambique, United Republic of Tanzania and Uganda); Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan) and Eastern Europe (Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russian Federation and Ukraine).

(38)

The new form of fund-in-trust co-operation – UNESCO/DANIDA framework agreement – introduced in 1996 provided for a greater flexibility in project implementation and better planning of extrabudgetary activities in communication and information. This innovative experience deserves to be considered by other donors.

(39)

The International Programme for the Development of Communication (IPDC) confirmed its role as a major fund-raising mechanism, although the level of contributions to its Special Account remained approximately the same as in the previous biennium. Regional Communication Advisers were instrumental in the preparation and implementation of the IPDC projects, the totality of which were decentralized. As regards the Intergovernmental Informatics Programme (IIP), the negative tendency in number and volume of voluntary contributions continued and no new contributions were received in 1997. This calls for a radical revision of the IIP fund-raising function and methodology, with possible reorientation towards new forms of assistance to Member States.

* See the list of projects in Annex I.1.

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(40)

A number of large-scale projects revealed the need for project design and planning to include measures for economic sustainability well after the project phase has ended, including the provision of services and facilities on a commercial basis, whether in the form of technical advice and training (e.g. Cambodian Communication Institute) or design and assembly of equipment (e.g. Zimbabwe Film and Video Training Project, Tambuli Community Radio).

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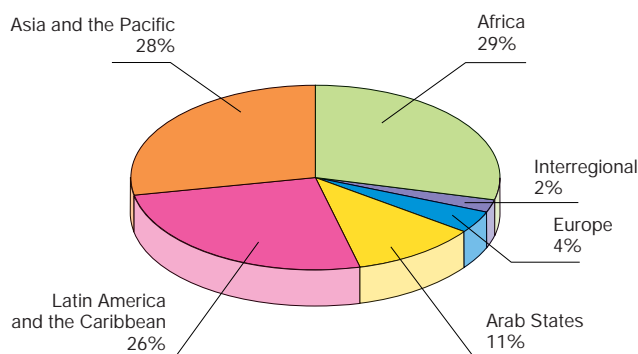
While the quality and relevance of most projects were satisfactory, certain projects did not achieve all their objectives and had a limited effect. Among the main drawbacks were: mistakes in the project design and inability to adapt to the changing situation; lack of co-ordination between the project management and the final beneficiaries; administrative and financial mismanagement of some locally executed projects and lack of local expertise.

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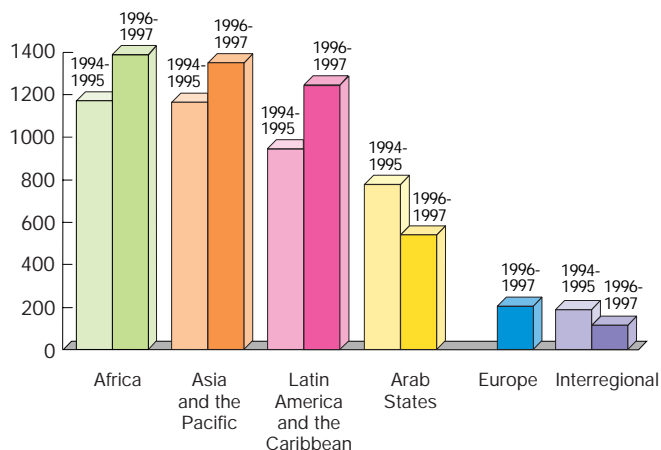
On the whole, the time of stand-alone projects, especially in such transdisciplinary fields as communication and information, seems to be over. Even the most successful projects, in order to have a lasting positive impact, need to be integrated in broader national development programmes and linked up with other international assistance efforts. This approach has already been adopted in Africa, where a UNESCO/DANIDA project on public libraries as gateways to information was linked with the ITU project on multi-purpose community telecentres and placed in the framework of the United Nations Special Initiative on Africa. The resulting major inter-agency co-operation not only ensured a more coherent project implementation but also attracted matching funds from the British Council, FAO, IDRC, ITU, UNDP and local partners. This integrated approach should be progressively extended to all operational projects.

Projects financed from the IPDC Special Account in 1996 and 1997

Distribution of funds by region



Comparison with 1994-1995



External evaluation: Evaluation of terminated IPDC projects

Objectives

The 40 evaluated projects whose aim is to: strengthen training institutions, radio and television stations (including community ones); computerize media operations; and promote the use of media in education and culture.

Purpose of the evaluation

To assess the immediate results and long-term sustainability of the projects and to identify major problems in order to enhance the design and improve the execution of new projects.

Main results

Although most of the projects were fully implemented, only in a limited number of cases was implementation found to be satisfactory. Other projects revealed a number of drawbacks, while several were a failure. Some projects revealed inadequacy in design and inability to adapt to the changing situation, while some others saw their objectives changed in an arbitrary way. The problem of insufficient co-ordination between

suppliers of equipment and beneficiaries persisted leading to the incompatibility with local technical standards. The lack of training in the use of equipment was also strongly felt. Some local implementing agencies lacked the necessary infrastructure or expertise. Cases of administrative and financial mismanagement were not infrequent either. Some projects lacked a 'critical mass' to reach their objectives.

Lessons learnt and implications for the future

UNESCO, in particular its field offices, should be more involved in project preparation and design and in monitoring their implementation. Any purchase and delivery of equipment should be preceded by the study of local conditions and needs, as well as a tender exercise. Periodic progress reports on projects over US \$50,000 would be useful. Financial management should not be entrusted to organizations or institutions that do not have an adequate and permanent administrative service. It is preferable to postpone a large-scale project rather than to start it before all the necessary funding (and not just the IPDC contribution) has been secured.

External evaluation: The Memory of the World Programme

Objectives

The first objective of the programme, launched in 1992, is to ensure the preservation, by the most appropriate means, of documentary heritage which has world significance and to encourage the preservation of documentary heritage which has national and regional significance. A twin objective is to make this heritage accessible to as many people as possible, using the most appropriate technology, both inside and outside the countries in which it is physically located.

Purpose of the evaluation

To assess the relevance of the Memory of the World programme, its results and impact; to examine in particular the methodological and technical framework of the programme, its general guidelines, pilot projects and technical standards as well as its institutional set-up, and the work of the International Advisory Committee and its Subcommittees together with the existing National Committees; develop recommendations with regard to future implementation of the programme and develop forward-looking recommendations regarding its funding and marketing.

Main results

The evaluation revealed a general consensus that the programme is a most relevant and timely initiative, and that UNESCO is probably the only body in the world that can promote this idea so universally. While the protection of tangible cultural goods is well established through UNESCO's World Heritage programme, the situation of documents is largely unknown. The Memory of the World Register has the potential to serve a similar and complementary function to the World Heritage List.

Over the past five years, national Memory of the World Committees have been established in 28 countries and 38 documentary heritage items from 22 countries placed on the Memory of the World Register. Moreover, a key strategy has been the development of pilot projects involving the production of CD-ROMs featuring significant items or collections, and in some cases their associated conservation treatment. These projects have served a useful purpose in demonstrating the potential of digitization as a means of widening access to and understanding of the documentary heritage. Such access is being further facilitated through the Virtual Memory of the World website.

Lessons learnt and implications for the future

The original assumption of being able to generate funds for the programme through the sale of digital products will have to be reassessed and innovative ways to ensure the programme's financing identified. Further work should be done on the programme's website to increase its use as an information, research and marketing tool. The site should also be linked to other relevant cultural heritage and related websites to increase awareness of the affinity in objectives. Many other projects are seeking to achieve similar objectives and steps should be taken to affiliate them or 'label' them selectively as Memory of the World projects. Selection criteria of the Memory of the World Register will have to be refined.

Most importantly, all key stakeholders, particularly the associated NGOs, and those national, regional and international programmes which are already contributing in one way or another to the programme's overall objectives, should be identified and brought together in an effective partnership, while the programme's co-ordination should be able to count on adequate human resources.

External evaluation: The Regional Informatics Network for Africa (RINAF)

Objectives

To address the perceived need for access to new information and communication technologies and networking by the academic and research community in Africa, and in concert with its similar activities in other developing regions, UNESCO's Intergovernmental Informatics Programme (IIP) formulated the concept of a Regional Informatics Network for Africa (RINAF) in 1989. The actual project started in 1992. Its main focus was to support the interconnection of academic and research institutions within Africa and provide links to the international research community. This was to be achieved mainly through capacity-building in human resources necessary to maintain and expand the use of computer networking technology, along with limited provision of computer equipment and support for the telecommunication costs.

Purpose of the evaluation

To assess the impact of the project and its relevance to the real needs in the region; to identify the problems and success factors in order to develop proposals for new projects in the area of academic and research networking and public access in Africa; to identify opportunities for collaboration in these areas with other interested partners and make a number of recommendations for further action.

Main results

RINAF contributed significantly to establishing national and international networking within the academic and research sectors in 14 African countries (Algeria, Cameroon, Central African Republic, Côte d'Ivoire, Mozambique, Namibia, Nigeria, Kenya, Senegal, Swaziland, Uganda, United Republic of Tanzania, Zambia and Zimbabwe). This was done mainly through skills transfer and training of technicians and the

supply of computer equipment. In total, about 100 organizations received direct assistance in obtaining e-mail and Internet connections and over 80 specialists were trained through workshops with direct RINAF support.

The initial conception of the project with a topology involving the establishment of subregional nodes did not prove to be a particularly effective strategy. This was partly due to the fact that when the RINAF project developed, the Internet was only just beginning to take off in the United States and Europe, and it was difficult to foresee its potential role, particularly in Africa. In the course of the project implementation, the subregional and regional connectivity goals were not pursued and more attention was given instead to promoting Internet connectivity in the region.

Lessons learnt and implications for the future

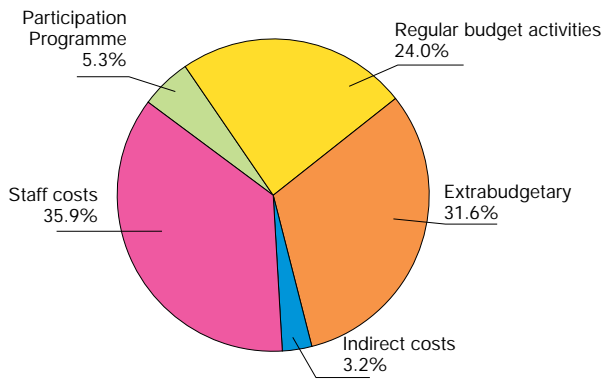
Given that the Internet has now reached almost all of the capitals in Africa, RINAF can reduce its initial focus on academic and research networking and play a wider role in supporting the public sector in general. On an implementation level, RINAF could reduce its emphasis on the international transfer of basic networking skills and equipment, and reorient towards capacity-building in broader network management skills, interconnection of national networks, provision of broadband services and in particular on capacity-building for content development. Special efforts are needed to ensure that the Internet is more widely available nationally – rural accessibility is the next big frontier in supporting infrastructure development. The evaluation suggests that content development support should be focused on holders of cultural, scientific and technical documentation. The importance of UNESCO's role in the above rests on its reputation as an honest and unbiased partner on the one hand, and on being able to develop effective partnerships with key actors on the other.

Administrative and budgetary information

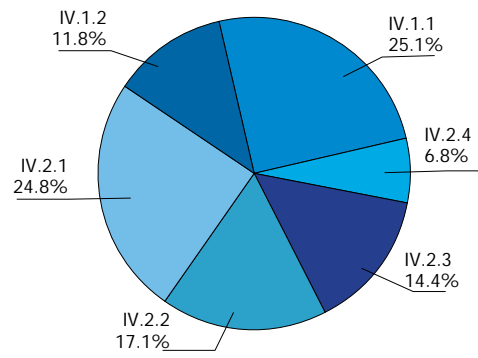
104

Appropriation line	Regular budget	Extrabudgetary resources
\$	\$	\$
MP IV - COMMUNICATION, INFORMATION AND INFORMATICS		
Programme IV.1 Free flow of information	3 932 448	
IV.1.1 Media and freedom of expression	2 676 129	812 000
IV.1.2 Access to information and technologies	1 256 319	-
Programme IV.2 Capacity-building in communication, information and informatics	6 714 852	
IV.2.1 Development of communication	2 636 019	7 602 000
IV.2.2 Development of libraries, archives and documentation services	1 828 891	2 618 000
IV.2.3 Development of informatics	1 529 832	2 968 000
IV.2.4 New applications of information and communication technologies	720 110	-
	10 647 300	14 000 000
Indirect costs	1 413 249	-
Participation Programme	2 336 580	-
Personnel	15 921 702	-
Total, MP IV	30 318 831	14 000 000
Total RB + EXB		44 318 831

**Distribution of total expenditure
\$44 318 831**



**Distribution of activities expenditure
for the Regular Budget (by programme)**



I.B

**TRANSDISCIPLINARY PROJECTS
AND ACTIVITIES**

1. Environment and population education and information for development

108

I. MAIN RESULTS

(1)

- As part of the celebration of the twentieth anniversary of the Tbilisi Conference on environmental education, the UNESCO Havana Office made a substantial contribution to the first International Congress on Environment and Development, organized in Havana, Cuba (16-19 September 1997), as a preparatory activity for the Thessaloniki Conference. Some 1,200 people mainly from the Latin America and the Caribbean region participated in this Congress. UNESCO also contributed financially and participated in the first National Conference on Environment Education: 20 Years after Tbilisi, organized in Brasilia, Brazil (7-10 October 1997). It also took part in the second Ibero-American Congress on Environmental Education: 20 Years after Tbilisi held at Guadalajara, Mexico, in June 1997.
- UNESCO's active participation in the ACC Task Force on Basic Social Services for All (BSSA), whose mandate concerns the provision of reproductive health and family planning services, basic education, primary health care, drinking water and sanitation, shelter, and social services in post-crisis situations.
- The first meeting of the Working Group on Basic Social Services for All, in which representatives from UNFPA, WHO, ILO and IMF participated, was organized at UNESCO Headquarters on 29 April 1996. Within the framework of the ACC Task Force on Basic Social Services for All, UNESCO participated in the work of the Inter-Agency Working Group on International Migration, and prepared a contribution to the co-ordinated inter-agency report which was submitted to the February 1997 session of the United Nations Commission on Population and Development.
- UNESCO participated in the third regular session of the UNDP/UNFPA Executive Board held in New York (18-19 September 1997). Concurrently with the fifth Annual World Bank Conference on Environmentally Sustainable Development: 'Partnerships for Global Ecosystem Management: Science, Economics and Law', UNESCO and the World Bank held a meeting on 'Organizing knowledge for environmentally sustainable development' at the World Bank, in Washington, D.C. (9-10 October 1997).
- Under the patronage and with the technical and financial support of UNESCO, Planet'ERE organized in Montreal, Canada (6-16 November 1997), the first international francophone forum on education and training relating to

environment in the field of sustainable development. Seven hundred delegates from 44 French-speaking countries participated in the forum, which adopted the Montreal Declaration. This Declaration reinforces in many ways the Declaration adopted by consensus at the Thessaloniki Conference.

- An International Conference of Experts on 'Environment and Society: Education and Public Awareness for Sustainability' was organized by UNESCO and the Government of Greece in Thessaloniki (8-12 December 1997). UNESCO prepared the basic working document entitled 'Educating for a Sustainable Future: A Transdisciplinary Vision for Concerted Action'. At a pre-conference workshop, organized by UNESCO in Thessaloniki, an international teacher-training project was launched as a follow-up to a decision taken at the fourth session of the United Nations Commission on Sustainable Development. The objective of that project was to develop an international network of teacher-training institutions aimed at incorporating the essential content and pedagogy of education for sustainability in teacher-training curricula in the Member States.

(2)

To upgrade the knowledge base of education, information and training activities in the various regions

- In the framework of the International Chair-Network UNESCO/ICES (International Centre of Education Systems) on 'Transfer of Technologies for Sustainable Development' UNESCO participated on 9 December 1996 in the International Symposium on 'Sustainable Development in Russia in the Light of the Scientific Heritage of V.I. Vernadsky', held at the Russian Academy of Sciences in Moscow.
- A subregional information and awareness-building workshop for officials of women's NGOs was held at Lomé, Togo (26-30 May 1997) on the need to promote the involvement of women in environment and population education with a view to contributing to sustainable development.
- UNESCO took part in a symposium 'Lire les pratiques pédagogiques en éducation relative à l'environnement', held in Dijon, France (4 September 1997), and presented the keynote address on education and training in national educational policies in the field of environment.

- On the basis of contributions received from 70 specialists consulted by the Independent Commission on Population and Quality of Life, a document entitled *Population and Quality of Life – Synopsis of the Theme Papers Solicited by the Independent Commission on Population and Quality of Life* was prepared. This document contains the latest multidisciplinary scientific information and knowledge on issues bearing on population and quality of life. It was widely distributed within and outside UNESCO, particularly to UNFPA Country Support Teams.
 - As a contribution to the development of the knowledge base in the field of population, UNESCO published in English and French a world population map ‘People on Earth’ (*L’humanité sur la planète*), which has proved its relevance for decision-makers, planners, researchers and educators. The map was widely distributed during the 29th session of the General Conference to the representatives of Member States and to Heads of UNESCO field offices, as well as to key persons and institutions.
 - In co-operation with the International Centre of Education Systems and the Y.A. Gagarin Cosmonaut Centre of Russia, a training centre was created in Moscow for specialists in the field of industrial ecology and protection of the environment. Similarly, an agreement was signed between UNESCO and the Altai State Technical University (Russian Federation) for the establishment of a UNESCO Chair in environmental education in Siberia.
 - On the basis of preliminary project work carried out by UNESCO, a project on distance education in sustainable development intended for Ibero-American municipalities (Proyecto iberoamericano de educación a distancia para el desarrollo sostenible a escala municipal) was launched by ‘Televisión Educativa Ibero-Americana’ using the Hispasat satellite. In co-operation with universities and research and training institutions, the training programme of this project will focus on the interrelationships between issues dealing with population, environment and development.
- (3)
- To improve education and training programmes and materials, to strengthen Member States’ capacities and encourage changes in behaviour**
- A book entitled *Qui a peur de l’an 2000?* was published as an educational guide on environment for sustainable development for the use of teachers, programme makers and communicators in the field of environmental disciplines.
 - Four modules (fresh-water resources, global change, biodiversity, oceans and coastal regions) were distributed to environmental education teachers, teacher-training institutes and curriculum developers aiming at improving education and training programmes and materials. In collaboration with the Education Sector, an educational training package with selected International Environmental Education Programme (IEEP) documents for wide distribution was prepared and disseminated.
 - An information and awareness-raising project for local communities, with emphasis on environmental, population and development issues was prepared in co-operation with the Institute for European Environmental Policy in Madrid.
 - The UNESCO Chair in environmental education of the Universidad Nacional de Educación a Distancia (Open University) of Madrid prepared, in co-operation with UNESCO, a four-volume publication entitled *El Análisis Interdisciplinar de la Problemática Ambiental* (Interdisciplinary Analysis of Environmental Problems).
 - A subregional workshop for key educational personnel in environmental education for sustainable development in Africa was organized (22-26 April 1996). Thirty participants were drawn from Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, United Republic of Tanzania, Uganda, Zambia and Zimbabwe. The overall aim of the workshop was to develop strategies for an integrated perception of issues related to environment, population and development, which in turn become valuable resources for planning, executing and monitoring educational activities. The main results of the workshop are: (i) the establishment of a subregional environmental data bank in order to facilitate the sharing of information; (ii) better understanding of ‘sustainable development’ by the participants.
 - A regional training workshop on ‘Education for Sustainability’ was organized by the UNESCO Bangkok Office (17-21 November 1997), in collaboration with UNEP and the Institute for the Promotion of Science and Technology Teaching, Bangkok, Thailand. There were 12 participants from Bangladesh, Bhutan, China, Lao People’s Democratic Republic, Philippines and Thailand, and four resource persons and representatives from UNEP, UNFPA and UNESCO. The outcomes of the workshop were teaching-learning materials on water quality and waste disposal with integrated environmental

- population and development concerns. These teaching-learning materials have since been tried out by selected participating countries.
- The UNESCO Dakar Office, in co-operation with IFOMA and the IBE, organized at Lomé, Togo (26-30 May 1997) a subregional EPD information, awareness-building and production seminar/workshop to promote the involvement of women in environment and population education for sustainable development (23 officials from women's NGOs from seven countries, and two observers). Some 150 copies of a teaching kit containing information and awareness-building material on EPD for officials of women's NGOs and associations were published and distributed at the end of a seminar/workshop (October-November 1997).
 - Two directories on environmental and population activities and actors, one in Kenya and another in Uganda, were produced by the UNESCO Office in Nairobi. With backing from the UNESCO Tunis Office, the Ministry of National Education and the Tunisian National Commission for Education, Science and Culture prepared documents on methodology in environment and population education for secondary-school teachers, and teaching guides on environment and population education for the organizers of UNESCO Clubs.
 - A regional workshop was organized in Dakar by the UNESCO Dakar Office (24-25 June 1996) to prepare a practical guide for the production of teaching-learning materials on EPD for use in sub-Saharan Africa. The workshop, in which some 16 African countries participated, was also attended by representatives of, *inter alia*, the 'Groupe pour l'étude et l'enseignement de la population' (GEEP), ENDA Third World, FAO and UNFPA.
 - UNESCO participated in the International Conference on Mass Media and Ecological Education in Environmental Protection, which was held in Vladikavkaz, Republic of North Ossetia in the Russian Federation (26-29 May 1996), in co-operation with the European Union of Science Journalists. The meeting formulated recommendations addressed to local and national authorities, as well as to UNESCO and other international organizations, on ways of raising public awareness of environmental issues and the role of the mass media in that process.
 - Within the framework of the 'Planet Society' programme, the education programme 'The World is Still in the Making' continues to be implemented in about 30 countries. Owing to the presence of particularly active national co-ordination bodies (National Commissions, ministries and national NGOs), several thousand information documents on projects carried out by schools were distributed in Argentina, France, Italy, Madagascar and Spain. In Italy, the television channel RTI (Reti Italiane Televisive) broadcast for the second year a series of weekly programmes entitled 'The World is Still in the Making', co-produced with UNESCO. The Ministry of Social Development in Argentina allocated a sum of US \$60,000 to UNESCO for the implementation of an educational campaign in that country.
 - Also within the framework of the 'Planet Society' programme, the following activities were undertaken: organization of a national day on 'The World is Still in the Making' in Egypt (30 March 1996), sponsored by the Catholic International Education Office, and attracting 20,000 children. The Planet Society network is expanding with the creation of national branches in the following countries: Argentina, Austria, Brazil, Chile, Cuba, Ecuador, Egypt, France, Hungary, Italy, Senegal, Spain, Sri Lanka and Tunisia. The network's database system was developed so that it can be consulted by the public. A website, www.unesco.org/planetsociety, providing information on the network, has been accessible since July 1997. Fund-raising operations have yielded US \$35,000 for the financing of the programme.
 - The National Commissions of China, Mongolia and the Democratic People's Republic of Korea were asked by the UNESCO Beijing Office to identify experts to put into practice the concepts of EPD by promoting education, training and information activities that address integrated environment, population, health and development issues within the intersectoral programme on environment, population and development. The result in each country has been innovative exhibitions, publications and media publicity on the importance of a programme to develop a transdisciplinary appreciation of development problems. Another section of the EPD programme to identify the training, education and communication needs of women community leaders in the urban and rural settings has resulted in two important publications in English and Chinese *Empowering women as agents of change in community development population programmes and environmental protection – training material for urban women/rural women*.

(4)

To mobilize the support of decision-makers and opinion leaders at international, national and local levels

- UNESCO participated in a high-level training course (140 participants from all the countries of the Americas) on sustainable development and human rights, held at the Inter-American Institute of Human Rights, San José, Costa Rica (23 June 1997). Within the framework of the UNESCO Chair in human development and environmental education and the Universidad Pontificia Bolivariana, two international training courses were organized on ‘Complexity and transdisciplinary work to improve production and creativity’ at Medellín, in February 1997 and Bogotá in March 1997.
- As Task Manager for Chapter 36 of Agenda 21, UNESCO, with the support of the Government of the United States and in collaboration with other partners, launched a project for ‘Developing a knowledge management system in support of education for sustainability’ for Chapter 36. This system will include an electronic registry of innovative practices. The most recent advances in technology will be used to create a ‘second generation’ website on the Internet. It will be used by countries, including those without satisfactory access to the Internet, at both national and international levels.
- Within the framework of UNESCO’s co-operation with the Inter-Agency Technical Support Services System (TSS) and the UNFPA Country Support Teams (CSTs), a consultative/orientation meeting took place at UNESCO Headquarters (24-26 November 1997) to reinforce the relationship and co-operation between UNESCO Headquarters, TSS and the regional advisers. The meeting was attended by 13 UNESCO regional advisers and a representative from UNFPA Headquarters. Positively evaluated by its participants, the meeting drew substantive contributions from several specialists from various UNESCO sectors/divisions.
- The UNESCO Bangkok Office organized an interregional orientation workshop on the promotion of population education at the university level (Bangkok, Thailand, 24-28 March 1997). It was attended by representatives from 11 universities in different regions.

(5)

Co-operation for development

- In India, UNESCO, in co-operation with UNFPA, developed 25 state projects on population education in schools and 17 projects on population education at the higher education level. Following two national workshops held in Pakistan in May 1997, UNESCO provided technical assistance for the preparation of a teacher’s guidebook on population education at primary- and middle-school levels (grades IX and X). UNESCO participated in a UNDP-funded technical support services study in the United Republic of Tanzania on Needs Assessment of Environment and Population Education and Information for Human Development. UNESCO provided technical advice for the preparation of population and development education projects for schools and universities for the next cycle of UNFPA funding, i.e. from July 1997 to December 2001.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(6)

The higher rate of decentralization of the EPD programme, which rose from 45 per cent to 55 per cent, helped to make co-operation more effective and to focus on concrete problems at both the national and community levels, despite a stable budget and a significant reduction in EPD staff at Headquarters.

(7)

The concept of education for sustainable development made good progress at the international level, in particular in the work of the United Nations Commission on Sustainable Development, which adopted a work programme on education as one of four work programmes under Agenda 21. The International Conference on ‘Environment and Society: Education and Public Awareness for Sustainability’, held at Thessaloniki from 8 to 12 December 1997, was particularly important for the conceptual and operational development of the EPD project, and especially for the advancement of the work programme adopted by the United Nations Commission on Sustainable Development.

112 III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(8)

The conception of the EPD project as a mechanism for mobilizing UNESCO in support of environment, population and development, and also for promoting follow-up to the United Nations conferences and the three international conventions, continues to be not only relevant but essential if UNESCO is to make a contribution and play a leading role in this field.

(9)

UNESCO has been able to respond to the needs of the international community in the field of education for a sustainable future, and is increasingly focusing its attention on

inter-agency co-operation at the national level. The trans-disciplinary approach, from both the conceptual and the operational point of view, is designed to bring about a real change in attitude and methods of work, and to secure a genuine commitment to the process of change that is required by the complexity of sustainable development.

(10)

After four years of existence, EPD has demonstrated its usefulness not only for UNESCO, but for the whole United Nations system, as was stressed in the external evaluation of EPD. At the end of the biennium, following the recommendations of that evaluation, the EPD project was reformulated, one of the changes being the particular priority attached to the role of education, as reflected in the new title of the project 'Educating for a sustainable future'.

External evaluation of the EPD project

At the request of the Executive Board, an external evaluation was conducted from October 1996 to February 1997 by a high-level team of experts, under the co-chairmanship of Mr H. Cavalcanti (Brazil) and Ms A. Inayatullah (Pakistan). According to the instructions of the Director-General, the evaluation was analytical and strategic rather than quantitative in nature, in order for it to serve as a decision-making tool for the Director-General and the Executive Board.

The evaluation took up the following questions: the purpose and concept of EPD, its objectives, project delivery, the integrated follow-up to the United Nations conferences, human and financial resources, management and organizational considerations, and future prospects in the perspective of United Nations reform. The overall conclusion was that 'EPD is a relevant organizational and programmatic experiment and that it should be pursued by UNESCO through the year 2001, as approved by the General Conference. The purposes and

objectives of EPD, which deals with cross-cutting issues on the cutting edge, are substantial to the Organization's strategic vision and relevant as a functional mechanism for the future of the whole United Nations system. ... As an experiment in operational practices and methodologies, EPD should induce progressive renovation which would gradually permeate the whole Organization'.

Numerous proposals and recommendations formulated by the evaluation were taken into account for preparing the Draft Programme and Budget for 1998-1999, focusing on the one hand on the priority role of education and on the other hand on the integrated follow-up to the major United Nations conferences and conventions and concerted action at the national level. Attention was also drawn to the 'serious gap between the vision of EPD and the reality of the implementation of the project. ... A core staff of ten highly qualified professionals ... is required for EPD to function effectively'.

ACTIVITIES FINANCED BY EXTRABUDGETARY RESOURCES*

I. MAIN RESULTS

(11)

During the 1996-1997 biennium UNFPA entrusted to UNESCO the execution of 71 national projects in 51 Member States (29 projects in 20 African countries; 17 projects in nine Arab countries; 15 projects in 15 Asian and Pacific countries; and ten projects in seven Latin American and Caribbean countries) and contributed to the institutionalization of population education and in promoting awareness and sensitization of the public in the Member States on population and development issues.

(12)

As a follow-up to the Cairo Conference new project proposals have been prepared and submitted to UNFPA in line with the ICPD Plan of Action.

(13)

Tripartite Reviews (TPRs) by the government, UNESCO and UNFPA are undertaken annually in order to assess the project in terms of its relevance, impact and the quality of the technical contribution of the agencies.

II. ANALYSIS OF PROJECT EXECUTION AND LESSONS LEARNT

113

(14)

Co-operation between UNESCO and UNFPA concerning project execution has shown a decline during the 1996-1997 biennium. This is particularly due to the increase in 'national execution' of UNFPA-financed projects in which appropriate institutional capacity, e.g. efficient and effective management expertise, is gradually being put in place in Member States. In countries and regions where such institutional capacity does not exist, UNESCO and UNFPA are actively seeking innovative and flexible approaches in order to encourage national governments to take over increased responsibilities in project execution.

(15)

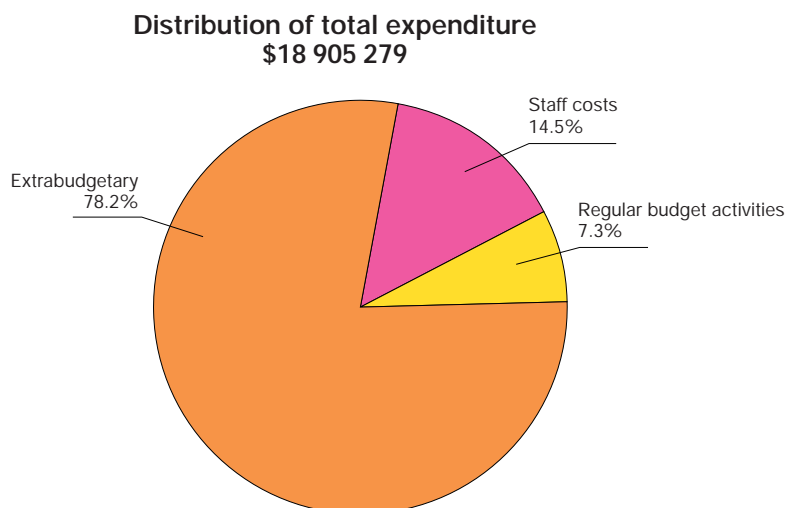
The implementation rate has been in the order of 68 per cent. One of the reasons for low implementation is that projects' staff in some countries have chosen to have their activities curtailed. Adjustments are being made reflecting the recommendations put forward by the independent evaluation. Emphasis is placed on reaching out to rural women and youth and focusing on activities at grass-roots level using appropriate approaches with a strong multiplier effect.

* See the list of projects in Annex I.1.

Administrative and budgetary information

114

Appropriation line	Regular budget	Extrabudgetary resources
	\$	\$
TRANSDISCIPLINARY PROJECTS AND ACTIVITIES		
Environment and population education and information for development		
Activities	1 366 414	14 792,000
Personnel	2 746 865	-
Total, EPD	4 113 279	14 792 000
Total RB + EXB		18 905 279



2. Towards a culture of peace

Unit 1: Education for peace, human rights, democracy, international understanding and tolerance

I. MAIN RESULTS

- (1)
- Integrated educational policies and national action plans were promoted through the publication (in the six official languages of the General Conference) and wide dissemination of the brochure, *Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy*. The publication was also made available on the Internet and CD-ROM and was translated by some Member States into their national languages.
 - Action-oriented recommendations were formulated by the second (1996) and third (1997) sessions of the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance, on the contribution of the transdisciplinary project to the promotion of national strategies.
 - Reacting to numerous requests for practical teaching material on human rights and tolerance, a preliminary version of a classroom *Manual for Human Rights Education: Primary and Secondary Levels* was prepared in English and French and disseminated to Member States with a view to its finalization on the basis of their evaluation and comments. A number of schools, human rights institutions and experts in pedagogy and schools took part in this. Moreover, an elaborated version of the resource material *Tolerance: The Threshold of Peace* (in three units: for primary and secondary schools and for teacher training) was published in English, French and Spanish and is being disseminated as a UNESCO sales item.
 - Taking into account the ever increasing needs of Member States in developing education for non-violence, general guidelines for a UNESCO Interregional Project for a Culture of Peace and Non-Violence in Educational Institutions were prepared by the International Forum on Education for Non-Violence (Sintra, Portugal, May 1996) and a plan of action for the Caribbean was elaborated by the Conference on Education for Non-Violence (Willemstad, Netherlands Antilles, December 1997).
 - Within the framework of the UNESCO International Textbook Research Network, (i) the 1996 and 1997 issues of the *Newsletter* were published in English and French and disseminated to Member States and, so far, to 322 participants from 51 countries; (ii) the *UNESCO Guidebook on Textbook Research and Textbook Revision* was prepared in English and French in co-operation with the Georg-Eckert Institute for International Textbook Research (Germany); and (iii) studies were carried out on school history textbooks used in Israel and Palestine and in the Balkan countries.
 - The sixth Consultation of Member States on the Implementation of the Convention and Recommendation against Discrimination in Education was launched and a progress report on 44 national reports submitted by Member States in the 1996-1997 biennium was prepared for the Executive Board (152 EX/20).
 - A pilot project addressing the issue of prevention of violence in school settings in Echirrolles, France, produced a book written by the children entitled *Different, not indifferent* which was launched on the occasion of the International Day for the Elimination of Racial Discrimination (21 March 1998).
 - In the context of the United Nations Decade for Human Rights Education (1995-2004), development of regional strategies on human rights education through regional meetings, such as in 1996, a ‘Regional Workshop on Human Rights Education’ (Ouagadougou, Burkina Faso), organized in co-operation with the Inter-African Union on Human Rights; and in 1997, a ‘Conference on Human Rights Education in Europe’ (Turku, Finland), organized with the Finnish National Commission for UNESCO and the Turku Institute for Human Rights.
 - In accordance with the specific UNESCO commitments under the Plan of Action of the United Nations Decade for Human Rights Education, elaboration of educational and promotional material on human rights issues, including a new revised edition of *Human Rights: Question and Answers* (English and French versions). Support to translation into more than 12 national languages of *Democracy: Questions and Answers*, the previous edition of *Human Rights: Questions and Answers* and *The Universal Declaration of Human Rights*.
 - Development of the network of UNESCO Chairs in education for human rights, peace and democracy. Establishment of 13 new Chairs as follows: three in Africa (Benin, Madagascar and South Africa); two in the Arab States region (Morocco and Palestinian Authority); seven in Europe (Austria, Azerbaijan, Belarus, Greece, Republic of Georgia, Russian Federation and Spain) and two in Latin America (Brazil and Mexico). Technical and financial support was provided to a series of educational and research initiatives undertaken by the Chairs.

116

- Strengthening of the network of human rights research and training institutes. In co-operation with the Office of the High Commissioner for Human Rights, organization of two (1996 and 1997) meetings of Directors of Human Rights Institutes, focused on co-operation in the implementation of the United Nations Decade for Human Rights Education at national and regional levels and on various human rights research projects.
- Award of the 1996 UNESCO Prize for Human Rights Education to H.E. Mr Jean-Bertrand Aristide, former President of the Republic of Haiti. An honourable mention was awarded to Mrs Gloria Ramirez (Mexico).
- Award of the 1996 UNESCO Prize for Peace Education to Mrs Chiara Lubich (Italy), Chairperson of the Focolari Movement. The 1997 edition of the prize was awarded to Mr François Giraud (France).

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(2)
The implementation of the activities foreseen in document 28 C/5 exposed the particular needs of Member States in developing civics education and education for a culture of peace and non-violence. This was emphasized by the Round Table on Civics Education and the Promotion of Human Rights during the 29th session of the General Conference to promote a broader concept of civics education which

includes peace, human rights, democracy and tolerance. The Selected List of UNESCO Practical and Reference Materials related to Civics Education and a UNESCO civics education kit were prepared thanks to the United Kingdom contribution to the 1997 UNESCO budget and a special contribution from the United States.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(3)
Education has proven to be a leading modality in building a culture of peace increasingly requested by the Member States, in particular concerning curriculum development, civics education and education for human rights. Therefore, it should be programmed and budgeted as a top priority in the future UNESCO programme on a culture of peace. In particular, it is critical that we reinforce our capacity in the Education Sector in civics education and education for non-violence, including education for human rights.

(4)
The pilot project on prevention of violence in school settings in Echirolles, France, has shown that engaging in a project outside the school curricula, can help to attain standard pedagogical goals like the improvement of written French. It has also shown that children and adults are capable of tackling violent situations and racial discrimination in non-violent ways.

Associated Schools Project Network (ASPnet)

Main results

- At no other time since ASPnet was launched by UNESCO in 1953 has there been such a significant increase of participating countries and schools. During the biennium, 19 more Member States joined the Network and over 1,000 more schools were registered which led to a total of 4,590 Associated Schools in 146 countries.
- A new illustrated *ASPnet Practical Manual* for schools was produced (Arabic, English and French) and widely disseminated.
- As a result of the seven subregional Culture of Peace Children's Festivals in 1995 and in the light of the new educational approaches and materials which they generated, a Peace Pack (comprising a teacher's handbook, activity cards, puppets, video, posters, etc.) was produced for worldwide experimentation. In co-operation with the World Heritage Centre, three Regional World Heritage Youth Fora were organized respectively in Dubrovnik, Croatia (May 1996), Victoria Falls, Zimbabwe/Zambia (September 1996) and Beijing, China (September 1997). All received international coverage due to world reports produced by OPI and broadcast by CNN.
- Through new partnerships with ASP schools in different countries, two new international endeavours were made possible and successfully conducted: the first International Solidarity Project Day, 27 April 1996, in connection with the tenth anniversary of the Chernobyl catastrophe (organized by ASP in Bielefeld, Germany, and to be continued in

1998); and the Time Project (designed and conducted by Sintermeeter College, the Netherlands) which enables schools to communicate electronically at a specific time and on several topics, was conducted successfully in 1995, 1997 and will be done again in 1998.

Analysis of programme implementation and internal evaluation

- The rapid expansion can be explained by the increase of financial and human resources provided in support of ASPnet. The effectiveness of ASPnet is often due to its National Co-ordinators and in 1996 a new scheme was introduced which paid special tribute to 11 ASP National Co-ordinators throughout the world and this scheme will be maintained in 1998.
- In 1996, an ASP International Co-ordination Unit was created to facilitate and enhance communication between UNESCO field offices, National Commissions for UNESCO, ASPnet co-ordinators and schools. Field offices have played a major role in providing assistance to introduce/expand the Network.

Lessons learnt and implications for the future

There is considerable interest in ASPnet and requests for further assistance surpass existing resources and hence more emphasis will be placed on raising extrabudgetary support for ASPnet activities and innovations.

Unit 2: Promotion of human rights and democracy; struggle against discrimination

118 I. MAIN RESULTS

(5)

- Knowledge of international human rights instruments was widely disseminated through the publication *UNESCO and Human Rights – Standard-Setting Instruments, Major Meetings, Publications: Major International Human Rights Instruments* (status as of 31 May 1996 and 31 May 1997).
- In view of the fiftieth anniversary of the Universal Declaration of Human Rights (1998), an intersectoral Plan of Action focusing on human rights awareness-building in the fields of competence of the Organization was presented to and accepted by the Executive Board at its 152nd session.
- Reflecting new trends of international law in the fields of competence of the Organization, the *Declaration on the Responsibilities of the Present Generations Towards Future Generations* was adopted by the General Conference at its 29th session. The Declaration is the first international instrument to address the protection of future generations, from the point of view of science, education and culture. UNESCO has produced and disseminated leaflets of the text of the Declaration in the five official languages. Member States and non-governmental bodies have committed themselves to developing didactic material and courses promoting the ideals laid down in the Declaration.
- In the context of the United Nations third Decade to Combat Racism and Racial Discrimination three regional workshops in Africa, Europe and Latin America explored the contribution of intercultural dialogue to overcome forms of discrimination, based on ethnic and cultural grounds. A study, *The Struggle Against Discrimination. A Collection of International Instruments Adopted by the United Nations System*, was published.
- The special project entitled ‘Promotion of the democratic process in Africa’ established two UNESCO Chairs on democracy, organized national workshops (Angola, Cameroon, Lesotho and Togo) on democratic governance mainly targeted on youth (students and youth organization leaders), and elaborated draft national studies on the state of democracy in Africa which are to be published in a synoptic report, in 1998-1999.
- In the Series *Peace and Conflict Issues*, a third issue entitled *From a Culture of Violence to a Culture of Peace* (1996) was published.
- On the first International Day for Tolerance in 1996, the first UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence was awarded, on the recommendation of an international jury chaired by Mr Desmond Tutu, to an NGO collective of Rwandese women, Pro-Femmes Twese Hamwe.
- The UNITWIN Southern Africa Network was launched by the inauguration of the Chair in human rights and democracy based at the University of Namibia during a regional conference of specialists from Southern African Member States on ‘Human Rights: From Theory to Action: Developing Co-operation within the UNITWIN Southern Africa Network’.
- UNESCO provided expertise to the University of Namibia for planning the inclusion of gender issues within university training and research. This has led to the setting-up of the Gender Research and Training Programme within the Multidisciplinary Research Centre at the University of Namibia. The results of two workshops organized by the University of Namibia on how gender issues can best be incorporated into university teaching and research are being published.
- A creative exchange of information and deliberations on strategies took place at a Regional Working Group of 35 parliamentarians from ruling and opposition parties organized jointly with the National Assembly of Malawi on how to increase women’s representation, the consideration of gender issues and partnerships between women and men MPs in southern Africa. As part of support to consolidating democratic institutions in Malawi after the multi-party election in 1994, co-operation was undertaken with the National Assembly of Malawi and the University of Malawi in training 89 members of Parliament in four cluster areas: governance, democracy, human rights; financial analysis and economic affairs; gender relations in society; language and communication, including relations with the media.
- Within the framework of the agreement signed in August 1997 with the Government of the City of Buenos Aires and the National Commission for UNESCO to co-operate in the promotion of projects in the area of culture of peace, the UNESCO Buenos Aires Office provided technical support for the elaboration of pedagogical material for teacher training.
- The UNESCO Port-au-Prince Office produced a poster, a leaflet, a video and a play on the *resolution of*

civil conflicts in collaboration with the International Civilian Mission in Haiti (MICIVIH).

- Based on guidelines prepared by the UNESCO Bangkok Office, case-studies on the empowerment of women in economic life, particularly in small- and medium-enterprises (SMEs), were carried out with women's associations of the region. A regional workshop on Women's Empowerment in SMEs was organized at the UNESCO Bangkok Office, to discuss specific issues related to women's rightful participation in economic life. The participants formulated a programme of action to be implemented on both a national and a regional basis to address the common concerns and problems that hamper women's participation in economic life. The report of the workshop has been published.
- The Aurat Foundation, an NGO dealing with the subject of women, prepared on behalf of UNESCO-Pakistan a study on laws discriminating against women in Pakistan and other Muslim countries. The NGO, South-Asia Partnership Pakistan, Lahore, prepared a training programme and developed a pilot project on gender equity and the promotion of female participation in the democratic political process.
- In accordance with the Declaration of Principles on Tolerance and the Follow-Up Plan of Action for the United Nations Year for Tolerance (28 C/Resolution 5.6), four networks for the promotion of tolerance and non-violence were created in the following regions: Mediterranean/Black Sea (Barcelona, Spain, September 1996); Asia/Pacific (Kwangju, Republic of Korea, September 1996); Africa (Dakar, Senegal, April 1997); Latin America (Sao Paulo, Brazil, November 1997).

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

- (6)
Co-operation between the United Nations High Commissioner for Human Rights and UNESCO was substantially consolidated during 1996-1997, especially with regard to

the implementation of the United Nations Decade for Human Rights Education (1995-2004). The main features of this co-operation are: complementary strategies and programmes, and joint activities at the operational level on a cost-sharing basis.

- (7)
Four educational posters on tolerance, produced in English, French, Spanish and Russian, were distributed to all the National Commissions and Associated Schools.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

- (8)
An external evaluation was carried out on the activities executed over the past six years in support of the democratization process in Central and Eastern Europe and in Central Asia. The evaluation report stressed the pertinence of this type of programme. In addition it recommended that the programme should be better adapted to the specific circumstances and needs of the subregions and countries concerned.

- (9)
The number of UNESCO Chairs in education for human rights, democracy and peace doubled during the biennium. The priority given by UNESCO to the reinforcement of national capacities at the university level needs to be addressed in terms of sustainability. To this end, the strengthening of co-operation between UNESCO Chairs, will be encouraged in the future, so as to explore and identify means of mutual support.

- (10)
In November 1996 UNESCO presented a comprehensive report to the fifty-first session of the United Nations General Assembly on activities implemented as part of the United Nations Year for Tolerance. In its resolution 51/95, the General Assembly expressed great appreciation for the work carried out by UNESCO as co-ordinating agency.

Unit 3: Cultural pluralism and intercultural dialogue

120

I. MAIN RESULTS

(11)

- In line with the activities to strengthen intercultural dynamics in the major urban areas a ‘UNESCO Cities for Peace Prize’ was created for the recognition of actions by municipalities leading to social cohesion, the improvement of living standards and the creation of a ‘citizen-friendly urban environment’ involving respect for cultural diversity and the fostering of neighbourhood solidarity and active citizenship. The prize is intended to contribute to the establishment of regional co-operation networks among municipalities and the creation of data banks on innovative initiatives.
- UNESCO’s Cities for Peace Prize, honouring towns in the five regions of the world, were first awarded to the following cities, with their Mayors, as the recipients of the prize: Latin America and the Caribbean: Apartado (Colombia), Salvador da Bahia (Brazil), Santiago (Chile); Africa: Harare (Zimbabwe), Johannesburg (South Africa); Asia and the Pacific: Olongapo (Philippines), Waitakere (New Zealand); Europe: Pecs (Hungary), Saint-Denis (France); Arab States region: Tunis (Tunisia), Hebron (Palestinian Autonomous Territories).
- As a result of this prize, a collection of innovative initiatives put in operation by cities was published under the title *The City: A User’s Guide*. It is available in English, French and Spanish, as well as on the Internet.
- The project ‘Culture in the neighbourhood’ was aimed at building stronger intercommunity solidarity. Following the positive results of the World Decade Project for Europe, which highlighted the importance of local democracy, social integration and the quality of life in urban culture and development, the project is being extended to Africa and other regions, focusing on an exchange of experience and interdisciplinary co-operation between researchers, decision-makers, cultural workers and the local population to investigate solutions to common urban problems on a very small scale.
- As part of the effort to promote the forms of cultural expression of minorities, an important aspect of cultural pluralism, a multimedia product (book plus CD-ROM) on the Romany culture was designed with the participation of national experts from five countries of central and eastern Europe (Bulgaria, Czech Republic, Hungary, Romania and Slovakia). The package, entitled *Tsigane, heureux si tu es libre*, invites the user to reject dogmatic certainties and combat discrimination, thus restoring the dignity of a poorly understood and stigmatized group. The CD-ROM was made with the financial assistance of the European Commission.
- A General Assembly of the Latin American Fund for the Development of Indigenous People was held in Bolivia in July 1996, and a number of regional and subregional seminars and workshops were organized. A Memorandum of Collaboration with the Indigenous Parliament of America was signed in August 1997.
- With a view to the creation of a regional UNESCO Chair, a symposium on indigenous peoples and the state in Latin America was held in July 1997 with the Inter-American Indian Institute (III). Information about the symposium was widely diffused in the region. The information service ALAI issued a special edition presenting the statements made at the symposium, including the speech by Victor Hogo Cárdenas, then Vice-President of Bolivia, on ‘The new indigenous leadership: beyond regrets’.
- Under the ACALAPI project (Contribution of Arab Culture to Ibero-American Cultures via Spain and Portugal), the following works were produced: *Mudejar Art*, *Al-Andalus across the Atlantic* and *The Arab world and Latin America*, thus sensitizing the public to the variety and wealth of cultural influences among the great civilizations through an intercontinental dialogue.
- Several meetings were organized by various UNESCO Offices in Central and West Africa as part of the special project on young people and ‘intercultural dialogue in everyday life’ in Africa. The participants, young people from governmental and non-governmental organizations, made several recommendations to create an African network of youth NGOs and organizations for peace, a resources centre to promote an African culture of peace, newspapers for young Africans and an itinerant youth festival for the arts and the culture of peace. A subregional workshop organized by the UNESCO Porto Novo Office called for the establishment of an African cultural radio station and of a Young People’s Forum for Peace.
- UNESCO launched a special regional project entitled ‘Women, democracy and civil peace in Latin America and the Caribbean for the promotion of intercultural

dialogue'. Several workshops, held in 1996-1997 at the initiative of national institutions and with support from UNESCO, highlighted the role of women in maintaining civil peace: 'Women, civic culture and democracy' (Mexico, 1996); 'Women, political participation and citizenship' (Costa Rica, 1996); 'Citizenship' (Peru, 1997). A Conference was organized in Mexico City in 1997 on the theme 'New principles of male and female citizenship and democracy in Latin America: local, national and regional perspectives'.

- A study prepared by the Pan-African Association of Anthropologists (PAAA) entitled 'Intercultural dialogue and the culture of peace in Africa: the role of young people' was submitted for consideration to the participants of a workshop in Yaoundé, Cameroon, (December 1996) and became a working document for the sub-regional workshop in Lomé, Togo (June 1997).

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(12)

Because of the burning questions it deals with, the entire programme was faced with an increasing level of demand which exceeded its resources. Planning had to be modified time and again in order to meet the urgent requests addressed either to the sector or to the Director-General: owing to the highly political nature of the issue of minorities, the project on the forms of cultural expression of Sahelian nomads had to be interrupted.

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Priority was given to initiatives that reinforced respect for diversity and cultural pluralism in national policies and heightened public awareness of tolerance, especially among youth, with a view to combating prejudice and stemming ethnic conflicts. The problem manifests itself in large urban zones where populations of different cultural origins live together.

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The projects for indigenous populations sought to strengthen institutional capacities and enhance indigenous skills and literature.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

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Unit 3 must strive to establish a balance between the demand for the preservation of cultural identities in a pluralist perspective and peaceful coexistence between and within states.

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The complexity of the cultural pluralism issue justifies its presence at all levels (neighbourhood, city, region, nation state, worldwide) and calls for new strategies in response to the challenges of globalization, with priority going to young people and women, groups which are particularly affected by marginalization and social exclusion but are at the same time sources of hope for the future.

Intercultural projects

I. MAIN RESULTS

(17)

- The **Slave Route**: the General Conference, at its 29th session, proclaimed 23 August of every year ‘International Day for the Remembrance of the Slave Trade and its Abolition’ and requested that the General Assembly of the United Nations call on its Member States to participate in this act of remembrance and to contribute to perpetuating the memory of the slave trade in a spirit of historical truth.
- A sectoral support mission to Gambia, Guinea and Senegal identified sites, buildings and places of remembrance connected with the slave trade in each of these countries, ascertained their state of preservation, made an assessment of the cultural and tourist potential and began to identify possible funding sources with a view to presenting this heritage and engaging in the development of cultural tourism.
- The implementation of the **Gorée Memorial** project: in 1997, UNESCO participated in the organization of the international architectural competition for the project. It also set up a 16-member International Commission responsible for its promotion worldwide. The Organization contributed to the production of the architectural models for the Memorial in support of the fundraising campaign for carrying out the project.
- The **Routes of Al-Andalus**, a project for intercultural and interreligious dialogue between the Arab world, Europe and sub-Saharan Africa and between Islam, Judaism and Christianity, was launched in September 1997 at Granada (Spain) at an interregional meeting ‘The Routes of Al-Andalus: place of encounter for intercultural dialogue’. This meeting laid down the conceptual bases of the project and defined lines of action.
- The **Roads of Faith** project: the meeting held at Valletta, Malta, in June 1997 brought together high-profile religious and lay personalities from different backgrounds, some of whom were nationals of countries which witness interreligious unrest. It allowed the participants to share grass-roots experience and set up common activities in order to elaborate a joint programme of action to strengthen a specific spirit of dialogue among all those who search for peace and are willing to live side by side, respectful of each others spiritual traditions.
- The Malta Declaration set up guidelines of activities to be undertaken under UNESCO’s co-ordination, mainly the creation of ‘UNESCO Chairs of Reciprocal Knowledge of the Holy Scriptures, spiritual traditions and their specific cultural backgrounds’ to be implemented during the 1998-1999 biennium, making possible the training of both religious and lay persons, in multidisciplinary fields regarding interreligious and intercultural studies and fostering regional and international co-operation.
- The **Silk Roads** project led to the generation of a number of long-term, intermeshing activities, in particular: the scientific programme adopted by the second General Assembly of the International Institute for Central Asian Studies, Samarkand, Uzbekistan (Paris, 1997); 29 C/Resolution 46 on the creation of an International Institute of Comparative Civilizations at Takshaschila, Pakistan; the preparation of the Programme of Documentation of Central Asian Antiquities launched by India (28 C/Resolution 3.8, para. 3); the reinforcement of the Joint WTO/UNESCO programme for the promotion of cultural tourism along the Silk Roads. One of its most visible results was the co-production with NDR (Germany) and ARTE (France) of a documentary film illustrating intercultural exchange along the land silk routes.
- The **Iron Roads in Africa** project, launched at Abuja (Nigeria) in February 1995, has highlighted the place and role occupied by iron in the development of African civilizations and societies. The International Scientific Committee defined the scientific scope of the project and drew up a programme of activities relating to studies and research, education, museums, cultural development and artistic creation.
- Work started on the programme on the status of research, in particular through the compilation of a sub-regional bibliography. The promotion of the project also involved the publication of press features, the dissemination of information by UNESCO (in the review *UNESCO Sources*) and the preparation of two studies on the status of research on ferrous metallurgy in Africa. These documents have been widely circulated, especially among the experts concerned.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(18)

The scientific research programme entrusted to the regional and thematic networks established at the third session of the International Scientific Committee for the Slave Route Project, held at Cabinda (Angola) in November 1996, has made considerable progress, in spite of budgetary constraints. Under this programme, work of major importance is being done by teams of researchers on the documentary sources of the slave trade, the archives and the oral tradition.

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The 'Routes of Al-Andalus' project has been launched and the main thrusts of the programme have been laid down. The agreement between UNESCO and the Spanish Legado Andalusí Foundation, which is to be signed in 1998, will open up fresh prospects for this project for intercultural and interreligious dialogue.

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Despite severe budgetary constraints, the Malta meeting on 'Interreligious Dialogue: Evaluation and Perspectives' was a success since only an organization such as UNESCO is able to bring together personalities from different religious backgrounds, not only the Monotheists (Jews, Christians and Muslims) but from all spiritual traditions, and to co-ordinate activities on the question of interreligious dialogue. In all future activities, emphasis will need to be placed on effective co-operation with religious NGOs, other organizations, associations and academic institutions dealing with interfaith issues.

(21)

The majority of the activities of the 'Silk Roads' project planned for 1996-1997 were fully implemented, in many cases thanks to the generosity of Member States in hosting colloquia and encouraging the establishment of the international institutions. Some activities were not completed by the end of 1997, such as the production of the CD-ROM on the Silk Roads, and the second fascicule of the bibliography. This was mainly due to the lack of funds resulting from two potential sponsors failing to provide the financial support expected.

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The lack of resources prevented the implementation of one of the priority activities of the 'Iron Roads in Africa' project recommended by the Scientific Committee at Abuja, namely the convening of a meeting to review the state of knowledge on iron technology in Africa.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(23)

Over the biennium, the growing interest being taken in the 'Slave Route' project by the Member States and public and private institutions was revealed. The General Conference and the Executive Board voiced their support for the activities being carried out and approved resolutions and decisions concerning the project, including 28 C/Resolution 5.11, 150 EX/Decision 8.2 and 29 C/Resolution 40. The extra-budgetary funds mobilized are needed to allow significant advancement of the project during the 1998-1999 biennium and thereby to consolidate the research networks, develop the cultural tourism programme, prepare teaching kits on the slave trade and its consequences and mobilize young people.

(24)

The meeting launching the 'Routes of Al-Andalus' project showed that the project's implementation has to have two components: on the one hand, further exploration of the subject and the development of scientific research and, on the other, the setting-up of projects involving practical activities by mobilizing regional organizations and the forces of civil society, with the aim of promoting co-operation and solidarity between the peoples and countries concerned.

(25)

UNESCO could play an increasingly strong role as regards issues pertaining to interreligious dialogue given its specific capacity to co-ordinate and to develop upstream activities which can have a multiplier effect to build a culture of peace. Since most of the current conflicts are of an interreligious nature, an appropriate spiritual response to conflict prevention/resolution, based on mutual understanding, reciprocal knowledge of each other's religious traditions and solidarity is needed and efforts in this area will be pursued vigorously.

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The 'Silk Roads' project tended to become 'too-big-to-handle', in that too many activities were proposed for integration into the project. However, its overall success is attested by the fact that, at the request of Member States and of the International Consultative Committee of the Silk Roads (Closing Meeting, Teheran, April 1997), the major long-term activities with a strong intercultural component have been prolonged within the framework of a new project: 'East-West intercultural dialogue in Central Asia'.

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Despite the lack of funds, which slowed down the implementation of the activities of the 'Iron Roads in Africa' project, there has been no slackening of the interest which the African Member States are taking in the project. Extrabudgetary funds have accordingly to be sought in order to enable the project to proceed further.

LINGUAPAX

Main results

- In a workshop with the Linguistic University of Moscow, Russian Federation, in April 1996 a plan of action of the LINGUAUNI Network up to the year 2000 was elaborated and is to be implemented in close collaboration with LINGUAPAX. Approximately 80 universities are part of the Network which has diffused information on LINGUAUNI within the Russian Federation and in Central Europe and has successfully continued the exchange programme for students and young researchers.
- A LINGUAPAX National Committee covering Latin and Central America was established and it submitted a preliminary version of the descriptive part of the UNESCO report on the world's languages.
- Fourteen universities became members of the LINGUAPAX Network, another 25 have requested membership. The Network has defined its objectives and working methods, has assisted in the diffusion of LINGUAPAX material in their respective regions and has also submitted a preliminary version of the explanatory part of the UNESCO report on the world's languages. Five LINGUAPAX practical guides have been financed by l'Agence Francophone and the University of Mons-Hainaut. The guides are ready and some will be translated into English and Portuguese.
- In collaboration with the European Union, guidelines were created for linguistic reform in Mali aimed at the safeguarding of national languages.

- One million school books in social sciences were elaborated in the spirit of the LINGUAPAX methodology in the Khmer language and diffused to all Cambodian primary schools.

Analysis of programme implementation and internal evaluation

In view of the limited budget of the project in 1996-1997, contributions from Belgium, Spain, the European Union and ACCT have been important for the success of projects in document 28 C/5 and of new activities, such as the elaboration of the UNESCO report on the world's languages.

Lessons learnt and implications for the future

Since the role of linguistic diversity in education and plurilingualism in educational curricula, based upon tolerance and respect for human rights and the rights of persons belonging to linguistic minorities, become more and more crucial in the process towards a culture of peace, language issues have become a priority for many Member States. The information service, which was not available to Member States in the past, will be reinforced to permit them to take part in the activities and also participate more actively. Some extrabudgetary resources have already been found and additional fund-raising is foreseen. The main objectives will be to promote bilingual and multilingual education, language teaching and linguistic diversity; develop linguistic planning and language policies; inform on, and safeguard linguistic and cultural heritage; and strengthen information services.

Unit 4: Conflict prevention and post-conflict peace-building

I. MAIN RESULTS

- (28)
- The transdisciplinary project has gained wide acceptance and is becoming a global movement. Recognizing the culture of peace as an integrated approach to the prevention of violent conflict and to post-conflict peace-building, the United Nations General Assembly adopted two resolutions on 20 November 1997 by which it has taken up the culture of peace as a priority for the United Nations as a whole. Resolution 52/13 requests a draft Declaration and Programme of Action for a Culture of Peace and resolution 52/15 proclaims the Year 2000 the International Year for the Culture of Peace. The draft Declaration and Programme of Action are requested from the United Nations' Secretary-General, who will prepare them in co-ordination with the Director-General of UNESCO.
 - UNESCO granted its patronage and gave a financial contribution to the project 'The Angolan Peace Song'. The NGO Search for Common Ground brought together Angola's top musicians from both MPLA and UNITA to write and perform it. This symbolic project required the musicians to overcome their misgivings and make a joint stand for reconciliation. On 30 August 1997 the Angola Peace Song was launched in Luanda with a four-hour concert featuring six of the musicians involved in the project.
 - Established in 1994, the UNESCO House for a Culture of Peace in Burundi held training seminars which resulted in over 250 education specialists being trained in education for peace, human rights and democracy. A long-term project implemented by the House for a Culture of Peace in Burundi resulted in integrating the concepts and themes of peace, human rights and democracy in civil education at the secondary level. Another project trained all university teachers in civil education in the fields of peace, human rights and democracy (Bujumbura, January 1997). A teaching manual was prepared and tested during 1997.
 - A Conference on History and a Culture of Peace (Cartagena, Colombia, November 1996) made recommendations and commitments to launch a number of activities in the subregion, aiming at revising historiography in Latin America, such as: national plans of action, two subregional meetings with editors and publishers of history textbooks and the elaboration of a new *History of the Andean Region*.
 - In co-operation with the National Commission of Côte d'Ivoire, a subregional Chair in culture of peace was created on 5 December 1997 at the University of Cocody. The aim of this Chair is to promote, through education and research at postgraduate level, democracy, human rights, tolerance, and other values.
 - In a seminar on 'Mass Media, Conflict Resolution and Culture of Peace' (organized in October 1997 in El Salvador), 80 participants from universities and the mass media were trained in the concept and values of a culture of peace.
 - In June 1996 the Central American Military Forum for a Culture of Peace took place in El Salvador with the participation of Ministers of Defence and high-ranking military officials. A Declaration was signed expressing, *inter alia*, the responsibility of the Armed Forces to guarantee justice and juridical security.
 - The Iberoamerican Forum of Ombudsmen prepared the Declaration of Antigua on a culture of peace and human rights (June 1996). The 16-point Declaration stresses the respect and protection of human rights, peace and democracy.
 - A national culture of peace programme was developed in Haiti. Its aim is to consolidate the democratic process through the promotion of training and sensitization programmes in rural communities carried out by local NGOs and UNESCO Clubs. The themes of these training programmes centred on techniques of conflict prevention and non-violent resolution of conflicts. Posters, flyers, and videograms on the subject of a culture of peace were produced in Creole. UNESCO also provided financial support for the bilingual (Creole/French) reproduction of the Haitian Constitution.
 - A Peace Week was held in Bamako, Mali, from 24 to 28 March 1997, organized jointly by the Government of Mali, UNDP, UNESCO and the United Nations. A Forum on the Culture of Peace in Mali examined the current situation of, and prospects for, peace-building. The Forum issued a number of recommendations for the national authorities of the host country, the governments of African countries, civil society and the international community, and adopted the 'Bamako Declaration' in support of peace.
 - A Culture of Peace Workshop, organized in November 1997 in Maputo (Mozambique) in collaboration with the Friedrich Ebert Foundation, qualified 15 trainers (from non-governmental and governmental organizations from

- three provinces: Nampula, Sofala and Maputo) in the teaching of civic education.
- An example of a multidisciplinary and inter-agency approach to peace-building in communities affected by war, through the reintegration of returnees by means of education is the joint project between UNESCO and UNHCR in Tete (Mozambique). It aimed at bridging emergency activities to long-term human development. Four poor communities benefit from this project, which include non-formal literacy programmes, cultural activities for reintegration, training on conflict resolution, credit schemes for women and community education through radio.
 - The Government of Mozambique and UNESCO sponsored an international conference in September 1997 dedicated to ‘Culture of Peace and Democratic Governance’. It drew 130 participants from 21 Member States. Recommendations were made on three principal themes: democratic principles and governance; education for peace, human rights and democracy; and integration and socio-economic reinsertion of vulnerable groups. The Conference also adopted the Maputo Declaration.
 - UNESCO supported the Centro de Estudios Internacionales (CEI) in its organization of a ‘South-South training by demobilized for demobilized’, which brought together veterans from Guatemala, Mozambique, Nicaragua and Zimbabwe to discuss ways of reintegrating society (late 1996).
 - In 1996 UNESCO supported the organization of national peace workshops in Central America (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama), carried out by CSUCA (Consejo Superior Universitario Centroamericano) with youth. In 1997, a book came out about this experience, with the points of view of Central American youth on the construction of a culture of co-existence, peace and solidarity in Central America.
 - The Russian Federation and UNESCO sponsored an international conference on the Culture of Peace in December 1997 in Moscow. The final report reflects contributions from plenary speakers and more than 100 participants in five round tables: (i) political culture and methods of preventing inter-ethnic conflicts; (ii) general contents of the culture of peace programme; (iii) role of culture and education in the dissemination of the culture of peace programme; (iv) youth and the culture of peace; and (v) mass culture, mass media and business.
 - As a follow-up to the April 1995 Sana’a Symposium, UNESCO organized a second meeting on the Culture of Peace in Somalia (held in Addis Ababa, June 1996). The participants, including Somali intellectuals and representatives of the international community, called for the empowerment of civil society in order to build peace in Somalia. They developed a programme of activities which is now being implemented with the participation of all components of Somali society and includes specific actions in the areas of peace education and communication in support of the peace process.
 - Following the recommendations of the first Symposium on the Fundamental Problems of the Sudan held in Barcelona, Spain, September 1995, UNESCO organized a second Symposium on Conflict Resolution. The Humanitarian Dimension: The Case of the Sudan, which took place in Noordwijk in May 1996, with the support of the Government of the Netherlands.
 - The Félix Houphouët-Boigny Peace Prize was awarded in 1996 jointly to H.E. Mr Alvaro Arzu Irigoyen, President of the Republic of Guatemala, and to Major Rolando Moran, representative of the Guatemalan National Revolutionary Union (UNRG). In 1997, the prize was awarded jointly to Mr Fidel V. Ramos, President of the Republic of the Philippines, and Mr Nur Misuari, representative of the Moro National Liberation Front (MNLF).
 - The Félix Houphouët-Boigny Foundation for Peace Research was officially inaugurated on 5 December 1997 by Mr Henri Konan Bédié, President of the Republic of Côte d’Ivoire, in the presence of nine Heads of State. This inauguration ceremony was preceded by an international symposium held on 3 and 4 December 1997 on the theme ‘Conflict Resolution: New Prevention Approaches and Strategies’. The symposium was chaired by Mr Adolfo Perez Esquivel (Argentina), Nobel Peace Prizewinner. UNESCO helped to lay the bases for an International Information and Documentation Centre in Africa at the Foundation and took steps for it to be connected to the Internet.
 - The Women and a Culture of Peace Programme has given high priority to advocacy, underlining the importance of women’s broad participation in preventive diplomacy, peacekeeping and peace-building as well as to building partnerships with interested United Nations organizations, governmental bodies and NGOs. To this end, the UNESCO Statement on Women’s Contribution to a

Culture of Peace continues to be used and signed in increasingly wide circles. A logo competition symbolizing women's contribution to a culture of peace, launched under the title 'Visualize your vision of a culture of peace', gathered broad interest and information exchange and networking was undertaken.

- The expert group meeting on Male Roles and Masculinities in the Perspective of a Culture of Peace, Oslo, Norway (September 1997), attracted interest from governments, researchers, educators, peace activists and the mass media. Its report was published in English, French, Spanish and Russian.
- Networking and information activities with various partners include: (i) establishment and maintenance of a database of organizations and individuals working in the related fields of pre- and post-conflict peace-building and conflict resolution; (ii) production and diffusion of newsletters; (iii) set-up of a website which has proven to be an effective means of diffusion of information and linking organizations to UNESCO; and (iv) publication of other culture of peace material.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

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Because of the success of the national programmes implemented during the previous biennium, 1996 and 1997 saw a steady increase, through requests by the Member States, in the establishment of more national programmes. Previous experience provided valuable input in the setting-up of new projects.

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In order to be effective, UNESCO must be able to mobilize a wide range of partners, international and national, in order to ensure that the results are fully shared by all parties and that no one feels excluded (i.e. National Commissions, international and national NGOs, IGOs and local associations). As a basic principle, the process by which a project develops, including the way partners and population groups are transformed through their interactions, is as important as the technical aspects of a project such as the implementation rate or other traditional quantitative indicators to measure success.

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The movement towards a culture of peace is becoming an increasingly global one and the requests for information from external partners have proportionately increased during this biennium. The greatest challenge was to provide a common and transversal message of a culture of peace to the outside world. To do this, it was necessary to have a constant flow of information on all activities performed within the sectors and field offices.

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The development of national culture of peace programmes in northern industrial countries reflects the shift of emphasis, begun in the previous biennium, towards conflict prevention, rather than activities which take place after violent conflict has occurred. The most extensive development in this regard has taken place in the Russian Federation, following the visit of the Director-General to partners from academic and educational institutions in February 1997 and the international conference 'From the stereotypes of war to the ideals of peace through culture and education' in December 1997 sponsored by UNESCO and the Russian Ministry of Nationality Affairs. Another important step in this direction was taken by the German National Commission for UNESCO in June 1997 when they devoted their annual General Assembly to the question of establishing a culture of peace in Germany.

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Transdisciplinarity is gradually being embraced by all of the Organization's sectors and co-operation and collaboration between them and our partners at the local, national, regional and international levels have been increased.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

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The elaboration of national culture of peace programme activities can only be based on the recommendations and actions which have been identified by the national populations themselves. UNESCO can organize national programmes in which all parties of society participate in order to draw together recommendations and actions on a culture of peace from as wide a spectrum of the population as possible. Youth must also be taken into consideration as many post-war societies

128

are composed of a young population. It is their participation in building their future that is essential.

(35)

It is essential to increase further the participation of women at all levels in the activities for culture of peace and to put emphasis on the elimination of rigid and stereotyped gender roles in order for egalitarian partnerships to develop that draw on the talents and experience of both women and men and that unlock their full potential to deal creatively and constructively with conflicts and the sharing of power.

(36)

The unpredictable nature of post-conflict peace-building requires, from both in-house services and the donor community, greater flexibility and readiness to assume responsibility for the action begun in the field. Timely donor contributions are essential for UNESCO's efficient response to country needs, as well as the acceptance by the UNESCO system and donors that the funding priorities for war-torn countries cannot always conform to pre-set development assistance agendas.

(37)

UNESCO is being increasingly solicited, both as an actor and a partner, by national authorities as well as other United Nations agencies in the undertaking of projects at the national level. Even though political instability may reign in a particular country, culture of peace programmes could be undertaken especially if extrabudgetary funds are made available.

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Now that the culture of peace has been taken up as a priority by the United Nations General Assembly and Member States, UNESCO's role can increasingly be one of partnership in activities that are undertaken and financed by other institutions. The culture of peace is becoming a global movement, linked intrinsically to other movements for social justice, democracy and sustainable human development and supported by the United Nations system, for which UNESCO has provided the intellectual and moral leadership. This is especially evident in UNESCO's mandate for leadership of the International Year for the Culture of Peace (2000).

**Evaluation of the project
'Culture of peace, support of radio services for non-formal education
and information for Salvadorian women'
(507-ELS-01 financed by German funds-in-trust, \$906,000)**

Development objectives

- The project will seek to contribute to the consolidation of the peace process in El Salvador by means of the diffusion and individual and collective internalization of the values, attitudes and behaviours that are fundamental for peace.
- In this context, the project will contribute to the elimination of the various forms of discrimination and violence suffered by poor women in El Salvador, and the consolidation and institutionalization of various bodies rendering service to women.
- It will furnish Salvadorian women with specific support in the areas of non-formal education, information and counselling on different problems they face in their daily lives, with a view to facilitating their conscious and active incorporation into the process of social renovation, into the state and civil services, and into national development. Related to this, immediate objectives, concrete outputs and numerous activities were formulated.

Main results

- Five hundred thousand people informed and trained (through radio shows and educational campaigns) on violence, human rights and citizenship, self-esteem, gender, discriminatory habits and customs, shared domestic work, sexual and reproductive health;
- Fourteen thousand women trained on these issues as direct beneficiaries;
- Two hundred plus 300 promoters from five governmental and 19 non-governmental institutions trained for two educational campaigns;
- Various educational material produced;
- Three hundred and eighty educational radio shows produced;
- Fifty trainers from five governmental and 19 non-governmental institutions trained;
- Twenty-four directors sensitized and informed;
- Co-operation established with 45 radio stations which broadcast the educational radio shows free of charge;
- Network of 60 community radio correspondents established;
- Documentation centre established and opened to the public.

Impact

- The project 'Culture of peace, support of radio services for non-formal education and information for Salvadorian women', has contributed to the following changes:
 - The concepts of culture of peace and of gender are generally accepted or at least tolerated in large parts of Salvadorian society. The Minister of Education recognizes the value of the project and supports a further phase.
 - The majority of participants in the educational campaigns confirmed the choice of subjects, experienced a process of sensitization, and expressed interest in applying changes in their daily life as well in participating in further campaigns. The women beneficiaries emphasized increased self-esteem and readiness to claim their rights as the main impact, while the men said they were more conscious of the fact that their women need and merit equal rights and treatment.
 - Two evaluations of listeners' reactions, one by Radio Nederland (RNTC) and the other by the 'Instituto Universitario de Opinión Pública' (IUDOP-UCA) showed that the large majority of listeners liked the radio shows both in form and content and accepted its messages. The radio journalists also appreciated the shows.
- The project succeeded in initiating and maintaining a dialogue between formerly opposing political forces and in expanding the number of participating organizations (the involvement of NGOs increased from nine to 19, while the number of participating government institutions increased from three to five). This is even more impressive when we take into account that 14 of these organizations did not have any experience with gender issues.
- The change in the attitudes of the radio stations has to be stressed. At the beginning, they saw the project as a means to rapidly get equipment and increase income (by charging for the broadcast). But slowly, they perceived the importance of their contribution to the culture of peace-building process and today, 45 radio stations accept to broadcast the shows free of charge compared to ten in the first year.
- An increasing number of men became involved in the educational campaigns as promoters spreading values with gender and peace focus. This proved to be valuable in order to reach

and convince more men to participate in the project's activities and to be willing to change their attitudes.

Lessons learnt and implications for the future

- The promotion of a culture of peace is a complex political, psychological and social process which requires time to develop confidence between the different actors. This process requires that activities be planned and organized with a maximum of transparency, democratic procedures and equal participation of all actors involved. Being an innovative concept, the culture of peace also requires a flexible planning approach. The built-in monitoring and evaluation mechanisms and the participative management structure proved to be essential for the continuous adjustments needed.
- The autonomous status of the project without direct link to a counterpart institution proved to be crucial in order to be able to play the co-ordinating and catalyst role for the dialogue between formerly distant if not opposing institutions and organizations. However, this may pose problems for long-term sustainability, as it is difficult to maintain the project structure without an external co-ordinator like UNESCO. Once political clearance had been obtained and operational activities started, it proved useful to establish the co-ordination mechanism on an operational level among the participating institutions, rather than at ministerial level which was too cumbersome.
- The experience of the project shows that culture of peace is effectively a transdisciplinary programme because it is implemented through actions in the field of education, communications and culture and it confirms the relevance of the priorities established in the Medium-Term Strategy (1996-2001).

Independent media for culture of peace

Main results

- The role of the media in promoting a culture of peace was highlighted through the meeting of editors and directors of Latin American daily newspapers (Puebla, Mexico, May 1997). This was the culmination of a series of meetings organized by UNESCO on the theme of ‘Media, Integration and a Culture of Peace’, held in Panama (Panama City, May 1995), El Salvador (San Salvador, October 1995) and in Ecuador (Cuenca, July 1996). The Declaration of Puebla was translated into the six official languages of UNESCO and into Portuguese and disseminated worldwide.
- In ex-Yugoslavia, independent media were strengthened as a contribution to the post-conflict rebuilding and reconciliation. A Television Programme Bank was set up in Sarajevo in 1996 and provided all Bosnian television stations with 300 hours of free quality programmes promoting the culture of peace and tolerance. A special branch of the Bank, created in 1997, supported 25 local television productions with funds and professional advice. Further support was provided to the independent television station NTV99 and the television production house Cicak in Sarajevo and the Banja Luka antenna of the BETA news agency, as well as to the ‘Midas’ production company in Zagreb, STUDIO B television station in Belgrade. Furthermore, the free flow of information within the region was strengthened through a satellite news exchange programme, launched in cooperation with the Worldwide Television Network (WTN).
- In Burundi and Rwanda, UNESCO helped to keep independent media alive, in particular ten newspapers, which otherwise would have closed down. It also helped to rebuild media human resources by training over 290 journalists and technicians and by supporting the creation of eight media associations. In Rwanda, it also provided advice on new

media legislation. UNESCO Press Houses were set up in both countries, serving as meeting places for journalists and as media resource centres, thanks to which eight new newspapers became operational.

Analysis of programme implementation and internal evaluation

- UNESCO reacted promptly and flexibly to the changing media situation in conflict zones. It also mobilized and channelled international assistance for a total of US \$2.6 million in the form of contributions from the European Union, Austria, Belgium, Denmark, Finland, Germany, Norway, Sweden and Switzerland. Close collaboration developed with other United Nations agencies, including the United Nations High Commissioner for Refugees and the Department of Humanitarian Affairs. The importance of assistance to independent media was recognized by the United Nations Inter-Agency Appeals.
- The UNESCO Quito Office played a central role in the organization of the Puebla meeting. Given its success and the mobilizing impact of the Puebla meeting, similar events have been planned in other regions of the world.

Lessons learnt and implications for the future

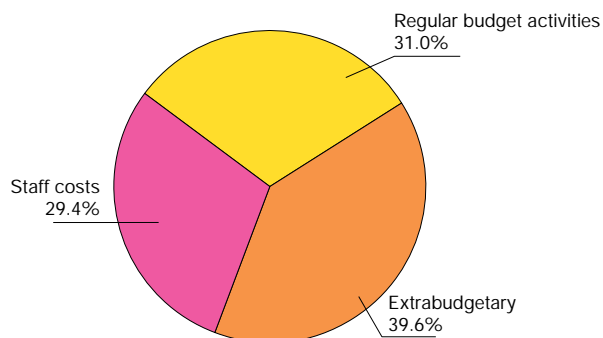
It is increasingly difficult to raise funds for new projects, especially in those conflict areas that were not yet covered. International donors expect UNESCO to share the financial and political risks of new projects and wish to see the results of the projects already initiated before committing new funds. It is therefore important to have a certain amount of seed money available for the launching of new projects.

Administrative and budgetary information

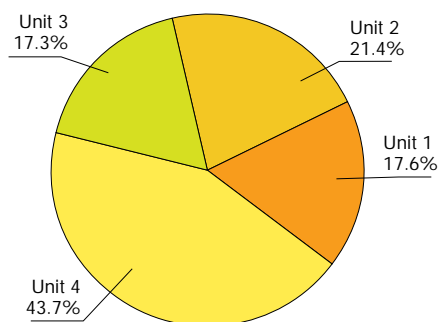
132

Appropriation line	Regular budget	Extrabudgetary resources
	\$	\$
TRANSDISCIPLINARY PROJECTS AND ACTIVITIES		
Towards a culture of peace		11 840 000
Unit 1 Education for peace, human rights, democracy, international understanding and tolerance	1 640 505	
Unit 2 Promotion of human rights and democracy; struggle against discrimination	1 985 350	
Unit 3 Cultural pluralism and intercultural dialogue	1 605 228	
Unit 4 Conflict prevention and post-conflict peace-building	4 063 388	
	9 294 471	11 840 000
Personnel	8 799 629	-
Total, CPP	18 094 100	11 840 000
Total RB + EXB		29 934 100

**Distribution of total expenditure
\$29 934 100**



**Distribution of activities expenditure
for the regular budget (by unit)**



3. Co-ordination of activities in favour of priority target groups and specific clusters of countries

3.1 Women and gender equality

I. MAIN RESULTS

(1)

A new approach to women, girls and gender equality

- Strengthened overall co-ordination of actions concerning women, girls and gender equality through regular co-operation with various Secretariat units at Headquarters and in the field, relevant United Nations entities, other international governmental organizations (IGOs) and international non-governmental organizations (NGOs).
- Implementation of the Beijing Platform for Action. Particular attention was given to the five areas of special concern selected by the General Conference, namely: women's and girls' equal access to education; women's contribution to peace; women's access to the media, and their image in the media; women's contribution to the management of natural resources and environmental protection; and the girl-child with regard to access to education and literacy. UNESCO's action in these areas was given greater coherence and visibility through several publications, including a multi-purpose easily adaptable Gender Equality Information Kit, and the launching of a 'Gender Equality' website.
- A comprehensive programme on women's contribution to a culture of peace, focusing on support to women's initiatives for peace, women's participation in democratic processes, and on redefining male roles and masculinities in the perspective of greater tolerance, non-violence and a culture of peace. Support was given to women's endeavours for peace, notably through a special event (debate and film) concerning Africa, organized on the occasion of the 1997 International Women's Day, and the dissemination of the report of an expert group meeting on 'Male Roles and Masculinities in the Perspective of a Culture of Peace', held in Oslo, Norway, in September 1997.
- A multi-faceted programme on women in the Mediterranean focusing on strengthening women's networks as a means of developing co-operation among the countries of the region in favour of women. These include all areas, but especially science, artistic creation, assistance to migrant women and the defence of women's rights as human rights. Women's co-operation was strengthened, particularly through assistance to action centres such as the Mediterranean Women's Forum, the 'Collectif Maghreb Egalité' and the UNESCO Centre for Women and Peace in the Balkan Region. The

international festival 'Women Creators of the Two Seas: The Mediterranean and the Black Sea', in Thessaloniki, Greece, in August 1997, brought together nearly 600 participants from 30 countries.

133

(2)

Implementation of the Beijing Platform for Action

- Access to literacy, basic and adult education was facilitated for several thousand girls and women through reinforced assistance to women and girls in Africa, especially by co-operating with the Forum of African Women Educationalists (FAWE), United Nations sister agencies and other major organizations. Greater access to scientific, technical and vocational education has been ensured for girls in 15 sub-Saharan countries through the implementation of the special project. This consequently strengthened women's involvement in scientific research. Several hundred African rural women in six sub-Saharan countries were direct beneficiaries of training courses in the use and management of water. This newly received know-how indirectly benefited hundreds of families. Likewise, several dozen African women statisticians were trained at two seminars (Accra 1996 and Abidjan 1997) in gender-disaggregated data collection and statistics.
- As a result of reinforced co-operation through six inter-university networks and UNESCO Chairs in women/gender studies, greater participation of women graduates in their countries' development processes was made possible in several African countries and in some countries of Eastern and Central Europe.
- As a result of UNESCO's greater focus on parliamentarians, and its co-operation with the Inter-Parliamentary Union, women's representation in parliaments increased, as did their attention to gender issues. This change took place in 12 countries of the Southern Africa Development Community (SADC), all signatories of the Mongochi Declaration and a Programme of Joint Action on Women's Representation and Gender Issues. Furthermore, a publication of this Declaration and its dissemination was facilitated by UNESCO.
- Greater involvement of women in peace efforts and democratic governance in Latin America and the Caribbean as a result of four workshops held in the region within the framework of the special project 'Women, democracy and civil peace in Latin America and the Caribbean for the promotion of intercultural dialogue'.

134

- Creation of four community radio stations designed and run by women, in India, Nepal, Suriname, and Trinidad and Tobago, which promote literacy and basic education for women; strengthened involvement of women in electronic communication through the WOMMED-FEMMED network, and greater exchange among women on issues of culture and new communication technologies through the ‘Women on the net’ project; women in Latin America trained as journalists in modern communication management techniques and the production of television news programmes through training courses organized in collaboration with the Radio Netherlands Training Centre (Costa Rica), the Friedrich Ebert Foundation and the Fundación para un nuevo periodismo Iberoamericano (Colombia).
- Gender-sensitive prototype reading material which responds to actual needs of girl-children has been produced in Arabic, English and French on such topics as: exploitation of girls as housemaids, HIV-AIDS, family planning, combating negative superstitions, child marriage, female education and female leadership. In the same way in nine countries including Bangladesh, Bhutan, China, Philippines and Viet Nam, rural learning centres have been strengthened through the training of personnel for non-formal education and the printing of gender-sensitive reading material.

(3)

Gender mainstreaming in practice

- A gender mainstreaming approach began developing in UNESCO’s programmes, actions and activities on a step-by-step basis, through sustained work of the co-ordinators with gender focal points in sectors and field offices, and some of the other programme specialists. The creation of UNESCO’s Gender Equality website, as a joint undertaking with other units, and the production of the Gender Equality Information Kit are the results of this. At the same time, tools were set up for continuous monitoring of project implementation.
- A checklist on the integration of gender equality issues in the evaluation of UNESCO’s programmes was produced and disseminated throughout the Secretariat to facilitate mainstreaming of a gender perspective in all programmes.
- Production of an updated English, French and Spanish version of the booklet on the use of non-sexist language in UNESCO’s programme, to be published and disseminated in 1998.

- Greater gender balance in UNESCO’s Secretariat staff has been achieved through the Director-General’s deliberate recruitment and promotion policy favouring women’s access to professional categories, reaching the 40 per cent score.

(4)

Co-operation with IGOs and NGOs

- Regular co-operation with gender focal points of the United Nations system, particularly through the ACC Inter-Agency Committee on Women and Gender Equality, the United Nations Commission on the Status of Women, the Committee on the Elimination of All Forms of Discrimination Against Women (CEDAW), UNAIDS, and through joint projects with individual United Nations agencies, helped define UNESCO’s approach to gender mainstreaming and Secretariat training in this regard.
- Strengthened and diversified co-operation with international non-governmental organizations, including the Inter-Parliamentary Union, is reflected particularly in the newly established UNESCO-NGO Collective Consultation on Women, Girls and Gender Equality which helps UNESCO by working continuously on the following issues: women, science and technology; sexist language and stereotypes; women and a culture of peace; the girl-child; gender-disaggregated statistics and indicators; eradication of poverty, and the popularization of the Convention on the Elimination of All Forms of Discrimination Against Women.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(5)

The first two years following the Beijing Conference were used primarily to (i) create and/or strengthen women’s networks through which the Beijing message, as regards UNESCO’s fields of competence, could be spread successfully; and (ii) launch ten special projects, whose specific beneficiaries are women and girls (the results of these are given under each of the major programmes). The reorganized ‘gender co-ordination’, strengthened through the appointment of three Directors, helped reinforce women’s networks particularly in Africa (peace efforts), the Mediterranean (women artists, architects, scientists, and

human rights organizations), Asia (science and technology) and in the communications field (cyberspace networks, WOMMED/FEMMED). Further efforts, however, are needed to create effective links among the three parts of the co-ordination and to build these into a coherent programme.

(6)

Successful specific actions in favour of women undertaken in this period include innovative linkage of literacy and education programmes to micro-finance projects (e.g. in Bangladesh, Bosnia and Herzegovina); training seminars for women in the use and management of water (Mauritania and South Africa), participation of women in the Biosphere Reserves programme (Mananara-Nord Biosphere Reserve in Madagascar); training of African women statisticians in gender-disaggregated data processing and statistics; post-armed-conflict rehabilitation of women (Bosnia and Herzegovina and Rwanda). The success of these actions should largely be attributed to the dedicated work of a handful of colleagues who found reliable external partners, but often had to surmount serious obstacles in their immediate work environment (budget cuts, lack of support for gender issues, etc.).

(7)

The ten special projects launched in this period have had varied success. Some (e.g. guidance and counselling for girls, scientific and vocational education, higher education, use and management of water) succeeded in attracting extra-budgetary funds and have had a relatively important impact, while some of the other projects took off with much delay and uncertain financing. The co-ordination unit began developing a system of monitoring each of these projects, in order to assist them, but this has not advanced due to the unit's insufficient human resources.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

135

(8)

Understanding 'gender mainstreaming'

The shift from the 'women in development' paradigm to 'gender and development', i.e. mainstreaming of the gender perspective, adopted by the Beijing Conference, requires a major learning effort at all levels of the Organization, but particularly at the level of programme specialists and senior management. While there is a general readiness to earmark some of the funds for so-called 'women projects', the preparation of the Draft Programme and Budget for 1998-1999 showed that these tend to be fairly limited in scope, and do not have the far-reaching policy consequences that the 'gender' approach is meant to have. For genuine change to occur, it is indispensable to undertake effective sensitization actions, organize training sessions in gender mainstreaming and gender analysis, and develop mechanisms through which personal accountability can be introduced and enforced. This has been foreseen for the 1998-1999 period.

(9)

Transdisciplinarity

Action in favour of women and girls – and even more so gender mainstreaming – requires a holistic approach which takes into account the multiple aspects of women's and girls' lives in specific environments. UNESCO is well placed to provide this by conjugating expertise of its various fields of competence. Such an approach, however, meets in present institutional circumstances many obstacles – administrative (sectoral set-up), technical (computer incompatibility), weak team-work spirit, lack of support from superiors, and others. These had a discouraging effect upon the elaboration of a comprehensive transdisciplinary project 'Educating women and girls in rural African communities' which was initiated in 1997 by the Gender Co-ordination Unit in collaboration with all major programmes but was finally abandoned as it became too time-consuming for all parties concerned. A step-by-step approach to transdisciplinarity, involving only two disciplines/sectors at a time, seems therefore more appropriate and will be tried in the future.

3.2 Youth

136

I. MAIN RESULTS

(10)

- During the biennium UNESCO made numerous efforts to try and respond in some way to the needs of the priority group of young people. A substantial part of the activities is reflected in Major Programme II, under the heading Programme II.4 - Social and human sciences and social development – Young people and social development.
- Both the Executive Board and the General Conference had stressed the need to include special projects in each major programme to meet the needs of the priority groups. Reports on these special projects may be found under the various major programmes, most often in the form of boxes. For the record, there follows a list of these projects concerning young people:
 - Enhancement of learning and training opportunities for youth (cf. Major Programme I - Towards lifelong education for all);
 - Young scientists' involvement in the MAB programme (cf. Major Programme II - The sciences in the service of development);
 - Young people's participation in world heritage preservation and promotion (cf. Major Programme III - Cultural development: the heritage and creativity);
 - Music crossroads (cf. Major Programme III - Cultural development: the heritage and creativity);
 - Science reading for young Africans (cf. Major Programme III - Cultural development: the heritage and creativity);
 - Intercultural dialogue in everyday life (cf. Transdisciplinary projects and activities - Towards a culture of peace);
 - International survey of young people's perception of violence on the screen (cf. Major Programme IV - Communication, information and informatics);
 - Video libraries for young people in Africa (cf. Major Programme IV - Communication, information and informatics);
 - Enhancing the contribution of youth to development (cf. Transdisciplinary project - Environment and population education and information for development);
 - The considerable amount of work undertaken in the framework of the Associated Schools Project network (cf. Major Programme I - Towards lifelong education for all) and UNESCO Clubs (cf. Part III – Support for

Programme Execution – Chapter 1 – Bureau for External Relations) also deserves to be mentioned.

- At its 29th session, the General Conference, focusing its cultural activities on the theme of young people, held round tables which helped to confirm and define the priority nature of this group and contributed to the formulation of some recommendations addressed to the Director-General.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(11)

Since this priority group is one of the population groups most exposed to the hardships of the times, and the depository of major responsibilities for tomorrow's world, UNESCO should give it the greatest possible attention.

(12)

The starting point must be young people and their needs: it is essential to listen to them and provide the most practical responses possible to deal with the aspirations they voice.

(13)

The creation of special projects incorporated in the major programmes represented a step forward for all the sectors in acknowledging the importance of young people. It must be admitted, however, that these provisions suffered from a lack of co-ordination and lacked focus.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(14)

Member States must be in the forefront of the struggle to provide the best opportunities to young people and to promote an integrated policy encouraging them to express themselves and participate fully in society.

(15)

UNESCO must find ways of developing an approach based on dialogue and communication and in-depth contact with young people themselves.

(16)

In addition to providing a practical response to the actual problems of young people, the Organization's aim must be to help them share, through the discovery of their framework of values, in a culture of peace, solidarity and non-violence.

(17)

The Secretariat must strengthen its co-ordinating capacities, internally, with the United Nations system as a whole and with partner youth NGOs.

137

3.3 Priority Africa

138

I. MAIN RESULTS*

(18)

- The recommendations adopted at Audience Africa and the programme of the United Nations System-Wide Special Initiative on Africa launched in March 1996 formed the framework for UNESCO's action in Africa, providing its main lines for the biennium. There were five main strands, with priority going to programmes aimed at: regional integration and co-operation and the establishment of sub-regional and regional networks; basic education for all African children; science and technology; all activities relating to a culture of peace; and the role of African women in the continent's development.
- The Priority Africa Department was established, headed by a Deputy Director-General for Africa, to provide the liaison, co-ordination and mobilization needed within the Secretariat so as to ensure that the priority assigned to Africa is reflected in all programmes.
- The final report of Audience Africa was taken up widely, in particular by National Commissions, international, intergovernmental and non-governmental organizations, donors and UNDP Resident Representatives in Africa. The International Committee for the Follow-up to Audience Africa, which held its first meeting at Headquarters from 10 to 11 September 1996, made a number of recommendations to the Director-General on the urgent needs and priorities that Africans, with the assistance of UNESCO and the international community, must face.

(19)

The UNESCO Priority Africa Department is the co-ordinator for the United Nations System-Wide Special Initiative on Africa (UNZIA) and represents the Organization at the ACC Steering Committee, co-chaired by Mr James G. Speth, Administrator, UNDP and Mr K.Y. Amoako, United Nations Under-Secretary-General and Executive Secretary of the Economic Commission for Africa. UNESCO is the co-ordinating agency responsible for the implementation of three components of UNZIA: basic education for all African children; communications for peace-building; and harnessing information technology for development, as well as participating in the other components of UNZIA. The Priority Africa Department helped to prepare the framework for co-operation with the World Bank at country level in the context of the Special Initiative.

(20)

Basic education for all African children

- The principal requests for assistance under UNZIA presented by the countries have been for upstream work though UNESCO is also proposing its services in the other areas of its competence. In response, UNESCO has participated in the formulation of the education sector development programme in Ethiopia where the country was able to earmark \$1.3 billion needed to finance the Sector Investment Programme (SIP) and 15 multilateral and bilateral donors contributed \$500,000,000 to complete it. Similarly, UNESCO together with UNDP and the World Bank has helped the Government of Senegal to prepare a ten-year programme for basic education which should also serve to mobilize the support of donors at the consultative group meeting scheduled for 1998.
- UNESCO hosted a high-level technical meeting at Headquarters to discuss the national education strategy of the Government of Mozambique (July 1997) and to mobilize donor support for the strategy's implementation. In Rwanda, UNESCO assisted the government in preparing an education sector strategy document to be used for a donors' consultative meeting. In Burkina Faso, UNESCO is participating in the inter-agency initiative to assist the government in preparing a ten-year plan for basic education. The initiative is helping to support a policy dialogue to resolve issues of sustainability and the budgetary implications of teacher recruitment. In Angola, UNESCO is financing a project (\$310,000) on 'Basic education and training of out-of-school youth'. In Mali, a pilot project, the 'New Cotton Road', aimed at mobilizing support for the production and distribution of pedagogical material for schools, was launched by UNESCO in 1997. This programme aims to foster a better understanding of schools in Africa among schoolchildren in France, thus mobilizing support for the improvement in the quality of education in African schools. Pilot schools in France will finance the production and distribution of pedagogical material.

* UNESCO's activities in Africa are reflected in the various major programmes. Furthermore, a briefing paper entitled *Review of UNESCO's activities in Africa, 1996-1997* has been prepared and is available on request.

- The international symposium on curriculum reform and development, held in Nairobi in 1997 brought together 16 African countries. The main outputs/outcome of this meeting were: (i) a manual for effective curriculum reform in Africa; (ii) a guide on curriculum planning, management and cost and financing; and (iii) an African association for curriculum developers.
- An international workshop on distance education for the training of head teachers, bringing together seven African countries (Burkina Faso, Ethiopia, Guinea, Mali, Mauritania, Senegal and Togo), was held in Lomé (Togo) in October 1997. The main outcome of this workshop was: (i) a guide/manual for the establishment of an effective distance education training policy and programme; (ii) a comprehensive technical framework and information on seven African countries and the need for the establishment of effective distance education/training programmes; and (iii) a proposal for a plan of action to improve distance education mechanisms in the African countries.

(21)

Communications for peace-building

An inter-agency meeting at UNESCO Headquarters and a regional consultative meeting in Addis Ababa drew up activities in selected pilot countries, devised networking among organizations and agencies involved in related activities, and recommended awareness-raising strategies through the use of the media. UNESCO identified five pilot countries (Angola, Burundi, Ethiopia, Liberia and Mali) to undertake national studies on communications and peace-building. Some of these studies have begun and their findings will be discussed in early 1998, with a view to elaborating national plans of action and project proposals for each of the five countries.

(22)

Harnessing Information Technology for Development (HITD)

- This project is intended to help African countries build telematics policies, networks and applications to support their development priorities. It is seen as a support by the United Nations system to help 'jump-start' over a three-year period the much broader and long-term African Information Society Initiative (AISII) framework. UNESCO is taking a leading or collaborative role in planning and implementing the subprojects of HITD in the fields of policy and sensitization of decision-makers;

network connectivity; training of network and application specialists; multi-purpose community information and communication centres; access to information for African development and sector applications – the use of telematics in education, research, the media, cultural expression and exchange, libraries, and archives and records management.

- In August 1997, one of the first activities was a training course on telematics applications for development, organized by the Société des Télécommunications de Mali (SOTELMA) in Bamako, with the support of AUPELF-UREF (Agence francophone pour l'enseignement supérieur et la recherche), the International Telecommunication Union (ITU) and UNESCO. UNESCO took part in the Donor and Executing Agency meeting on information technology for development in Africa organized in Rabat (Morocco) in April 1997, along with 18 other development agencies. Pilot projects on multi-purpose community telecentres were initiated in Mali and Uganda with support from the International Development Research Centre (IDRC), ITU and UNESCO. Other training activities or pilot projects will continue in 1998.

(23)

- The Priority Africa Department has contributed to promoting new partnerships in support of African development. UNESCO contributed to and participated in the fourth African-American Summit in Harare (Zimbabwe) in July 1997 organized by Reverend Sullivan and African-American NGOs and attended by more than 15 Heads of State, the Secretary-General of the Organization of African Unity (OAU), high-ranking government officials, high-level official representation from the United States, over 3,000 African and American businessmen and representatives from international agencies and multinationals. This was an occasion for UNESCO to promote its programmes on a culture of peace, education, communication and culture and the Conference acknowledged the important role played by the Organization in these areas. Similarly, UNESCO promoted co-operation between OAU and the African-American Diaspora (Reverend Sullivan's organizations) and took this opportunity to sign, together with them, the PROSERA document (Programme of Support to Educational Rehabilitation in Africa) for building classrooms in rural areas and centres for

professional and vocational training through funds to be mobilized by the American organizations.

- After successful negotiations with the Japanese Government and the organizers of the second Tokyo International Conference on African Development (TICAD II), UNESCO has been invited to attend the Conference in Tokyo in October 1998.
- With a view to publicizing and promoting Africa's cultural and intellectual contribution to the world and encouraging the African Diaspora to participate in the continent's renaissance, UNESCO organized the ninetieth anniversary celebration of President Leopold Senghor and appointed Dr Cheick Modibo Diarra, Manager in the Mars Exploration Directorate and Head of the Foundation for Science and Technology Education in Africa, as UNESCO's Goodwill Ambassador.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(24)

In its capacity as a co-ordinating unit to ensure priority and a coherent approach to meeting Africa's needs within UNESCO's programmes, the Priority Africa Department made an impact at three levels:

- promoting UNESCO's ideals aimed at the continent's development both through the Organization's programmes and country office networks and through various forums organized by Africans or their external partners;
- ensuring programme sensitivity to needs and requests of African Member States through close liaison with sectors and field offices, backstopping the Addis Ababa Office, contributing to the preparation of country profiles, production and diffusion of documents on UNESCO's activities in Africa;
- fostering the continent's globalization process and strengthening its regional and subregional co-operation. UNESCO pursued its co-operation with OAU and ECA, and in order to provide permanent agency support, UNESCO has strengthened its Addis Ababa Office with programme specialists in the culture of peace, education, science and technology. Co-operation with the Southern African Development Community (SADC) has been enhanced and new partnerships were promoted through the involvement of the African Diaspora and other NGOs.

(25)

UNESCO participated in the mid-term evaluation meeting (16-20 September 1996) on the United Nations New Agenda for Development of Africa (UN-NADAF) where it was recognized that UNSIA was the operationalization of UN-NADAF and that as such all the United Nations agencies concerned were requested to ensure the successful implementation of the activities envisaged under UNSIA.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(26)

The creation of the Priority Africa Department in 1996 enabled the Organization to provide a focal point to represent, advocate, publicize and give impetus to its activities on the continent. The Department has been an active interface with the growing United Nations inter-agency mobilization in favour of Africa, with the increased interest of NGOs in the continent's development, and with the increasing demand for co-operation expressed by the African Member States, as well as the requests for backstopping country-level action as expressed by UNESCO's representatives in the field.

(27)

The appointment of a Deputy Director-General for Africa at this initial stage helped to streamline the programme sectors' activities in favour of Africa and to give the required priority to the continent in the Organization. This was reflected in the preparation of document 29 C/5 where Africa figures clearly as one of the four priorities of the Organization and where there has been a substantial increase in country office representation. The need to ensure an effective implementation of the Abuja Treaty and OAU's desire to strengthen its co-operation with the United Nations agencies and particularly with UNESCO to this end, will continue to require a focal point within the Organization to enable it to provide a coherent response.

(28)

The Priority Africa Department has proven to be a key element in support of the Organization's policy on decentralization where, in close co-operation with the Division of Decentralization and Field Co-ordination (BRX/DFC) and the sectors, it has been able to facilitate rapid responses to field offices' requests for support and follow-up.

(29)

The Department, with its co-ordinating and intersectoral mission, has been able to provide the sectors with the additional required support for their intersectoral activities. In

this way it has enabled the Organization to ensure that there is no duplication of programme activities and initiatives at country level.

141

3.4 Least developed countries

142

I. MAIN RESULTS

(30)

Of particular note with respect to implementation of UNESCO's strategy and programme action for the least developed countries were:

- the organization of and follow-up to the World Solar Summit (Harare, Zimbabwe, September 1996): the Summit adopted a Declaration on Solar Energy and Sustainable Development and an outline of the World Solar Programme 1996-2005; technical and financial support enabled the launching and further development of the World Solar Programme Africa (1996-2005), 32 of the participating states being LDCs;
- technical assistance provided to 15 LDCs (Bangladesh, Benin, Cambodia, Chad, Ethiopia, Gambia, Guinea, Haiti, Lao People's Democratic Republic, Mali, Mauritania, Myanmar, Rwanda, Togo and Uganda) led to the formulation of special projects on solar energy, sustainable human development programmes and poverty eradication;
- support for various activities which are part of national culture of peace programmes, particularly in Burundi, Haiti, Mali, Mozambique, Rwanda, Somalia and Sudan.

(31)

Constant efforts to provide information on and evaluation of UNESCO activities in favour of LDCs helped to boost awareness among UNESCO's governing bodies, the Secretariat, traditional partners such as the United Nations, UNCTAD and OAU, and new partners such as the Forum francophone des affaires, the African-American Organization, Canal France International, the Ile-de-France region, and the Brussels-Capital region.

(32)

A new thrust orienting programme activities towards LDCs helped, in particular, to put micro-credit institutions in touch with agents of development in order to benefit from education services in LDCs. An agreement along these lines was signed between UNESCO and Bangladesh.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(33)

In accordance with the conclusions and recommendations of the High-Level Intergovernmental Meeting on the Mid-Term Global Review (1995) of the Implementation of the United Nations Programme of Action for the Least Developed Countries for the 1990s, and with a view to ensuring consistency and enhancing co-ordination, the Unit for Least Developed Countries was placed within the Bureau for External Relations in 1996, and its functions were expanded to include co-ordination of UNESCO's relations with African Member States, which make up two thirds of LDCs. The result has been greater awareness of the needs and problems of those Member States and a greater capacity to meet their demands and mobilize new development partners in their favour.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(34)

The progress achieved by UNESCO in the execution of its LDC development programmes over the biennium, although well-received by the representatives of those Member States and appreciated in the field, remained modest with respect to the deadlines and objectives set in the United Nations Programme of Action for the Least Developed Countries for the 1990s.

(35)

In the very near future, that is to say before the completion of the Organization's Medium-Term Strategy for 1996-2001 which coincides with the date of the final evaluation exercise for the United Nations Programme of Action, the projects in document 29 C/5 must register some appreciable gains for LDCs.

(36)

In view of the continuing reduction in official development assistance specifically allocated to LDCs, it seems increasingly necessary to adopt a more robust strategy for the mobilization of extrabudgetary funds, in particular by enlarging the network of potential backers to include non-traditional donors. Efforts already under way in this respect should be pursued with determination.

Micro-finance for poverty alleviation

Main results

- Micro-finance is increasingly being recognized as one of the most effective tools for poverty alleviation. It has been developed to provide direct financial services to the poor. Particularly focused on women, micro-finance programmes worldwide serve the poorest segment of the population. While programmes are designed for the least developed countries, initiatives are being taken to design micro-finance for the poor in the rich countries. However, to obtain greater impact and to ensure greater sustainability, the achievements in this field will have to be matched with appropriate mechanisms to provide the social services needed to improve the quality of life of the poor.
- On the occasion of the United Nations International Year for the Eradication of Poverty, a special event entitled ‘Culture, Creativity and Crafts Towards Poverty Alleviation’, was jointly organized by UNESCO and the Grameen Bank in February 1996, at UNESCO Headquarters in Paris. The event included a week-long exhibition, a round-table discussion and a fashion show. This event permitted not only the dissemination of information on Grameen’s methodology, but also contributed directly to the rehabilitation of impoverished weavers in Bangladesh who otherwise would have had to abandon their craft and become unskilled labourers. As a result of this event approximately 30,000 weavers in Bangladesh received work, to meet orders from European buyers.
- UNESCO assisted the Ministry of Finance of Bangladesh in its effort to design ways of providing greater access to commercially viable micro-financial services for a maximum number of poor people, especially poor women, in Bangladesh. This created an awareness among key government officials and banking sector managers that micro-finance requires lending methodologies, administrative procedures, and institutional structures that are profoundly different from traditional development finance.
- UNESCO participated in the Micro-Credit Summit in Washington DC, in February 1997, as a member of the Micro-Credit Council of United Nations agencies and prepared an action plan in order to contribute towards achieving the Summit goal of reaching 100 million of the world’s poorest

families, especially the women of those families, with credit and other services for self-employment by the year 2005.

- In support of the displaced women and their families in Bosnia and Herzegovina, a special event entitled ‘Knitting Together Nations’, in December 1997, was organized in collaboration with the World Bank and UNHCR. The event included an exhibition presenting handicrafts from Bosnia and Herzegovina, a round-table discussion on ‘Women, Micro-Credit and Trade’ in Bosnia and Herzegovina and a fashion show featuring an original and high-quality collection of knitwear made by the displaced women. The importance of micro-finance in re-establishing economic activity for the displaced women in Bosnia and Herzegovina was emphasized. The hand-made knitwear produced by women micro-entrepreneurs was presented to show how access to working capital and appropriate technical assistance can help populations move beyond aid to self-sufficient economic activities.

Analysis of programme implementation and internal evaluation

DRG/MFU’s activities have been successful thanks to the collaboration of the sectors (ED, CLT, DRG/WGE) with whom the activities were designed and implemented, and the effective co-operation between UNESCO, the United Nations agencies, various NGOs and individual partners with whom the events were organized. These collaborations have ensured grass-roots initiative in which local partners held a central role.

Lessons learnt and implications for the future

It is only by joining forces that local institutions, NGOs, governments and international organizations can mobilize the efforts and resources needed to address the challenging task of poverty eradication. Moreover, exploring the possibilities for adapting successful development approaches to other countries will be a major challenge in the coming years. The training of policy-makers as part of technology transfer in social and economic development needs to be recognized as a crucial part of the educational process.

Programme for Central and Eastern European Development (PROCEED)

Main results

- A coherent programme of action aimed at strengthening a spirit of tolerance and at developing a culture of peace in the South-East Europe region is being implemented in close collaboration with the National Commissions, Permanent Delegations and a number of NGOs and Centres working in the region.
- Specific activities such as the organization of a regional Conference on Civic Education and Building a Culture of Peace in Primorsko (Bulgaria), 23-28 September 1996, and a symposium on literature – a bridge to the peace and goodwill of the Balkan peoples, held in Sofia in October 1997, and the establishment of two UNESCO Chairs in South-East European studies have been established in Bucharest and Chisinau have been carried out.
- By linking multicultural research centres and the educational, scientific and cultural communities in East-Central Europe, several initiatives in network development have been supported such as: Eurodialog, a forum on the Internet dealing with the cultural foundations of the current changes in Europe which was launched in 1997 by the Institute of East-Central Europe in Lublin (Poland); the establishment of a virtual institute for training and research in translation for Central Europe, backed up by a network of UNESCO Chairs, using new communication technologies; and a Seminar on Adult Education, Democracy and Human Rights held in Sopron (Hungary) in September 1996, in collaboration with the László Németh Central-European Folk Academy. UNESCO also provided assistance to the Institute for International Relations (IRMO) in Zagreb for the publication of a 1997 Special Issue on Culture in Central and Eastern Europe: Institutional and Value Changes, bringing together information and experience in the field of cultural development from various former socialist countries and thus starting a discussion on the significance of culture in the period of the transition.
- The Baltic Cultural Days were organized at UNESCO Headquarters from 17 to 28 June 1996 within the context of the fiftieth anniversary of the Organization. It provided an opportunity to highlight the achievements and expressions of the cultures of three countries – Estonia, Latvia and Lithuania – which have succeeded in safeguarding their cultural traditions and perpetuating their folk art while giving it new forms. A transdisciplinary programme was launched,

aimed at promoting collaborative research, academic and cultural programmes through the National Commissions, in partnership with regional organizations and other partners in the countries of the Baltic Sea.

- Following the Albanian crisis of March 1997, which heavily affected educational, scientific and cultural institutions, UNESCO provided emergency assistance for the rehabilitation of educational and cultural establishments and, in compliance with relevant decisions taken by the Executive Board, began to prepare a comprehensive plan of action for the rehabilitation of educational, cultural and scientific institutions and the restoration of the cultural and architectural heritage of Albania.

Analysis of programme implementation and internal evaluation

- The Programme for Central and Eastern European Development (PROCEED) is developing specific activities and projects, within UNESCO's overall priorities and objectives. The programme is naturally focusing on priority needs of the region at a time of rapid social and economic transition, but its work is most commonly organized at a subregional level, where strong cultural and socio-political bonds are shared by the countries.
- Taking into account its role in programme co-ordination and in elaborating specific strategies as outlined in the decisions of the Executive Board (150 EX/Decision 5.1, para. 24, and 150 EX/Decision 7.6), PROCEED collaborated very closely with the National Commissions as principal actors in the implementation of programme activities and with the field offices, whilst avoiding the creation of new structures within the Secretariat.

Lessons learnt and implications for the future

- During the period under review, the Member States concerned continued to attach great importance to the elaboration of specific strategies to meet the priority needs of certain groups of countries such as the Baltic States, East-Central Europe and South-East European countries.
- This approach responds to the orientation of the Medium-Term Strategy pointing out that UNESCO needs to define global strategies to deal with world problems, but such strategies can only be effective if they are adapted to the

specific problems of a region, subregion or certain groups of countries.

Activities financed by extrabudgetary resources*

- An important fund-in-trust project for the benefit of the State Hermitage Museum in Saint Petersburg, financed by a major contribution from the Netherlands, was brought to a successful conclusion at the end of 1997. This component of the overall Hermitage/UNESCO project concentrated particularly on staff training and professional development. In view of the successful implementation, the Government of the Netherlands decided to provide considerable financial support for a new phase of the project.
- The Bolshoi/UNESCO project is devised as a partnership promoted by UNESCO to help revitalize the Theatre, to be made up of a variety of contributors from both the public

and private sectors. During 1996-1997, UNESCO continued to provide technical advice throughout the conceptual/design stages and helped in the decision-making process by organizing study tours of selected European opera houses and theatres, and of producers of theatrical equipment. With a view to helping the Bolshoi Theatre to remain among the leading centres for the performing arts in the world, UNESCO has been requested to launch an international campaign for generating extrabudgetary funds for the future Bolshoi complex on Teatralnaya Square.

* See the list of projects in Annex I.1.

Emergency and post-emergency operations

Main results

In **Burundi**, with a view to developing education for all and eradicating illiteracy, reconstructing the school infrastructure and the education system, promoting, through civic education, the values of democracy and non-violence, and ensuring the education of Burundian refugee children abroad, UNESCO's main achievement was to design and distribute on a broad scale emergency education kits.

'Building the future for Burundi' was the title and objective of a meeting organized by UNESCO in September 1997. Bringing together people from different sectors of Burundi society, the meeting helped to initiate a process of dialogue on the origin and nature of the crisis in their country.

In the Somali refugee camps in **Kenya** and in other refugee camps in the **United Republic of Tanzania** and **Ethiopia**, UNESCO, in co-operation with UNCHR, is attempting to encourage reforestation, to reduce the dependence of refugees on an often fragile environment, and to provide education on the need to safeguard the natural environment.

In view of the complete lack of a government in **Somalia**, UNESCO, as the United Nations agency responsible for education, is continuing to provide all educational services normally provided by a ministry.

In **Iraq**, within the framework of the 'Oil for food' agreements, UNESCO is responsible for preparing a detailed plan of activities to be undertaken in the field of education (reconstruction of around 150 schools, production of school supplies, construction of rural schools, desks, blackboards, chairs, etc.). This is a continuation of the assistance provided since 1993 by UNESCO and other United Nations humanitarian agencies for the rehabilitation of schools in the severely handicapped provinces of Baghdad, Erbil, Sulaimaniya, Dohuk and Basra.

In **Haiti**, UNESCO is helping to enhance the quality of education by providing technical assistance and training aimed at improving the services of the Ministry of Education in the fields of educational planning, administration and management.

Working chiefly with young people not in school, UNESCO established a training scheme for disadvantaged communities

living in shanty towns. This training is aimed at enhancing living conditions in densely populated neighbourhoods by strengthening the inhabitants' capacity to manage their own environment, for example by ensuring the availability of drinking water.

A project aimed at capacity-building in radio and television production enabled the acquisition of new transmitters covering the whole country. Four community radio stations are already operational, broadcasting community news and educational and musical programmes.

Organized under UNESCO auspices, a series of cultural events and functions is being held to commemorate the abolition of slavery and the first centuries of independence.

In **Bosnia and Herzegovina**, the Organization focused its efforts on rehabilitation of the education system, reconstruction of schools and the design of curricula.

In the field of the cultural heritage, with the help of Italian contributions, UNESCO prepared a plan for the safeguarding of the historic centre of Mostar.

Within the framework of the Dayton Peace Accords, UNESCO participated for the first time in the implementation of a peace agreement by establishing a commission for the preservation of national monuments in Bosnia and Herzegovina. As an issue on which all can agree and which inspires hope, the cultural heritage has a crucial role to play in the process of reconciliation.

There was close collaboration concerning violations of international instruments on the protection of the cultural heritage between UNESCO and the International Tribunal responsible for prosecuting the perpetrators of war crimes committed in the former Yugoslavia.

UNESCO undertook a study on the causes and consequences of rape as an instrument of war, and is implementing a project for a centre to promote activities for women at Goražde. Another training project is aimed at enabling displaced women to satisfy their personal and family needs by helping them to gain access to the micro-credit programmes on offer from various international organizations.

As part of the international campaign for the safeguarding of Tyre, UNESCO sent a number of missions of experts to **Lebanon** with a view to evaluating the site and drawing up a plan of action to address the serious degradation to this World Heritage site. This will be done notably by seeking to reduce the threats posed by urban and coastal development.

The General Conference has authorized the Organization to cooperate with the Lebanese Government in the establishment of an International Centre for Human Sciences at Byblos. This reference and consultancy centre should contribute to the development of the social and human sciences, and the promotion of a culture of peace.

Analysis of programme implementation and internal evaluation

The Operational Unit was established on 1 August 1996. Since its establishment, it has undergone constant change in terms of its functions and human resources, and more complex tasks were soon added to its initial assignment.

Accordingly, in 1997, the Unit was assigned specific tasks relating to the crisis in the Great Lakes region and it became responsible for the direct co-ordination of the Programme for Education for Emergencies and Reconstruction (PEER). Since January 1998, the PEER programme has been restructured and provided with increased operational capacity in the field of media assistance and promotion of the culture of peace in order to gain a better understanding of the complex situation prevailing in that region of the world.

Since its establishment, the Unit has been assigned responsibility for immediate and practical humanitarian assistance

after natural disasters. In the second half of 1997, it began to follow the progress of the 'Oil for Food' file (Iraq) for which it subsequently took over full responsibility.

The Unit's work has therefore been mainly one of adapting to conflict and emergency situations in order to assume responsibility for the Organization's activities in that regard.

In Bosnia, the Organization pursued activities that were already under way. However, peace-building and the reconstruction of Bosnia and Herzegovina has been no easy matter, owing mainly to the particularly tense post-war atmosphere. UNESCO's activities and concerns have consequently changed. The Organization was thus alert to the threats of discrimination against various communities in the field of education. It has nonetheless made progress on specific reconstruction projects and on the cultural heritage file.

In Haiti, despite the constant efforts of the UNESCO Port-au-Prince Office to boost activities, the political crisis has prevented them from being fully developed.

Lessons learnt and implications for the future

In Central Africa, the Horn of Africa and the Great Lakes region, UNESCO's task will be to initiate and carry out concrete actions relating to the culture of peace and educational projects for refugees and displaced persons, and to support independent media. For this purpose, the Director-General has designated a Special Representative for Central Africa, the Horn of Africa and the Great Lakes region.

Activities in the refugee camps will soon be expanded to include Sudan and Rwanda.

Programme of Assistance to the Palestinian People (PAPP)*

Main results

- Through regular programme and extrabudgetary funding, UNESCO carried out field activities foreseen in the Programme of Assistance to the Palestinian People (PAPP). Apart from specific activities in favour of the Palestinian people and its institutions, UNESCO facilitated initiatives to develop co-operation between Israelis and Palestinians to promote a culture of peace.
- Twelve projects were approved by the joint UNESCO/Palestinian Co-ordination Committee and were welcomed by the General Conference and the Executive Board.
- In 1996-1997 the following extrabudgetary projects were partially or totally implemented:
 - Support to curriculum development in Palestine.
 - Phase II of the Palestinian Curriculum Development Centre.
 - Capacity-building in educational planning and budgeting for the Palestinian Educational Authority.
 - Policy analysis and formulation for the development of the 'ministry' of education.
 - Capacity-building in educational policy. Formulation and management for the Palestinian Educational Authority.
 - Strengthening the 'ministry' of education of the Palestinian Authority through the use of teaching materials for basic education and the training of teachers.
 - Restoration of the mosaics of Hisham Palace in Jericho.
 - Bethlehem 2000 – conception of an Emergency Action Plan.
 - Restructuring and reinforcement of the Palestinian Press Agency Wafa.

Analysis of programme implementation and internal evaluation

During its third meeting (July, 1996) the joint UNESCO/Palestinian Co-ordinating Committee discussed and evaluated the PAPP projects and decided to concentrate the activities of this extrabudgetary programme on a limited number of projects, in particular: basic education, support for the PEACE programme, Bethlehem 2000, an archaeological and natural park in Jericho, restoration of monuments in Gaza, museums, festivals and youth.

Lessons learnt and implications for the future

During his official visit to the Palestinian Autonomous Territories on 24 and 25 May 1997, the Director-General signed two documents with President Arafat. The first one concerned the second phase of the Programme of Assistance to the Palestinian People (1997-1999) entitled 'Development for Peace', which is composed of 12 new project proposals. The second document concerned an agreement between UNESCO and the Palestine Liberation Organization (PLO) on the establishment of a UNESCO Liaison Office in Ramallah. This Office was officially inaugurated by the Director-General on 25 May 1997.

* The Director-General presented to the General Conference, at its 29th session, an extensive report on the implementation of 28 C/Resolution 16, concerning educational and cultural institutions in the Arab Territories (29 C/13). This document is available on request.

External evaluation: UNESCO-Chernobyl Programme

Objectives of the programme

The UNESCO-Chernobyl Programme was planned as a set of projects with the objective of bringing emergency aid with a human dimension to the Chernobyl victims (situated in Belarus, the Russian Federation and Ukraine) in the fields of competence of the Organization. Launched in 1991 and terminated in 1997, the programme was also planned to be a full-scale experience in modernization and innovation of the Secretariat's work practices.

Purpose of the evaluation

To analyse the relevance of the programme objectives, their results and impact, as well as the effectiveness and efficiency of its execution.

Main results

- The work of the Organization, carried out in a very difficult regional context, through its UNESCO-Chernobyl Programme, is fully relevant to the victims' needs. The effects of the disaster are far from over and the human dimensions of the problem are enormous. This is why, even if the programme has been phased out, the objectives remain relevant.
- Through this programme, UNESCO has succeeded in meeting a challenge. The creation of nine community centres

for social and psychological rehabilitation represents the most visible and the most successful part of the programme.

- Of the 82 projects of the programme framework, only this one is a sustainable success. Its impact, direct and indirect, is significant. The other projects were either carried out properly, but without follow-up or sufficient links to objectives; or got bogged down and disappeared quickly; or were leaps into the unknown and generated runaway costs.
- More than \$9,000,000 was mobilized. However, running costs (direct and indirect) and the cost of activities not directly benefiting the Chernobyl victims were very high.
- Partners expressed great satisfaction with the results but were disappointed by the lack of information and transparency.
- The freedom of movement given to the programme was not accompanied by the managerial rigour and tight control which should have been the corollary of this exceptional regime.

Lessons learnt and implications for the future

UNESCO will pursue, within the overall United Nations effort, the goals which were underlying the initial programme by helping the victims in their social and psychological rehabilitation process and by learning the lessons from this tragedy.

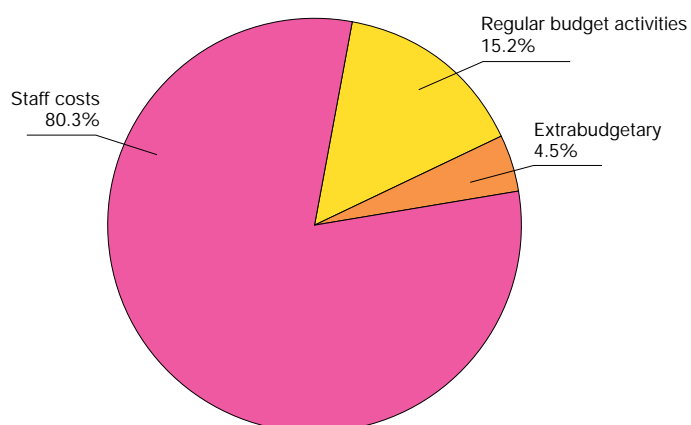
Measures will be taken for improved monitoring, steering and accountability of activities carried out with a high degree of autonomy and initiative for action.

Administrative and budgetary information

150

Appropriation line	Regular budget	Extrabudgetary resources
	\$	\$
TRANSDISCIPLINARY PROJECTS AND ACTIVITIES		
Co-ordination of activities in favour of priority target groups and specific clusters of countries		
Activities	1 114 474	328 000
Personnel	5 877 221	-
Total, CLU	6 991 695	328 000
Total RB + EXB		7 319 695

Distribution of total expenditure
\$7 319 695



I.C

**INFORMATION
AND
DISSEMINATION SERVICES**

I.C - Information and dissemination services

1. Clearing house

152

I. MAIN RESULTS

(1)

- A framework for action aiming at the establishment of coherent, simplified and well-functioning integrated management of printed and electronic records was designed.
- Measures were prepared to improve the conditions in which the Organization's institutional memory is preserved; they should be carried out during the 1998-1999 biennium.
- A backlog of 11 to 12,000 correspondence files in the Classification and Filing Unit was handled through an Emergency Action Plan, resulting in computerized inventories and proper filing of all the records in question.
- The UNESCO Electronic Documents Management System (UNESDOC) was made accessible through the Intranet. Seven thousand documents or 230,000 pages, including all documents of the General Conference and the Executive Board since the end of 1995, were thus made available on-line.

(2)

- The Internet site has expanded considerably. This site, constructed in conjunction with all of the programmes, is updated daily. It provides access to information on activities, programmes, press releases, events, publications and the main UNESCO databases. It contained, at the end of 1997, 20,000 pages (documents and files) and ten databases. There has been a strong increase in the number of site visitors, more than 50,000 per month at the end of 1997, i.e. 2 to 3,000 per day.

UNESCO Web – Geographical origin of site visitors

Region	1997	1996	1995
Arab States	13	9	5
Asia and the Pacific	33	23	14
Europe, North America	53	51	39
Latin America and the Caribbean	34	30	15
Total number of countries	149	124	75

- A collection of reference works on CD-ROM was launched. It consists of four titles: *UNESCO Databases (12 databases including UNESBIB and DARE)*, *Index Translationum*,

Energy/ISEEK, and Resolutions and Decisions 1987-1996.

- The inventory of databases (87) and information services (60) was updated. Two directories were distributed in hard copy, on CD-ROM and on the Internet.
- (3)
- The UNESCO Bibliographic Database (UNESBIB) was updated by the addition of 5,552 new bibliographic entries, bringing the total in the database to 111,024 entries.
 - The library collection was increased by an additional 3,194 volumes.
 - The UNESCO List of Documents and Publications (ULDP) was distributed to 1,350 national institutions, and the UNESCO Library Acquisitions (ULA) to 300 staff members at Headquarters and in the field offices.
 - The loan module of the Library's integrated management system was installed, thus starting the final phase of the computerization of library procedures.
 - UNESCO actively participated in the United Nations Inter-Agency Task Forces on Inter-Library Co-operation and Standards and Information Systems Co-ordination.
- (4)
- Various future-oriented documents, files and executive summaries were prepared for the Director-General and the Directorate, in particular for the main international meetings attended by UNESCO (United Nations summits and international conferences and other major international meetings), including contribution to the Note presented by the Director-General to the United Nations Conference on Human Settlements (Habitat II City Summit, Istanbul, June 1996).
 - Issues 5 and 6 of the *Futuresco* newsletter were published on the themes of 'The Futures of Human Rights and Democracy' and 'Impact and Future Challenges of New Communication Technologies'.
 - The first meetings of the series entitled 'Twenty-first century talks' were held at Headquarters. High-level intellectuals were invited to compare their thoughts on the following subjects: 'What future for the human species?' and 'What democracy for the future?'. Excerpts from these meetings were included in news agency reports and were published in many newspapers and periodicals and the audiovisual news media.
 - As part of the Agenda for the Millennium, the International Social Science Council, with the assistance of the Analysis and Forecasting Unit, held three meetings on the following subjects: 'Cultural pluralism, identity and globalization' (10-12 April 1996); 'Representation and complexity' (4-6 November 1996); and 'Ethics of the Future' (2-4 July 1997).

- UNESCO, through its Analysis and Forecasting Unit, contributed as scientific adviser to the preparation of the television programme *Pour en finir avec l'an 2000 – Le Future en direct* on Canal Plus and took part in this series of broadcasts.
- Various articles, publications and contributions were produced for specialized journals, the mass media and international symposia. This enabled UNESCO to make a substantial contribution to reflection on the ethics of the future.
- Sustained co-operation was maintained and partnerships formed with various national and international institutions conducting future-oriented studies, and various international non-governmental organizations.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

- (5)
The reform process aiming at integrating printed and electronic records management was initiated and will be continued in 1998-1999. The inclusion of UNESDOC on the Intranet is a major step towards the objective of facilitating access to UNESCO documents and at the same time reducing the amount of paper documents.
- (6)
As a result of restructuring within the Secretariat overall responsibility for records management was brought together in the Archives, Records Management and Microform Division.
- (7)
A seminar that brought documentalists working at Headquarters and in field offices together for the first time provided them with the opportunity for a general exchange of information. A training session was organized on how to search the UNESCO Internet site and on the subject of the main CD-ROMs. Regional workshops were also held in Caracas and Bangkok.
- (8)
The tasks and capabilities of the Analysis and Forecasting Unit were augmented during the biennium, through the addition of the activities and budget provided for under the programme relating to future-oriented studies.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

- (9)
The need for a major reform in records management has become very apparent. A coherent records management programme will help ensure the Organization's efficiency and accountability and thus support UNESCO's goals and objectives.
- (10)
UNESDOC's success on the Intranet is rewarding and an added stimulus to making it accessible on the Internet, which should be accomplished in the course of 1998.
- (11)
Information should continue to be disseminated as far as possible through a variety of media (print, CD-ROM and the Internet) so that the user may choose the most suitable medium according to the technical resources available.
- (12)
Users wish to have on-line access to bibliographical references but also, increasingly, to the texts of documents. ULIS, the electronic management system for UNESCO's official documents, must be developed further; access to UNESDOC via the Internet is very much awaited.
- (13)
In view of the exponential growth in use of the Internet worldwide, the development of UNESCO's information server will be one of the priorities of the next biennium.
- (14)
At the 29th session of the General Conference, all the Member States that addressed the issue of activities carried out in the field of anticipation and future-oriented studies expressed support for UNESCO's action in that field and called for its reinforcement. They also recommended that those activities be transferred to Part II.A (Transverse Activities) in document 30 C/5 since they are essentially programme activities that are out of place in Part II.B (Information and Dissemination Services). The high priority attached to anticipation and future-oriented studies in the Medium-Term Strategy necessitates further strengthening of the capacities of this transdisciplinary unit in terms of both budgetary resources and staff. The Director-General has taken various initial steps to that end (DG/Note/98/12 of 17 March 1998).

2. Statistical programmes and services

154

I. MAIN RESULTS

(15)

- Statistical data were collected from Member States on all the major fields of competence of the Organization by means of 12 international surveys which generated some 300,000 records that were added to the database.
- The modernization of the statistical database on education was completed successfully and, as a major outcome, an Internet site was developed giving access to the UNESCO statistical database. This Internet site also includes a set of international education indicators and recent publications.
- The information collected was also published in the 1996 and 1997 editions of the UNESCO Statistical Yearbook. Other documents brought out included a report presenting national and regional trends in newspaper publishing and a special report on school enrolment ratios by age covering the last 35 years.
- The International Standard Classification of Education (ISCED 1997) was revised and subsequently approved by the General Conference at its 29th session.
- Following the recommendations of the external evaluation of UNESCO's statistical programme in science and technology, a revised UNESCO questionnaire on scientific research and experimental development was produced and is being used to collect comparable information from Member States.
- Statisticians from ten Latin American countries were trained to improve indicators of educational expenditure and finance. Forty-two participants from Central and Eastern European countries received training concerning comparability of education statistics. Upon invitation by the Centre for Advanced Training in Applied Statistics (Germany), 20 government statisticians from Africa and the Caribbean were trained in methods of education statistics.
- Women statisticians from 25 African countries were trained on gender education statistics and indicators with the support of the Forum for African Women Educationalists, UNICEF and the Coopération Française (the French aid programme); as a follow-up, a practical guide for producing gender-sensitive education statistics and indicators was published, together with an accompanying analytical document.
- The period was marked by intensive inter-agency co-operation. Besides UNESCO's participation in United Nations statistical co-ordination mechanisms, contributions in UNESCO's fields of competence were made to various expert meetings organized by other international agencies. UNESCO has been actively involved in the

activities of the Development Assistance Committee of OECD, particularly in defining the education indicators which will be used to measure efforts to achieve key goals related to the strategy for development.

- A set of international education indicators was developed in co-operation with the Education Sector and presented in the *World Education Report*, in *Education for All: Status and Trends*, in the *World Statistical Outlook on Higher Education*, and the UNESCO statistical Internet site. Support was provided to UNDP in preparing education indicators for the Human Development Report.
- As a follow-up to the review carried out in 1995 by the Board on International Comparative Studies in Education (BICSE), a Consultative Committee of experts and a high-level meeting on World Educational Statistics and Indicators resulted in the preparation of a strategic plan to reinforce UNESCO's statistical programme.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(16)

For nearly half a century, UNESCO has been the leading source of statistical information on education systems around the world. It now collects and reports data on approximately 200 countries and maintains one of the world's largest databases on national statistics in education, science, culture and communication.

(17)

In the series of consultations undertaken since the extensive review conducted in 1995 by BICSE, it has become clear that UNESCO should substantially reorient and upgrade its statistical services by developing higher professional standards and closer interaction with the Member States and partner agencies for the production, collection, dissemination and use of quality statistical information and indicators, in support of policy- and decision-making. It was considered that a UNESCO Institute for Statistics enjoying wide intellectual autonomy as well as adequate administrative flexibility would be an appropriate mechanism to ensure quick responses to demands, and would allow for more policy-relevance and outward focus, better efficiency of operations, and the ability to mobilize new partnerships and extrabudgetary support which has already come forward from the World Bank. Document 29 C/5 is based on the guidelines set out in the strategic plan, which was also submitted to the General Conference at its 29th session.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(18)

Successful modernization of the statistical database on education has contributed to the improvement of statistical working methods. The second phase, which has already begun, will focus on the new production system of the UNESCO Statistical Yearbook and the development of the new database on culture and communication. The Internet site will become the major channel for disseminating statistical information and this task will be facilitated with the new database.

(19)

Following the adoption of ISCED 97 by the General Conference at its 29th session, the new concepts are being incorporated into the revised UNESCO questionnaires on education statistics and will be used in international comparisons.

(20)

Revision and improvement of the programme on science and statistics will be pursued and the feasibility of launching new activities in critical areas in this field needs to be examined.

(21)

The programme on culture and communication statistics needs to be revised in the light of present priorities and possibilities of extension.

**ACTIVITIES FINANCED
BY EXTRABUDGETARY RESOURCES***

(22)

Within the activities of the project 'Strengthening national education statistical information systems in sub-Saharan Africa', participants from 15 African countries were trained to improve statistical databases. The module for statistics on educational expenditure and finance was reviewed. The first edition of five technical modules was presented at the meeting of the Working Group on Education Statistics. Following the recommendations and proposals made by the participating countries and donor agencies, the co-ordination unit of the project was decentralized to Harare, Zimbabwe.

(23)

Within the framework of a programme funded by a special grant from the World Bank, three major projects have been

initiated: (i) a joint pilot project with OECD aimed at improving the quality and international comparability of education indicators in 11 developing countries; (ii) support for the participation by 18 lower-middle income countries in the third International Mathematics and Science Study organized by the International Association for the Evaluation of Educational Achievement; and (iii) the development by UNESCO of a World Education Indicators database aimed, in its first stage, at facilitating access to a selected number of education indicators for all countries.

* See the list of projects in Annex I.1.

External evaluation of UNESCO's activities on science and technology statistics

Objectives of the evaluation

To study the needs in respect of international statistics on S&T; to analyse the institutional, human and financial capacities of UNESCO in this field; to consider how duplication of some activities could be avoided through closer co-operation with other international organizations; and to make recommendations aimed at improving UNESCO's programme in this field.

Major recommendations

- Renewal of relations with countries, mainly through regional groups of national experts on S&T indicators.
- Establishing machinery for co-ordination with complementary international organizations so as to lay down procedures for harmonizing questionnaires and transmitting the data gathered.
- Subcontracting of the work relating to the construction of indicators carried out on external databases.
- Mobilization of co-financing and the provision of outside skills for the UNESCO programme on S&T statistics and indicators.
- As a matter of absolute urgency: the harmonization of classifications.

The report also presents three possible options for implementation of these recommendations, indicating for each of them

the major actions envisaged, the expected outputs and the resources needed. Option 1 is considered to be a minimal fresh start, making it possible to prepare for the future; option 2 would aim at the production of standard statistics and indicators; and option 3, more ambitious, would be that UNESCO plays a major leading role in international S&T statistics, in close interaction with countries.

Lessons learnt and implications for the future

Since the three options can be considered as stages for a more long-term strategy, leading progressively to the mobilization of partnerships, a number of actions proposed under option 1 have been considered as priority and are being implemented. The first task is the harmonization of classifications, mainly with OECD classifications, and important progress has already been achieved with regard to the classification of scientific research and experimental development (R&D). As a consequence, UNESCO has revised and extensively improved its questionnaire on R&D statistics.

Most of the countries consulted during this evaluation indicated that the demand for S&T statistics and indicators is increasing. This is therefore a major critical programme area that the UNESCO Institute for Statistics will address in the coming years and, in this regard, the evaluation report has proposed a number of important and useful recommendations.

3. UNESCO Publishing Office

158

I. MAIN RESULTS

(24)

- Under its publications programme (programme, promotion and dissemination), the Organization published 90 titles in the original language or in translation, including nine books produced by the International Institute for Educational Planning (IIEP), five by the International Bureau of Education (IBE) and 11 by the UNESCO Institute for Education in Hamburg (UIE). In addition, 149 titles co-publications were produced with outside publishers. Three revised editions were also issued. Finally, 68 titles (including one revised edition) were published in the UNESCO Collection of Representative Works. Production therefore totalled 310 titles, as compared with 267 during the previous biennium.
- The best-selling titles during the biennium were: *Study Abroad* (11,420 copies for the thirtieth edition), the *UNESCO World Heritage Desk Diary* (7,500 copies for the 1997 and 1998 editions), *Learning: The Treasure Within* (6,030 copies for the English edition), the 1996 *World Science Report 1996* (2,160 copies for the English edition) and the *UNESCO Statistical Yearbook* (1,660 copies for the 1995 edition and 1,290 for the 1996 edition).
- During the period under consideration UNESCO Publishing began a policy of cheap, local editions. For instance, the four volumes in English of *Thinkers on Education* were published in India.
- Publication of the abridged edition in French of the *General History of Africa* was resumed. The work, which was completed with substantial financial assistance from the Agence de la Francophonie mobilized by the UNESCO Publishing Office, was presented early in 1998 at the Geneva International Book Fair (Switzerland).
- With regard to books for young people, the stress was placed on respect for the environment (*Tu pueblo es tu planeta*) and on raising awareness of the dangers threatening key heritage sites (*Regards sur le patrimoine*).
- A new quarterly periodical – the *World Heritage Review* – was launched in English, French and Spanish. As part of the promotion of the Review, an international photography competition on sites on the World Heritage List was organized in conjunction with private businesses.
- The marketing of UNESCO greetings cards to large companies (in insurance, banking, industry, etc.) continued. During the 1996 and 1997 campaigns, 239,000 and 735,000 cards respectively were distributed.
- An important retrospective of UNESCO publishing activity was held at Headquarters in 1996 on the occasion

of its fiftieth anniversary, an exhibition which coincided with five round tables on the major themes of the Organization's programme.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(25)

In 1996-1997 the Fund to encourage translation (TRANSPUBLIC) provided financial assistance for the translation into and publication of 54 UNESCO works in 29 languages (Albanian, Arabic, Assamese, Bengali, Bosnian, Bulgarian, Chinese, Croatian, Georgian, German, Gujarati, Hindi, Hungarian, Indonesian, Italian, Kannada, Macedonian, Malayalam, Marathi, Mongolian, Oriya, Persian, Polish, Portuguese, Serbian, Russian, Tamil, Telugu and Urdu).

(26)

The UNESCO Publishing Office carried out the official free distribution (to National Commissions, Permanent Delegations, Members of the Executive Board, copyright libraries, etc.) of the works which came out in the period under consideration.

(27)

The website of the UNESCO Publishing Office, at which the catalogue may be consulted and purchases made, has been upgraded.

(28)

The UNESCO Publishing Office took part in some 40 major international book fairs throughout the world, and more than a dozen exhibitions were held in various Member States, often on the occasion of major United Nations conferences (Copenhagen, Beijing, Cairo, Istanbul, Stockholm, etc.).

(29)

Following the renovation of the Fontenoy bookshop in 1995, a sales point was opened in the hall of the Miollis building. As part of a pilot project, a 'UNESCO Publishing' cultural bookshop was opened in Havana.

(30)

The old UNESCO publications warehouse was abandoned for a site perfectly suited and providing all the necessary services.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(31)

The publications programme was implemented satisfactorily. With regard to languages, there will have to be a

return to the system of transfers of rights, always uncertain because publishers must fund translation and publication costs in full, since the lack of voluntary contributions means that the resources of the TRANSPUBLIC fund will run out in the next biennium.

159

4. UNESCO Courier Office

160

I. MAIN RESULTS

(32)

Publication of the *UNESCO Courier* continued as scheduled for the three Headquarters editions (English, French and Spanish) and for co-published non-Headquarters editions. Even though the intrinsic quality of the journal is still recognized, the decline in readership continued. During the two year-period it fell 14 per cent for subscriptions in French (the largest category), 9 per cent for subscriptions in Spanish, and 29 per cent for kiosk sales. During the same period, the number of co-publications fell to 24, co-publication in Dutch and Korean being discontinued as a result of reader disaffection.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(33)

As readership of the *Courier* had been falling continuously for some 20 years the Director-General decided that a radical and comprehensive examination of this publication, and indeed of its very existence, was essential.

(34)

A working group was therefore established at the beginning of 1997 under the authority of the Deputy Director-General with a mandate to make proposals to the Director-General on the subject.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(35)

The proposals were discussed by the Directorate and the following decisions were taken by the Director-General on 23 July 1997:

- the *UNESCO Courier*, showcase of the Organization for half a century, must continue in existence;
- it must continue to be independent of the Organization's other 'general readership' monthly magazine, *UNESCO Sources*, the aim of which will continue to be to provide information on UNESCO's work, while the *Courier* will continue to cover major developments in the Organization's fields of competence, examined in the light of its ideals; synergy between the teams in charge of these two titles will be achieved by grouping them together in the new Office of Monthly Periodicals;
- while continuing to be a reference, thanks to the reputation and authority of its contributors, the content and presentation of the *Courier* will be changed to ensure that they are better adapted to the readers for whom it is intended;
- 'educated young adults' will become a priority target; the sale and promotion of the *Courier* will be rethought and reorganized in consequence and, if necessary, in partnership with private publishers or press enterprises; much closer co-operation with co-publishers will be taken up again.

(36)

The Office of Monthly Periodicals was effectively established on 1 April 1998 and the first issue of the formula was published in July 1998.

5. Office of Public Information

I. MAIN RESULTS

(37)

- During the biennium, the press service mobilized 2,852 journalists who came to Headquarters to cover the Organization's activities and attend press conferences. Six events attracted over 100 journalists each: the round table held in February 1996 with the Grameen Bank on the fight against poverty, the inauguration of Tolerance Square in May 1996, World Press Freedom Day 1996, the fifth International Conference on Adult Education in July 1997 in Hamburg and the appointment of Kim Phuc as Goodwill Ambassador in November 1997. It should be noted that 281 journalists were accredited to the 29th session of the General Conference (October-November 1997).
- About 20 press kits were produced (3,000 copies of each kit) and distributed to the media in every region and to institutional partners. In addition to monthly editions, 14 thematic press reviews were produced and disseminated.
- UNESCOPRESS produced (in French and English) and disseminated 221 press releases in 1996 and 251 in 1997, which were adapted in Spanish by OPI/Caracas and disseminated on the Latin American network, whilst Arabic and Russian versions were distributed to the relevant media. Reports on the 29th session of the General Conference in the regional press could be consulted on the Organization's Internet site. Press releases were issued in five languages (Arabic, English, French, Spanish and Russian).
- The monthly magazine *UNESCO Sources* published 22 numbers. It was produced in five languages (English, French, Spanish, Chinese and Portuguese) making a total monthly print run of 45,000 copies.
- The Documentation Centre received 11,960 visitors (5,200 in 1996 and 6,760 in 1997), answered 37,880 telephone calls (15,200 in 1996 and 22,680 in 1997) and processed 6,255 letters (3,052 in 1996 and 3,203 in 1997).
- The Radio Unit produced 19 programmes, averaging 25 minutes, in four languages (English, French, Russian and Spanish), distributed on tape or cassette to over 400 national, public, private and community radio stations and to international short-wave broadcasters. It co-produced a series of seven programmes with the International Radio and Television University and a dozen with the Features Service of Radio France International. It distributed 110 cassettes of the Director-General's message on the occasion of World Press Freedom Day (3 May) in 1996 and 300 in 1997. The Director-General's most widely disseminated message was on International Literacy Day, 1997: 500 cassettes.

- The Photo Unit made 517 features in 1996 and 1,117 in 1997. It distributed 1,456 photos and 1,557 slides in 1996 and 1,673 and 2,860 in 1997. The picture library acquired 540 slides in 1996 and 680 in 1997.
- As regards television, there were a number of productions and co-productions with programme sectors and external partners, including 53 reports broadcast on CNN in 1996 and 47 in 1997, while the new opening offered by Euronews, with five reports in 1996, led to ten being broadcast in 1997. The (audio and video) messages by the Director-General on the occasion of international and world days were widely distributed.

161

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(38)

It is becoming difficult to mobilize journalists for the Organization's activities at Headquarters since, on the whole, they are less inclined to travel to meetings; they prefer to receive a press release or to be put in contact with a participant for an interview. In this context press conferences are only envisaged when there is an important announcement to make.

(39)

In terms of the interest shown by journalists and the resultant press coverage throughout all regions and in all media, the world heritage and education remain strong focuses, followed very closely by the Organization's ethical stands, whether on bioethics (78 journalists followed the proceedings of the International Bioethics Committee), freedom of expression, condemnation of violence or commitment to peace.

(40)

The involvement of National Commissions and field units in public information operations has always led to a higher profile in the regions and a wider variety of articles being taken up in monthly press reviews. OPI's modest budget cannot provide financial support to give field initiatives greater impetus.

(41)

The high number of press releases distributed (an average of 230 a year) is damaging to the Organization's image. Some units which consider their activities to be very important demand that the media be contacted. Unfortunately, media officials have on occasion complained that their

162

terminals are overloaded by UNESCO statements. This situation has arisen because sufficient attention is not paid to the opinions of OPI professionals.

(42)

The Office's work in radio has resulted in reports on UNESCO being broadcast in every region of the world, both UNESCO's own productions and in partnership with the media concerned. OPI took part in the radio experiment of Nexus-International Broadcasting Association, which consisted of presenting audio programmes on the Internet to a potential audience of 30 million people. There were 90,000 hits during the first month. According to Nexus, UNESCO radio programmes were among the most popular. This should encourage their inclusion on the Organization's website.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(43)

The best results in terms of media coverage were achieved when the organizers of an activity both involved OPI in planning the operation and provided a 'public information' component in their budget. This two-pronged involvement immediately enabled a substantial communication plan to be proposed and the financing of journalists' travel expenses, as was the case for the fifth International Conference on Adult Education (Hamburg) and the International Conference on the Culture of Peace and Good Governance (Maputo, September 1997); media impact was reflected in the thematic press reviews produced on these occasions.

Administrative and budgetary information

Appropriation line	Regular budget	Extrabudgetary resources
	\$	\$
INFORMATION AND DISSEMINATION SERVICES		
Chapter 1 Clearing house		
Activities	1, 249 672	-
Personnel	3 681 742	-
Total, CH	4 931 414	-
Chapter 2 Statistical programmes and services		
Activities	1 032 397	1 902 000
Participation Programme	46 000	-
Personnel	5 311 477	-
Total, ST	6 389 874	1 902 000
Chapter 3 UNESCO Publishing Office		
Activities	782 490	-
Personnel	4 045 566	-
Total, UPO	4 828 056	-
Chapter 4 UNESCO Courier Office		
Activities	1 695 006	-
Personnel	2 499 399	-
Total, COU	4 194 405	-
Chapter 5 Office of Public Information		
Activities	3 160 909	-
Personnel	7 717 517	-
Total, OPI	10 878 426	-
Total	31 222 175	1 902 000
Total, RB + EXB		33 124 175

I.D

PARTICIPATION PROGRAMME

I.D - Participation Programme

166

(1)
At its 28th session the General Conference approved the Participation Programme's budget at the level of US \$22 million. Table 1 shows the comparative growth of the Participation Programme and its implementation since the 1979-1980 biennium.

(2)
An amount of \$70,208,307 was requested by Member States, which far exceeded the funds available. By 31 December 1997, out of 2,968 requests received, the Director-General had approved

1,529, submitted by Member States, Associate Member States and intergovernmental and non-governmental organizations.

(3)
A breakdown by priority targets by region is also shown, concerning the least developed countries, the World Decade for Cultural Development, women, literacy teaching and youth. It thus rounds off the breakdown of funds by region and by sector and the breakdown of funds by region and by country, which also includes the breakdown for emergency assistance by country.

Review of the Participation Programme

Background

At its 28th session the General Conference requested the Director-General in resolution 12.2 'to undertake, in collaboration with Member States, a review of the Participation Programme to address issues of the effectiveness, efficiency, transparency and timeliness of the delivery of the Programme and the potential for decentralization with particular regard to a more extensive co-ordination of regional and subregional offices, upon request by National Commissions, and report on the results of the review to the Executive Board at its 149th session'.

Methodology and discussion process

An interim report was presented to the 149th session of the Executive Board. It was focused on the examination of the internal mechanisms for processing the Participation Programme requests (149 EX/INF.3 Add.). The second report (152 EX/43) responded to 149 EX/Decision 3.1, Part I, paragraph 9 and 150 EX/Decision 3.1, Part II, paragraph 3, in which the Executive Board had invited the Director-General 'to submit to it at its 152nd session proposals for further improvement of the Participation Programme procedure including suggestions for reducing the number of requests submitted'.

As a follow-up to these decisions and discussions of the Executive Board, the Central Programme Evaluation Unit, in consultation with BRX/PPE and BRX/NAC, prepared questionnaires for the National Commissions, the Permanent Delegations, non-governmental organizations (NGOs) and intergovernmental organizations (IGOs) entitled to present requests for funding under the Participation Programme. The report (152 EX/43) was based on the analysis of answers received from 94 National Commissions, 41 Permanent Delegations and 123 NGOs. The number of IGOs which responded (four) was too small to draw conclusions on their opinions.

The Executive Board at its 152nd session appreciated the fact that the second phase of the review was based on extensive

consultation with Member States and their National Commissions, NGOs and IGOs, and invited the Director-General to apply on an experimental basis, with effect from the beginning of the 1998-1999 biennium, the conclusions and recommendations of the first and the second stage of the review of the Participation Programme.

Follow-up measures taken

A number of measures have been taken to increase the effectiveness, efficiency, transparency and timeliness of the delivery of the Participation Programme. Focal points have been identified in National Commissions and field offices and training provided. Explanatory guidelines have been prepared and sent out. Field offices are consulted by programme sectors when requests, particularly of a regional nature, are being examined. Additional information has been provided in documents for the Executive Board, giving the breakdown of approved requests by priority groups, sectors of interest and geographical coverage. Global views of approved requests are issued in graphical form every six months. To have an up-to-date view on their projects Member States continue to receive a print-out, resuming information on approvals and non-approvals, which is now sent every three months to Permanent Delegations and National Commissions as well as the relevant field offices. Information concerning requests for Member States, NGOs and IGOs is also available and updated on-line in the UNESCO MAKEDA information system. This system may be consulted at Headquarters and is accessible to field offices linked up to the Internet.

The new deadline of 27 February for the submission of requests which was proposed by the Secretariat and approved by the 29th session of the General Conference for the biennium 1998-1999, provided Member States with a longer delay for preparing project proposals after the General Conference. The registering and processing of requests started right after the General Conference respecting the chronological order of their arrival at UNESCO while at the same time not giving any less preference to those which arrived in the first two months of 1998.

TABLE 1

**Comparative growth of the Participation Programme and Programme Operations
and Services between 1979-1980 and 1996-1997**

Biennium	Part II Budget Programme Operations and Services	Participation Programme provision	Participation Programme as percentage of Part II	Number of Member States	Number of requests received	Amount requested
	\$	\$				\$
1979-1980	177 282 500	7 429 800	4.2	145	2 814	40 237 000
1981-1983	343 901 000	15 048 800	4.8	154	4 532	62 903 026
1984-1985	255 070 200	14 034 800	5.5	160	3 351	53 824 103
1986-1987	222 400 500	10 605 800	5.0	158	2 800	44 973 885
1988-1989	219 733 600	10 037 400	4.6	157	2 031	30 528 020
1990-1991	234 182 500	14 662 600	6.3	161	2 277	46 272 049
1992-1993	229 136 700	15 408 300*	6.0	170	2 284	44 035 950
1994-1995	249 954 000	25 000 000**	10.0	183	2 801	60 817 104
1996-1997	289 249 600	22 000 000***	7.6	185	2 968	70 208 307

* Additional requests, amounting to \$2,873,441, were approved over and above the Participation Programme provision for 1992-1993, which were financed through internal adjustments.

** Additional requests, amounting to \$2,072,752, were approved over and above the Participation Programme provision for 1994-1995, which were financed by savings on staff travel and the postponement of activities as decided by the Director-General.

*** Additional requests amounting to \$6,905,862, were approved over and above the Participation Programme provision for 1996-1997, which were financed mainly by savings made in staff travel and meetings, and by austerity measures as decided by the Director-General.

TABLE 2

**Analysis of requests received and approved by the Director-General
for the 1996-1997 biennium under the Participation Programme**

Sector	Provision in 28 C/5 by Sector	Number of requests received	Amount requested	Number of requests approved	Approved amount
	\$		\$		\$
Part II.A					
MP I Towards lifelong education for all (ED)	7 300 000	860	20 954 924	463	8 547 500
MP II The sciences in the service of development (SC, SHS)	3 800 000	703	16 676 214	329	6 429 531
MP III Cultural development: the heritage and creativity (CLT)	5 800 000	863	20 631 763	459	9 075 121
MP IV Communication, Information and Informatics (CII)	3 100 000	309	7 178 746	118	2 361 480
Part II.B					
Statistical programmes and services (ST)	150 000	9	185 010	3	81 000
Part III					
Bureau for External Relations (BRX)	1 850 000	224	4 581 650	157	2 411 230
Total	22 000 000	2 968	70 208 307	1 529	28 905 862*

* Total expenditure under the 1996-1997 Participation Programme amounts to \$28,910,052. The surplus of expenditure of \$4,190 is due to some increases in delivery of equipment.

TABLE 3

**Analysis of approved requests by region
under the Participation Programme for the 1996-1997 biennium**

Region	Number of requests received	Amount requested	Number of requests approved	Approved amount	Percentage of approved total
		\$		\$	
Africa	687	16 351 792	342	6 806 484	23.6
Arab States	275	5 369 482	142	2 418 900	8.4
Asia and the Pacific	492	11 477 387	237	4 169 640	14.4
Europe and North America	615	13 610 558	334	5 797 283	20.0
Latin America and the Caribbean	544	13 347 184	295	5 890 355	20.4
IGOs	73	2 032 840	31	657 000	2.2
NGOs	282	8 019 064	148	3 166 200	11.0
Total	2 968	70 208 307	1 529	28 905 862*	100.0

* Total expenditure under the 1996-1997 Participation Programme amounts to \$28,910,052. The surplus of expenditure of \$4,190 is due to some increases in delivery of equipment.

TABLE 4
Priority targets by region

Region	Number of requests approved	Approved amount
		\$
Least developed countries		
Africa	207	4 148 504
Asia and the Pacific	66	1 011 800
Arab States	16	265 300
Latin America and the Caribbean	12	210 890
	301	5 636 494
World Decade for Cultural Development		
Africa	8	134 500
Asia and the Pacific	14	313 000
Arab States	10	180 300
Europe and North America	38	748 000
Latin America and the Caribbean	6	100 000
NGOs	1	35 000
	77	1 510 800
Women		
Africa	21	430 060
Asia and the Pacific	10	143 800
Arab States	7	142 000
Europe and North America	10	128 000
Latin America and the Caribbean	4	54 140
NGOs	9	181 000
	61	1 079 000
Literacy teaching		
Africa	11	168 000
Asia and the Pacific	8	130 500
Europe and North America	3	28 000
Latin America and the Caribbean	3	46 000
NGOs	8	150 000
	33	522 500
Youth		
Africa	8	205 500
Asia and the Pacific	6	97 000
Arab States	1	17 100
Europe and North America	4	98 000
Latin America and the Caribbean	16	344 265
IGOs	2	40 000
NGOs	7	115 300
	44	917 165

I.E

DEVELOPMENT CO-OPERATION

I.E - Development co-operation

172

Overall trends

(1)

Although 1996 was one of the less satisfactory years in the decade with respect to the execution of programmes financed from extrabudgetary resources, with expenditure reaching only \$72.5 million, 1997 showed a marked improvement with project implementation totalling \$88.7 million, a level

which had not been reached since 1990. This improvement was one of the consequences of the redefinition of strategies for mobilizing funds drawn up in agreement with the sectors and the field offices and given practical form in the restructuring of the Bureau for Extrabudgetary Funding (BER).

Development co-operation within the United Nations system

(2)

The year 1996 was one of transition to the current sixth cycle which represents a significant break with previous programming modalities. In 1996, UNESCO participated with other Specialized Agencies in intensive negotiations with UNDP on the Successor Programming Arrangements governing the involvement of agencies in the implementation of UNDP-funded assistance. During the period under review, UNESCO continued to mobilize funds in support of activities falling within the scope of the five priority thematic areas supported by UNDP: governance, poverty reduction, job creation, promotion of women, and protection of the environment. These areas are also in line with the themes of the major United Nations global conferences. At the same time, while national execution remains the norm for programme implementation, UNESCO has been involved in the direct execution of some programmes where for special reasons national capacity was lacking or where, in conflict situations, functional national authority was not in a position to implement projects: Democratic Republic of the Congo (ex-Zaire), Liberia, Myanmar and

Somalia. In 1997, UNESCO managed a total budget allocation of \$22.2 million of UNDP funds compared with \$17.2 million in 1996. Under subcontracts with the United Nations for Project Services (UNOPS), UNESCO has collaborated in the execution of five projects for a total of \$800,000.

(3)

Co-operation with the United Nations Volunteers (UNV) programme was pursued and extended with the signing on 7 May 1997 by the Director-General of UNESCO and the Executive Co-ordinator of UNV of an agreement to establish a programme of Cultural Heritage Volunteers. This new mechanism enables the two agencies to jointly offer to Member States the services of international, regional and national volunteers with confirmed experience in fields related to preserving and restoring physical and non-physical cultural heritage. Volunteers were recruited for a number of UNESCO Offices and activities including Cambodia, El Salvador, Lao People's Democratic Republic and Mongolia.

Development co-operation with other partners

(4) An agreement with the European Commission was officially signed by the Director-General on 27 February 1996 in Brussels, on the basis of which and with the approval of the beneficiary states an increasing number of projects were concluded at national level in partnership with that institution. Similarly, in a regional or subregional context, UNESCO and its networks were incorporated in the North-South and South-South co-operation projects and programmes, as well as in those in Central and Eastern Europe, Asia and the Arab world. The activities implemented by UNESCO with financing from the European Commission totalled approximately 2 million ECUs for the biennium.

(5) Voluntary contributions from governments continued throughout the biennium to constitute the major source of extrabudgetary funding for UNESCO's activities in development co-operation. The main part of these contributions, channelled through special accounts or governed by fund-in-trust agreements, came from a limited number of very large donors. However, UNESCO's continued efforts to diversify funding sources have been increasingly fruitful, leading to an enhanced co-operation with new donor governments, and an overall increase in the volume of contributions.

(6) Demands on UNESCO in terms of enhanced efficiency and quality in project preparation and implementation also increased during the biennium. Furthermore, several donors have expressed the wish for UNESCO to develop a more consistent strategy for generation and selection of activities to be presented for extrabudgetary funding. In this context, compliance with high priority fields of UNESCO's regular budget has been emphasized, as the desirability for concentration of the activities on areas where UNESCO has comparative advantages.

(7) During the biennium, practically all Multilateral Development Banks (MDBs) started implementation of the report of the Task Force of the Development Committee on Multilateral Development Banks. Most of the recommendations provided increased opportunities for co-operation between MDBs and United Nations agencies in general and with UNESCO in particular. The implementation of these recommendations has resulted in a drastic increase in social sectors portfolio of MDBs; all these development banks have now adopted

poverty reduction as an overarching objective. Following the lead of the World Bank and the International Monetary Fund (IMF), in September 1996, all MDBs have taken a strong stance against corruption, both in the implementation of their loans and in the relations of MDBs with borrowing countries. After a period when most MDBs relied mainly on private sector implementation of their loans, an increase, albeit from a low base, in the number and volume of projects financed by MDBs and implemented by UNESCO has taken place in the last biennium.

(8) The World Bank and UNESCO have set up a partnership with several international foundations to prepare holistic programmes for the safeguarding and the 'culturally sustainable' exploitation of cultural heritage. The World Bank and the Interamerican Development Bank (IDB) have already approved several large-scale loans for such integrated cultural heritage programmes in countries such as Brazil, Ecuador, Ethiopia, Georgia, Mali, Morocco, Russian Federation (Saint Petersburg) and Uruguay.

(9) Several MDBs, especially IDB, have started co-operating with UNESCO in formulating sectoral programmes to increase the uptake of science and technology into the economic and social processes of the country concerned. One example of such a programme concerns Panama where IDB is expected to approve a science and technology loan in the near future.

(10) UNESCO has become increasingly involved in a thematic dialogue and the formulation of country-specific programmes to support poverty reduction. Thus, two projects were prepared by UNESCO in Ghana and Gambia that resulted in the approval of two loans by the African Development Bank (AfDB). UNESCO was instrumental in meshing UNDP's efforts in poverty reduction in these countries with the projects to be financed by AfDB.

(11) UNESCO's Co-Action Programme, which raises funds for small projects implemented by NGOs and community groups in the less affluent regions of the world, has over the last decade suffered a considerable decline in contributions. As funding from the two major donors have dwindled, the programme has throughout the biennium, concentrated on

174

diversifying funding sources. To increase the visibility of the programme in the fields of co-operation with Member States, the programme has developed promotional material such as a website, posters and presentation slides, to attract new funding sources and new potential beneficiaries.

(12)

The programme has continued its efforts in streamlining its administrative procedures, conceived at its inception in 1950, to be more in line with the realities of present-day development co-operation. During the biennium, assistance under the Co-Action Programme was extended to 74 projects worldwide. A list of projects is enclosed in Annex J.1 with indications of the amounts allocated to the projects.

(13)

The mobilization of private funding during the biennium was focused on two main axes of activities: first, the establishment of general norms, standards and procedures for UNESCO's approach to private sector funding sources, and second, the concrete support to specific initiatives of programme services aiming at attracting private funding for their projects. Private contributions to funds-in-trust amounted to \$1.3 million to which many contributions in kind and to multi-donor activities have to be added. BER has also elaborated specific fund-raising strategies for two new activities: mail order and direct mail. Successfully tested in a limited number of countries, the decision will be taken to use them extensively.

Equipment

(14)

Extrabudgetary funding for the delivery of equipment continued to decrease during the present biennium. This is due to a decline in the number of projects and the percentage spent on equipment (see table). It is too early, however, to speak of a long-term trend. An increasing percentage of the total value of contracts is in the form of large-scale contracts that require new and more sophisticated management skills. Projects are focused on less developed destinations where significant logistical problems are encountered during implementation. Much of the procurement activity is now carried out using co-operative decentralization in which joint action involving both field offices and the Headquarters Unit, the aim being to provide the most efficient and cost effective solutions to the needs of Member States.

(15)

Other activities have included: the development of the inter-sectoral Umbrella Project for Maintenance; increased involvement in upstream aspects of project design; extensive emergency assistance activities including operations

under the Iraq Oil for Food (Humanitarian Aid) programme; continuation of national capacity-building through co-operative project implementation activities; development of specific solutions to problems, for example, efficient solar-powered television systems.

Source of funds	1992-1993	1994-1995	1996-1997
	%	%	%
United Nations sources	21.1	14.4	21.3
Funds-in-trust	71.8	76.7	68.4
Regular programme/ Participation Programme	7.1	8.9	10.3
Total of procurement (in US \$)	33 000 000	30 548 000	25 876 000

Fellowships

- (16) During the biennium, a total of 1,623 individual fellowships, study and travel grants, were provided to Member States, half of which were funded under the regular programme and the other half by extrabudgetary sources.
- (17) Within the framework of the UNESCO Fellowship Bank Scheme, continued efforts were made to mobilize contributions from various donors. Several Member States, NGOs and individuals responded favourably by donating some \$2,350,000 worth of contributions either in cash or in kind to the scheme. Sponsored fellowships were received from Member States (China, Czech Republic, Israel, Netherlands, Poland, Republic of Korea/IPDC and Turkey), and also from the National Institute for Education Research (Japan), the International Literacy Institute (United States), the Weizmann Institute of Sciences (Israel) and Corporation INCORVUZ (a Russian NGO). In some cases, UNESCO provided support in the form of contributions, from the regular programme budget, towards international travel expenses. In addition, contributions in cash were received from Professor Hirayama (Japan) for the Silk Roads fellowships, the European Union (under the PEDDRO project: Preventive Education Against Drug Abuse), the Netherlands, the Nomura Centre for Lifelong Integrated Education (Japan), Soka Gakkai (the Makiguchi Education Foundation), and the Japanese National Commission for UNESCO.
- (18) Of 211 requests received before the deadline (375 requests were received during the biennium) under the Fellowship Bank Scheme, 96 fellowships were awarded.
- (19) The 1995 *Directory of UNESCO Fellows* was published during the period under review.
- (20) Co-operation with other agencies in the United Nations system was strengthened with a view to harmonizing the administration and implementation of fellowships.

Reports and evaluation

- (21) The Reports Unit received and processed 272 reports, of which 142 were initial, annual, semi-annual or end-of-assignment reports, and 130 final or technical reports for submission to Member States. The *Annual Index of Field Mission Reports* was published.
- (22) The Central Programme Evaluation Unit continued to collect copies of evaluation reports from the programme sectors concerning projects financed from extrabudgetary resources. BPE/CEU has developed and maintained since 1993 a database where summaries of all evaluation reports concerning operational projects are entered. The format of the database was converted from CDS-MICRO-ISIS to ACCESS under Windows, which allows easier handling.
- (23) In addition, during 1997, a reform group headed by the Education Sector developed a new database called 'Extrabudgetary Activities System' (EASY) which allows a closer continuous monitoring of all ongoing extrabudgetary projects. This database is partly based on mainframe data and partly on information to be entered by programme specialists. It was made available for consultation in Headquarters and field offices.

**Evaluations carried out by UNESCO
in the area of operational activities during the biennium 1996-1997***

Region	Total	Funding		Programme				Type of evaluation	
		United Nations	Bilateral	ED	SC	CLT	CII	External	Internal**
Africa	18	7	11	9	3	2	4	4	14
Arab States	7	7	–	4	1	1	1	2	5
Asia and the Pacific	18	9	9	8	2	7	1	6	12
Latin America and the Caribbean	3	2	1	1	–	2	–	–	3
Interregional projects	7	–	7	1	4	1	1	–	7
Grand total	53	25	28	23	10	13	7	12	41

* Evaluations of IPDC projects are shown separately in the chapter on Major Programme IV due to their large number (40 external evaluations in 1996-1997), and particular conditions (financed by UNESCO and/or bilateral donors, often donor contributions of less than \$100,000, obligation to spend 10 per cent of project funds on evaluation).

** Terminal reports.

Administrative and budgetary information

Appropriation line	Regular budget	Extrabudgetary resources
	\$	\$
Bureau for Relations with Extrabudgetary Funding Sources		
Activities	2 226 306	3 610 000
Personnel	7 122 852	-
Total, BER	9 349 158	3 610 000

II

SUPPORT FOR PROGRAMME EXECUTION

II. Support for Programme Execution

1. External relations

180 RELATIONS WITH MEMBER STATES

(1)

On 31 December 1997 UNESCO had 186 Member States. The Republic of Nauru became a member of the Organization on 17 October 1996 and the United Kingdom of Great Britain and Northern Ireland rejoined UNESCO on 1 July 1997.

(2)

With a view to reinforcing co-operation with the Commission of the European Communities, the Director-General signed on 27 February 1996 the document containing the provisions concerning co-operation between the Commission of the European Communities and UNESCO, which followed on from the exchanges of letters of 2 and 15 September 1964 and of 12 December 1972 and 14 February 1973 between the two parties.

(3)

A protocol of intent was signed by the Ministers of Foreign Affairs of Argentina, Brazil, Paraguay and Uruguay and the Director-General on 15 December 1997. A memorandum of intent was signed between the Amazonian Parliament and UNESCO on 3 June 1996. The renewal of the Agreement between the Government of Panama and UNESCO concerning the Water Centre for the Humid Tropics of Latin America and the Caribbean (CATHALAC) was signed at Headquarters on 27 September 1996. A co-operation agreement between the Central American Integration System (SICA) and UNESCO was signed in May 1997. An aide-mémoire between Mongolia and UNESCO was signed on 18 April 1996 and a Memorandum of Understanding was signed between Turkmenistan and UNESCO on 10 September 1996. The Director-General signed aides-mémoires on the occasion of his official visits to Saudi Arabia and the United Arab Emirates in May 1996.

CO-OPERATION WITH NATIONAL COMMISSIONS AND UNESCO CLUBS, CENTRES AND ASSOCIATIONS

A. Training for professionals

(4)

Approximately 300 professionals from 122 of the 183 National Commissions participated in 14 training

seminars held either at Headquarters or in the field. An effort was made to provide training that was better suited to the practical needs of the National Commissions. It was with this aim in view that the *Practical Guide for National Commissions* was published in English and French in 1995, Spanish in 1996 and Arabic in 1997, and distributed to all the National Commissions.

B. National Commissions: organs for consultation and preparation of the Organization's programme

(5)

Three statutory quadrennial conferences of National Commissions were organized: the eleventh regional Conference of the 39 National Commissions of Asia and the Pacific (Maldives, July 1996); the eleventh regional Conference of the 36 National Commissions of Latin America and the Caribbean (Buenos Aires, June 1997); and the twelfth regional Conference of the 49 National Commissions of the Europe region (Aix-en-Provence, July 1997). The participants considered such questions as the implementation of the General Conference's resolutions by the Member States and their National Commissions; the preparation and carrying out of UNESCO's programme through the joint action of the National Commissions and the field offices; the preparation by each National Commission of a document for national decision-makers detailing the short- and long-term benefits of membership in UNESCO. The National Commissions concluded their meetings by drawing up draft resolutions which were submitted at the 29th session of the General Conference in 1997, thus establishing a new, proactive approach.

(6)

Two meetings aimed at revitalizing or developing subregional co-operation were held: five of the National Commissions of the South-East Europe region (Bulgaria, Greece, Romania, the former Yugoslav Republic of Macedonia and Turkey) met at Aix-en-Provence (France) in July 1997 to identify specific projects that they might implement. In August 1997 in Nuku'alofa (Tonga), the sixth subregional consultation of the 14 National Commissions or Member States of the Pacific met to prepare for the 29th session of the General Conference and, in particular, drafted the resolution concerning 'Focus

on the Pacific', adopted by the General Conference as 29 C/Resolution 54.

(7)

At the 29th session of the General Conference a new working method was proposed for the National Commissions: regional consultations on the Organization's future Draft Programme and Budget (29 C/Resolution 87, paragraph 1, recommendation 1) would henceforth be carried out every two years by the Director-General.

C. National Commissions: liaison and information organs

(8)

The National Commissions helped to identify within their country potential participants in meetings and participated in the preparation of world conferences and summits organized by UNESCO by raising awareness within the national community and mobilizing the institutions and persons concerned; they also nominated candidates for UNESCO prizes and fellowships, selected national projects that might be included in or funded under the Organization's programme, established focal points for transdisciplinary issues (national liaison committees for the MOST (Management of Social Transformations) programme, for example) or for priority groups (especially women and youth), co-ordinated the establishment and management of the UNESCO Chairs and took action to raise awareness of the Organization's standard-setting action among governmental bodies and intellectual circles.

(9)

The National Commissions helped to disseminate information about UNESCO through their own publications (reviews, half-yearly or annual reports, information bulletins) and some of them even opened their own websites on the Internet. They also helped to disseminate the Report of the World Commission on Culture and Development, *Our Creative Diversity*, and the Report of the International Commission on Education for the Twenty-first Century, *Learning: The Treasure Within*. In many countries where none of the Organization's six official languages is spoken, the National Commissions were very active in translating UNESCO publications, works, reports and books. The National Commissions were also involved

in developing the various language editions of the UNESCO *Courier* and *Sources*.

(10)

National Commissions often devised imaginative ways of associating the national community with the life of UNESCO and its key events: in November 1995 and the following months very many of them organized events to celebrate UNESCO's fiftieth anniversary. They also initiated activities organized in connection with the international decades proclaimed by the United Nations General Assembly, international years, and world and international days, including the World Decade for Cultural Development, the international decades for natural disaster reduction and for indigenous people and the international days for women, freedom of the press and literacy. They were key partners in the Tolerance programme (16 November), established by the General Conference at its 28th session.

D. National Commissions: organs for the execution of UNESCO's programme

(11)

The National Commissions were involved in the execution of the Organization's activities in a variety of different ways, according to their respective capacities: they were given direct responsibility for implementation of activities, projects or parts of projects; they assisted in their execution by organizing meetings and they ensured that they were widely publicized in the Member States. New forms of action are being developed to provide the Secretariat with a more comprehensive view of the work accomplished by the National Commissions.

E. National Commissions: evaluation organs

(12)

The National Commissions took part in the evaluation of field offices in the Africa and Arab States regions (selection of evaluators, participation in interviews and replies to evaluation questionnaires). National Commissions participated actively in an evaluation of the quality of advisory services provided to Member States by UNESCO in connection with extrabudgetary projects on the occasion of

evaluation missions in 11 countries in Africa, Asia and the Pacific, the Arab States and Latin America and the Caribbean. Ninety-four National Commissions replied to a questionnaire relating to the Participation Programme, assessing its effectiveness, transparency and execution. In response to a call for evaluation experts launched by the Secretariat, 32 National Commissions sent in data on specialists who could take part in evaluations carried out by UNESCO, thus adding to the UNESCO roster 235 specialists in the Organization's fields of competence. Certain National Commissions also collaborated with the various programme sectors on the evaluation of projects or programmes such as the UNESCO-Chernobyl Programme, the Monitoring Learning Achievement Project, the UNEVOC Project and the Memory of the World Programme.

CO-OPERATION WITH UNESCO CLUBS, CENTRES AND ASSOCIATIONS

(13) Efforts were made to increase the number of UNESCO Clubs, Centres and Associations with the support and co-operation of the National Commissions concerned, especially in countries where the movement does not yet exist. The fiftieth anniversary of the UNESCO Clubs movement (the first UNESCO Association was established in Sendai, Japan, in 1947) was an opportunity to reaffirm the strength and dynamism of the movement.

(14) At its 29th session, the General Conference called for further institutionalization of the links between the informal system of the UNESCO Clubs, Centres and Associations and the formal system of the National Commissions; in accordance with 29 C/Resolution 60, each National Commission may wish to create an ex officio seat on its executive committee or its equivalent for the National Federation of UNESCO Clubs, Centres and Associations.

(15) In order to strengthen working relations between the UNESCO Clubs, Centres and Associations and the National Commissions, the regional Vice-Presidents of the World Federation of UNESCO Clubs, Centres and Associations (WFUCA) were invited for the first time to participate in

the two statutory quadrennial meetings of National Commissions which were held in 1997 in Buenos Aires and Aix-en-Provence.

RELATIONS WITH INTERNATIONAL ORGANIZATIONS

A. Relations with intergovernmental organizations and institutions of the United Nations system

(i) *Liaison, representation and consultations*

(16) UNESCO played an increasingly active role in the United Nations system's efforts towards a new approach to co-ordinating the follow-up to major world conferences and summits. It succeeded in involving the whole United Nations system, through the General Assembly, in its Culture of Peace project.

(17) UNESCO's partnership with interregional intergovernmental organizations outside the United Nations system was strengthened. It concerned the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Organization of American States (OAS), the League of Arab States and the Organization of African Unity (OAU). UNESCO also signed a supplementary agreement with the World Tourism Organization (WTO).

(ii) *Inter-agency and inter-secretariat co-ordination*

(18) UNESCO continued to pursue objectives and to implement plans calling for a concerted system-wide effort in the pursuit of activities with a common goal such as: the United Nations System-Wide Special Initiative for Africa; the International Decade for Natural Disaster Reduction; the United Nations Decade on International Law; the world Decade for Cultural Development; the United Nations Decade for Human Rights Education; the first United Nations Decade for the Eradication of Poverty; the United Nations Joint and Co-sponsored Programme on HIV/AIDS (UNAIDS); co-ordinated follow-up to major United Nations conferences; the preparation of the special session of the General Assembly on review of implementation of

UNCED follow-up (Rio+5, 1997); the International Year of the Ocean (1998); the universal access to basic communications and information services; peace-building; relationship between the United Nations system and civil society. In 1997, the General Assembly of the United Nations proclaimed the Year 2000 as the International Year of the Culture of Peace, with UNESCO as lead agency.

B. Relations with non-governmental organizations (NGOs), foundations and other institutions

(19)

The 1996-1997 biennium was particularly significant as regards co-operation with NGOs, following the adoption by the General Conference at its 28th session of the new 'Directives concerning UNESCO's relations with non-governmental organizations' (28 C/Resolution 13/42) because their implementation led to a series of reforms and concerted action. The reclassification of organizations maintaining official relations under the previous directives led, after in-depth analysis of each file, to the establishment of formal relations with 79 NGOs and networks and operational relations with 156 NGOs.

(20)

The first regional consultation of the 62 regional and international NGOs in the Arab States was held in Amman, Jordan (March 1996). In Africa, four preparatory subregional consultations were held in 1997. The 25th International Conference of NGOs, held at UNESCO Headquarters in June 1996, brought together representatives of some 70 NGOs and three regional or subregional networks of NGOs. New working arrangements for the International Conference and for the Committee that it elects were prepared and approved by the Executive Board at its 151st session (Spring 1997). An Extraordinary Conference of NGOs was convened by the Director-General in November 1997, at which the community of non-governmental organizations largely supported the new working arrangements that had been introduced.

(21)

The need for enhanced information sharing and flow between NGOs and the Secretariat, and among different units of the Secretariat, has been one important lesson learnt

over the reclassification exercise. More interaction at the regional level with field units, and better feedback of relevant information to Headquarters, is essential. The future house-wide implementation of a database on co-operation with NGOs will address these issues.

SPECIAL ACTIVITIES

A. Relations with parliamentarians

(22)

The mobilization and sensitization of parliamentarians are a key factor in the promotion of UNESCO's major projects, particularly as regards the culture of peace. Many meetings were organized between the Director-General and national parliamentary delegations (Albania, Australia, Brazil, Cambodia, Canada, Colombia, Czech Republic, Gabon, Germany, Guatemala, Iceland, Italy, Lithuania, Malawi, Mexico, Netherlands, Poland, Republic of Korea, United Republic of Tanzania, Uruguay and Viet Nam). Similarly, many delegations of parliamentary assemblies of international organizations visited Headquarters (the Parliamentary Assembly of the Council of Europe, the Amazonian Parliament and the Inter-Parliamentary Union). Co-operation with the National Assembly and the Senate of the host country increased considerably.

(23)

The Organization made a point of being represented at the regular sessions of the International Assembly of French-Speaking Parliamentarians, the Parliamentary Assembly of the Council of Europe, the Parliamentary Assembly of the Organization for Security and Co-operation in Europe, the Latin American Parliament, the Andean Parliament and the Central American Parliament.

(24)

The many parliamentary conferences in which UNESCO participated included the Conference of the Americas held on the theme 'Towards the Americas of 2005, Democracy, Development and Prosperity' which was held in September 1997 at the National Assembly of Quebec. Similarly, UNESCO, in co-operation with UNFPA, participated in the organization of the regional conference of Presidents of Education Commissions of Latin America and the Caribbean

which was held at the Chilean Parliament in March 1998 on the theme 'Education, Population: Adolescence and Venereal Diseases on the American Continent'. The Inter-Parliamentary Conference on Education, Science, Culture and Communication on the Eve of the Twenty-First Century was organized jointly by the Inter-Parliamentary Union and UNESCO at Headquarters in June 1996. UNESCO took part in the half-yearly conferences of the Inter-Parliamentary Union in Cairo (Egypt), Seoul (Republic of Korea), Istanbul (Turkey) and the specialized conference 'Towards Partnership between Men and Women in Politics' which was held in New Delhi (India) in February 1997. In June 1997, the UNESCO-Inter-Parliamentary Union Agreement was signed at the Organization's Headquarters in the presence of Mr Ahmed Fathi Sorour, President of the Inter-Parliamentary Council and Mr Pierre Cornillon, Secretary-General of the Inter-Parliamentary Union. Mr Miguel Ángel Martínez, President of the Inter-Parliamentary Council of the Inter-Parliamentary Union, addressed the members of the General Conference at its 29th session. Groups of parliamentarians who are friends of UNESCO were formed in the national parliaments of the following countries: Argentina, Brazil, Bulgaria, Israel, Japan, Russian Federation, Thailand and Venezuela.

B. Relations with Portuguese-speaking countries

(25)

The following activities were organized to promote co-operation among five African countries: an institute for training and further training in the media for the Portuguese-speaking African countries (funded under Portugal/IPDC funds-in-trust), a television documentary series 'Meet Africa', the broadcasting of 'Globo Ciência' programmes, and the 'General History of Africa' – a four-volume publication in Portuguese.

C. Relations with small Member States

(26)

A report on activities in favour of small Member States during the 1996-1997 biennium was presented to the 150th session of the Executive Board, as well as to Ministries of Education, Permanent Delegates and

National Commissions of small Member States. A quarterly newsletter, entitled *Small States Big Issues*, was issued during the 29th session of the General Conference.

(27)

In addition, UNESCO organized jointly with the Commonwealth Secretariat, and in collaboration with the Ministry of Education of Grenada and the Association of Caribbean Tertiary Institutions (ACTI), a workshop on the Management of Tertiary Institutions in Small States (Grenada, March 1997). Participants from 20 small Member States shared experience and identified strategies for developing and strengthening the management of multi-faceted institutions.

(28)

The 'Focus on the Pacific' process was launched on 1 November 1997 to enable small developing island states of the Pacific subregion to draw up their own agenda for peace and development within UNESCO's fields of competence. It is envisaged to establish a similar arrangement for the Caribbean countries.

(29)

Other activities included: development and updating of the computerized data bank, recapitulating the requests submitted by LDCs and the Member States of Africa under the regular programme, activities funded from extrabudgetary resources and the Participation Programme; publication of two brochures to promote the Organization's activities in poor countries; identification and formation of new partnerships for the execution of development projects (Forum Francophone des Affaires, African-American Organization, Canal France International, the Ile-de-France Region, the Bruxelles-Capitale Region); promotion of relations between micro-credit institutions and development agents, with a view to benefiting from educational services in LDCs.

(30)

Nevertheless, although the progress made by UNESCO in executing its LDC development programmes over the past biennium has been welcomed by the representatives of these Member States and has been appreciated at the operational level, it is still modest when compared with the deadlines and objectives laid down in the United Nations Ten-Year Programme of Action on behalf of these countries. It is increasingly necessary to adopt a firmer strategy for seeking extrabudgetary funds.

D. Information and dissemination activities

(31)

Some 188 country profiles were prepared for the 29th session of the General Conference. More than half these country profiles were revised and converted in order to standardize their format and structure. The Intranet site for the Bureau of External Relations was established. The UMS database continued to be maintained and updated (in collaboration with DIT/APP).

(32)

At the request of the Executive Board at its 152nd session, a summary list of all UNESCO Prizes indicating the extrabudgetary funding sources and the amounts charged to the Organization's regular budget, including staff costs, was prepared for submission to the Executive Board at its 154th session.

(33)

The Official Correspondence Guide was updated on the basis of the replies received from the Member States, and a new edition is being printed.

PARTNERSHIPS FOR THE TWENTY-FIRST CENTURY

(34)

A special unit was created in order not only to strengthen existing partnerships, but also to build new ones, notably with all those who, within civil society, are in a position to put across UNESCO's message and action.

(35)

The Millennium Foundation, a United Kingdom based charity, joined forces with UNESCO in setting up a programme of celebrations to be held in every time zone around the world and a global television event to raise substantial funds for youth and environmental projects into the year 2000 and beyond.

(36)

The Valencia Third Millennium Project, implemented jointly by the City of Valencia, UNESCO and ADC New Millennium, held its inaugural conference in January 1997. The crucial issue of water was the theme of Valencia's second Conference in December 1997 on 'Water Management in the Twenty-First Century'. The events have attracted considerable media interest and a wide international coverage.

Administrative and budgetary information

186

Appropriation line	Regular budget	Extrabudgetary resources
	\$	\$
Bureau for External Relations		
Activities	3 944 473	328 000
Participation Programme	2 427 319	–
Personnel	17 145 823	–
Total, BRX	23 517 615	328 000

2. Support services

Conferences, meetings, languages and documents

(37)

The Conference Division was associated with the preparation, organization and functioning of 268 meetings convened by UNESCO and 246 meetings hosted on a rental basis. Total rent amounted to 3,652,655 francs. This figure is lower than that for the previous biennium, during which several major ministerial conferences organized by the French Government were held at Headquarters.

(38)

The interpretation workload represented 11,412 interpreter/days (as against 11,570 interpreter/days in 1994-1995), 90 per cent of which were covered by supernumerary interpreters and 10 per cent by permanent interpreters. This represents a decrease of 1.37 per cent compared with the previous biennium. There were 479 meetings with interpretation in 1996-1997, as against 450 in 1994-1995, an increase of 6.44 per cent compared with the previous biennium.

(39)

The number of pages translated fell slightly in 1996-1997, amounting to 103,814 as against 110,945 in 1994-1995. The Translation Division made up for the reduction in its staff numbers by again resorting heavily to temporary assistance and outside translators. The computerization of translation work continued, in particular as a result of the development of the aid available on the Intranet and the Internet. Much of

the word processing hardware and software of the composition units was renewed and this made it possible to further improve the productivity and quality of their work. The local area network covering the translation sections, composition units and other documents production and control units continued to be modernized.

(40)

The Terminology, Documentation and Reference Section continued to computerize the data bases of its Documentation and Reference Centre and began to make them accessible to translators on the local network. The Terminology Unit continued to produce new editions of glossaries (names of Member States; structure of the Secretariat; committees and other organs of UNESCO; international intergovernmental and non-governmental organizations; acronyms and titles related to the activities of the Intergovernmental Oceanographic Commission, etc.). It should soon be possible to consult these glossaries on the Intranet.

(41)

The volume of printing carried out in the workshops of the Documents Division fell by some 20 per cent, after the sharp increase of the previous biennium. This reflects a reduction in the volume of documentation printed and increased recourse to subcontracting. The modernization effort, especially in the technical units upstream of the printing process proper (photocomposition and photogravure), continued with the acquisition of high-performance computerized equipment.

Administrative and budgetary information

188

Appropriation line	Regular budget	Extrabudgetary resources
	\$	\$
Programme Support Services		
Activities	3 346 854	-
Personnel	28 149 661	-
Total	31 496 515	-

III

IMPROVEMENT OF THE FUNCTIONING OF THE ORGANIZATION

III. Improvement of the functioning of the Organization

1. Decentralization and relations with established offices away from Headquarters

190

(1) Ten new field offices were established during the 1996-1997 biennium, bringing their total number to sixty-four. With a view to improving the overall quality of service rendered by staff, the Organization continued its efforts to rotate staff regularly between the field and Headquarters. To this effect rotations during the 1996-1997 biennium were as follows: (i) 41 transfers from Headquarters to the field; (ii) 25 transfers from the field to Headquarters; and (iii) 44 transfers between field offices. For that biennium, 23.2 per cent of Professional staff were decentralized to the field as compared to 22 per cent for the previous biennium. As far as decentralization of financial resources is concerned, during the 1996-1997 biennium, some \$109.5 million of regular programme funds, representing 34.2 per cent of the total budget under Part II in document 28 C/5 Approved, were decentralized to field offices. The decentralization of extrabudgetary resources increased from \$29.6 million (23 per cent of total extrabudgetary resources) in 1995 to \$50.4 million (39 per cent of total extrabudgetary resources) in 1997, which constitutes a progressive increase of \$20.8 million (70.2 per cent) over that of 1995.

(2) Measures continued to be taken to further improve co-ordination between field offices and strengthen their inter-sectoral and interdisciplinary responsibilities, especially as regards programme implementation. Training in modern management methods with emphasis on project management and administrative skills was organized for the professional and administrative staff of the units/offices at the field level. In addition, the Administrative Officer Tutor Scheme – a twinning arrangement between field offices initiated in 1995 on an experimental basis – was progressively expanded to cover other offices.

(3) Following a detailed report (152 EX/23) on the progress made since the 142nd session of the Executive Board in the implementation of the recommendations on decentralization, the General Conference, at its 29th session, adopted a resolution calling for standard-setting guidelines for the rational implementation of decentralization. At that

session a sample of projects and activities implemented by field offices was presented to delegates and participants for a better understanding of the actual work of the field offices' network. As part of the continuing efforts to improve the effective implementation of the decentralization policy and to enhance co-ordination among Headquarters and field offices several meetings were organized with the Directors/Heads of field offices and various Sectors/Bureaux/Divisions/Units at Headquarters during the 29th session of the General Conference. These consultations resulted in the preparation of a position paper entitled 'Implementation of UNESCO's Decentralization Policy'. Pursuant to this, a high-level task force headed by the Deputy Director-General, was established for the purpose of examining these recommendations contained in this paper and for proposing to the Director-General the relevant follow-up action.

(4) The series of regional brochures (launched in 1995) illustrating the activities of the Organization in various regions have now been completed for four regions: (i) *Joining forces for democracy development and cultural diversity*, covering Latin America and the Caribbean was published in October 1995; (ii) *Celebrating diversity, cultivating development, creating our future together*, covering the Asia and the Pacific region was published in October 1996; (iii) *Lighting up the future in the mirror of the past*, covering UNESCO's activities in the Arab States region and *Voices, values and development: reinventing Africa*, covering the Africa region were both published in October 1997 and made available to participants during the 29th session of the General Conference.

(5) Within the framework of the Ad Hoc Group on Extrabudgetary Activities a survey was undertaken on the effects of decentralization on the generation and implementation of extrabudgetary projects. Based on the results of this study, efforts were made to strengthen field offices' capacity to adequately perform these functions. PER/TRA in collaboration with BER is presently examining the possibilities of organizing training courses for field offices staff in the generation and management of extrabudgetary projects.

2. Evaluation

(6)

In compliance with the Director-General's instructions contained in DG/Note/96/12 of 8 March 1996, measures were taken to ensure that evaluation occupies an increasingly important role in the preparation of the Organization's planning documents as well as in the execution of the approved activities. More attention was given to a more economical utilization of funds allocated to evaluation. Thus, out of the 18 evaluations envisaged in the biennial evaluation plan, three were redesigned or abolished for lack of adequate resources or unavailability of relevant data. One evaluation was transformed into an international comparative study for its presentation to the International Conference on Adult Education (Hamburg, July 1997). The evaluation of the UNESCO-UNITWIN Chairs Programme was done internally.

(7)

In comparison with the previous biennium, a greater number of them were presented to different governing bodies of the Organization and to the Steering and Advisory Committees of different programmes and projects. On the whole, programme and project evaluation occupied an increasingly important place on their working agenda (Advisory Committee on education for peace, human rights, democracy, international understanding and tolerance; the Bureau of the IPDC Intergovernmental Council). Three evaluations, i.e. on UNESCO field offices in the Arab States region, the transdisciplinary project 'Environment and population education and information for development' (EPD), and on the Participation Programme, were examined by the Executive Board, and the external evaluation of the quality of the consultancy services under extrabudgetary activities was examined by the Executive Board's group of experts. As far as possible results of the evaluation, even in their preliminary form, were used for the elaboration of the Draft Programme and Budget for the next biennium. The present Director-General's report contains brief summaries of all the evaluations carried out during the report period 'blue boxes'. Their results were also communicated

to the Executive Board in the Director-General's reports on programme implementation.

(8)

Work continued on the improvement of the evaluation methodology. The Central Programme Evaluation Unit published Guidelines for the integration of gender issues in evaluation and monitoring activities as well as a Checklist on the integration of gender guidelines in the evaluation of UNESCO's programmes. The work on the computerized system PROMIS has been completed. The software was redesigned to better suit programme evaluation needs, in particular through the creation of its Internet-based module. Its full operationalization depends now upon the introduction of a comprehensive computerized programme monitoring system being currently developed in UNESCO of which PROMIS should be an integral part.

(9)

The period under review was characterized by an increased involvement of National Commissions in the evaluation activities. It ranged from the provision of the necessary technical support to evaluation missions, involvement in the selection of candidates for the execution of external evaluations, preparation of replies to the evaluation questionnaires, to direct participation in some of the evaluations. Their participation will be further strengthened in the future.

(10)

Lessons learnt from the experience of the biennium under review indicate the need for a more systematic involvement of the Executive Board in the examination of the results of different evaluations and following up the implementation of their findings and recommendations. The introduction of a new comprehensive information system on programme execution with its focus on performance measurement based on results would create conditions for a more rapid implementation and better quality of programme evaluations in the future.

3. Human resources

192 RECRUITMENT

(11)

Further initiatives were taken by the Bureau of Personnel to support management in its endeavours to improve the recruitment process. These include: (i) advertising vacancies through the Intranet thus reaching a larger population of UNESCO staff; (ii) analysing candidates' qualifications and experience systematically against requirements of advertised posts; and (iii) improving communication by acknowledging receipt and informing candidates of the results of recruitment exercises.

(12)

Equitable geographical distribution remains a most important objective. On several occasions, the Director-General invited non- and under-represented Member States to play a more active role by diffusing more widely vacancy notices and in submitting qualified candidates. By the end of the period under consideration, the first of a series of recruitment missions to such Member States was carried out.

(13)

The Bureau of Personnel continued to develop and implement tools to facilitate sectors/bureaux/offices in carrying out their evaluation of candidates during the recruitment process and to further improve the quality of recruitment activities. For example, a Recruitment Handbook and an Interview Guide, now being printed and distributed within the Secretariat, were elaborated.

PERFORMANCE APPRAISAL SYSTEM

(14)

Following a number of modifications introduced during the last biennium, the performance appraisal system is still being carefully monitored with a view to improving its effectiveness and objectivity. While progress on certain aspects has been made, the general trend has not significantly changed, as the following statistics illustrate: Rates A: 15 per cent; B: 64 per cent; C: 20 per cent. However, a slight increase in the number of cases rated D (15 cases) and E (4 cases) have been observed.

REPORTS BOARD

(15)

The Reports Board pursued its mission in advising the Director-General on, and monitoring the applications of, the performance appraisal system. It examined 22 cases of performance appraisals contested by staff members and reviewed 50 'A' ratings assigned to staff members for outstanding performance.

MERIT-BASED PROMOTION SYSTEM

(16)

Within the framework of the Merit-Based Promotion System, the Senior and Junior Staff Promotion Boards (SSPB and JSPB) met during November and December 1996 to examine the recommendations submitted by sectors/bureaux/offices proposing the names of Professional and General Service staff members to be included in the list of colleagues 'fit for promotion for 1997-1998'. As a result, 185 staff members have been included on this list (131 General Service staff and 54 Professional staff) out of which 106 (76 GS and 30 P) appeared on the 1995-1996 promotion list.

(17)

According to the provisions of the Merit-Based Promotion System, a staff member placed for the second time on the 'fit for promotion' list could be promoted by raising his/her grade while maintaining the post at its normal grade. However, promotions in this category are subject to a quota limitation (5 per cent of the total number of established posts in a given grade). In this context, the Director-General decided in December 1997 to grant 91 such promotions (77 as from 1 January, and 14 as from 1 July 1998), the breakdown being as follows:

Category	Professional category	General Service and local category	Total
Location			
Headquarters	22	43	65
Field	3	23	26
Total	25	66	91

EQUALITY BETWEEN MEN AND WOMEN WITHIN THE SECRETARIAT

(18)

UNESCO's commitment to improve the status of women in the Secretariat is confirmed by the positive trend which shows that the percentage of professional women has increased from 36.59 as of 1 July 1996 to 39.67 as of the end of 1997. Moreover, in accordance with the target set by the Director-General concerning the appointment of new staff, statistics show that, during the biennium, the percentage of the appointment of women at Headquarters was 52.3. The Advisory Committee on Equal Opportunities (ACEO) after a series of meetings, has submitted its first report with a special focus on the improvement of the status of professional women in the higher ranks (P-4 level and above).

YOUNG PROFESSIONALS PROGRAMME

(19)

In 1997, out of 80 under- and non-represented Member States invited to submit candidatures, 204 candidatures were received from 40 countries. Twenty-seven candidates were subsequently interviewed in October 1997 out of which 15 (including nine women) have been appointed.

STAFF TRAINING

(20)

The Staff Training Handbook designed for 1995-1997 has been implemented, resulting in a total of 244 staff members participating in the following courses: supervisory skills, time management, developing interpersonal skills in a multi-cultural environment, the professional secretary, UNESCO administrative practices and procedures, contract drafting in English and French. In addition, three orientation courses for 90 participants were organized.

(21)

A workshop for administrative officers and administrative staff in Asia was piloted in December 1997 in the UNESCO Bangkok Office for 22 participants. In light of the results achieved and since this experience was positively evaluated

by all parties concerned, it will be introduced in other major Regional Offices.

(22)

Training needs are particularly significant in information technology as proved by the increasing number of requests received from staff members. The Bureau of Personnel has developed and presented many of the required courses, particularly in new areas such as introduction to networks, the Internet/Intranet, Hypertext Markup Language (HTML). One hundred and thirty-six computer courses for 992 participants and 211 individual self-study sessions were organized.

ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(23)

During 1996-1997 the management of staff resources was guided by the personnel policy defined by the Director-General and the governing bodies of the Organization following internal and external reviews in the early 1990s. Progress was noted in the recruitment process, staff evaluation and merit-based promotion system, though not all the objectives in these areas were met. More significant achievements were noted regarding the representation of women in the Secretariat and the recruitment of Young Professionals.

LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(24)

To prepare for the Secretariat of tomorrow, UNESCO is pursuing the following objectives in its personnel policy in order to: (i) refine and focus further its recruitment techniques, looking for a core staff who are capable of managing resources and activities relying on a pool of outside expertise to support specific activities for short periods of time; (ii) improve further the evaluation of staff performance and introduce reliable criteria for rewarding good performance as well as punishing inadequate performance; (iii) institutionalize an effective system of staff mobility and rotation; and (iv) upgrade its staff training programme, especially the management development programme.

4. Management systems and general administration

FINANCIAL ADMINISTRATION

(25)

Collection of contributions and cash flow

- During 1996-1997 the Director-General and the Secretariat continued their efforts to collect contributions through personal representation, telephone calls and written communications. Because of the difficult cash situation relating to arrears of contributions accumulated in previous years, the Director-General operated a contingency mechanism to slow down cash outflow. By the end of 1997 the arrears situation had improved since they represented 40.18 per cent of current-year assessments, as compared with 46.85 per cent at the end of the preceding biennium. There was no external borrowing at the end of 1997, as compared with \$20 million in external borrowing at the end of 1995. In this context the approved budget resources of the Organization were utilized in full.
- Although there were frequent borrowing requirements mainly from internal sources during the biennium, prudent management enabled interest costs to be kept down to the level of \$2.1 million, which is about 0.04 per cent of the regular budget. Interest has been absorbed in full within miscellaneous income, at no additional cost to Member States and without any reduction in resources available for programme purposes.
- The improvement experienced in the matter of collection of contributions and cash flow occurred in an environment of reforms approved at the 28th session of the General Conference. These reforms concerned procedures for dealing with requests for voting rights from Member States falling under the sanction foreseen in Article IV.C, paragraph 8, of the Constitution on the one hand, and on the other measures to encourage prompt payment of contributions through the allocation of increased resources to the incentive scheme approved by the General Conference.

(26)

Report of the External Auditor and audited financial statements

The report of the External Auditor and the audited financial statements for the 1994-1995 biennium were submitted to the Executive Board and the General Conference at its 29th session. The opinion expressed by the External Auditor on those accounts made no reservation or qualification regarding the form, content and material correctness of the financial statements. In his report the

External Auditor made a number of recommendations regarding financial and operational management which are being followed up.

(27)

Rationalization of working methods and informatics support

- During 1996-1997 the Bureau processed 831,913 accounting entries and issued 28,812 financial statements, financial reports, letters and other written communications. Despite this increasing volume of work and the financial servicing of an increasing number of field offices, the Bureau of the Comptroller has been reduced by four posts during 1996-1997 and two further posts in document 29 C/5. These staff reductions are being gradually absorbed through structural reorganization within the Bureau, rationalization of working methods with informatics support and use of temporary assistance as necessary. Increased use is being made of local area networks, stand-alone microcomputers and spreadsheet applications.
- A field office Financial Informatics Programme was developed for more efficient administration in a decentralized environment. The programme was installed in three field offices and tested there, prior to establishment of an interface for direct electronic downloading of receipts and payments to the central Headquarters financial records. The programme provides field offices with the means to monitor their budgets, improve treasury management and accelerate accounting. It will be progressively introduced into all major field offices during the 1998-1999 biennium.
- In the Treasury Division electronic banking instructions have been processed on a local area network since the beginning of 1996. This system originally introduced for dollar transfers has since been extended to many other major convertible currencies. In this way 9,853 transfers were effected electronically during the biennium for a total of \$1,007 million, with a considerable saving in bank charges.
- At the beginning of the biennium a second Travel Agency was introduced to provide travel services at Headquarters. A survey conducted during the last quarter of 1996 among frequent travellers and their managers showed appreciation of improvement in the services provided under this new arrangement. The positive effects of the competition thus created amongst two travel agencies may be seen in the light of improved savings in the cost of air

fares through the application of reinforced austerity measures in travel standards. Theoretical savings measured as actual costs of air fares compared with published full fares during the 1996-1997 biennium amounted to some \$7.7 million or 44.1 per cent, as compared with \$7.2 million or 38.1 per cent for the previous biennium.

- In order to respond to training needs required to support increased decentralization with a corresponding increase in the number of administrators in field offices, a comprehensive guide to financial administration designed as a distance learning package has been produced by the Bureau of the Comptroller with the assistance of the Bureau of Personnel. It was distributed to all field office Directors/Heads during the 29th session of the General Conference. The distribution of the Guide was followed by a regional training session attended by administrative staff of field offices in the Asia and the Pacific region with the participation of the Bureau of the Comptroller.
- The total sales of coupons during 1996-1997 amounted to \$12.8 million, almost entirely to developing countries. This programme enables Member States with currency difficulties to purchase educational and scientific materials from suppliers requiring payment in convertible currencies.

BUREAU OF DOCUMENTATION, INFORMATICS SERVICES AND TELECOMMUNICATIONS

I. MAIN RESULTS

(28)

The 1996-1997 biennium was the final period of the Information Resources Development Plan (IRDP), whose main results were as follows: (i) production of a master plan containing guidelines for UNESCO's informatics and information activities in the years ahead, proposing ten or so projects for the development of the Organization's various informatics systems; (ii) cabling of the telephone and informatics networks throughout the Bonvin-Miollis site, and expansion of existing communication capacities between this site and Fontenoy. Cabling of building 3 (Japanese Garden) of the Fontenoy site and initial work on new cabling for building 4 (the patios), which houses much of the Administration (PER, BOC, DIT) together with the offices of the Executive Board and the General Conference. This work should be finished by early summer 1998; (iii) widespread installation of local area networks linking

the entire Secretariat with a number of Permanent Delegations and NGOs; (iv) start of the development of new systems for greater administrative control of supernumerary contracts, and of the installation in field offices of a new informatics system to expedite the sound administrative management of such contracts; (v) preliminary work on the preparation of an up-to-date informatics system to underpin the new methods recently introduced for the preparation of the Organization's programme, and the evaluation and monitoring of programme activities by objectives and results; (vi) the use of electronic mail by members of the Secretariat doubled in a single year (from 1996 to 1997) in terms of the number of messages. Some 2,000 persons, including the Permanent Delegations and NGOs with offices at Headquarters, now use this means of communication. On average, 6,000 messages are sent every day. Electronic mail is the main channel of communication with the field offices. Databases, such as MAKEDA, UMS (UNESCO in its Member States) and UNESDOC (on-line documents), are available on the Intranet and are frequently consulted by members of the Secretariat; (vii) training of UNESCO staff members in the new technologies, with the holding of 136 courses for 992 participants on the various subjects relating to the use of informatics. Other ways of assisting this change are also used, ranging from straightforward demonstrations to individual coaching in particular cases; (viii) as part of the modernization of the informatics systems on which the Organization's administrative functioning is based, preliminary work has begun on changing these major systems and will continue for at least three to four years, given the great complexity of the problem and the resources available; (ix) use of the Internet (the Web) has become the basic means of communication both within UNESCO and for the dissemination of information to the outside world; (x) installation of a new and very modern telephone switchboard providing users with new services and considerably reducing the cost of telecommunications; (xi) modernization of the mainframe informatics equipment to increase its processing capacity and linkage with the rest of the network, while lowering operating costs; (xii) new field offices were connected to the UNESCO network and offices that were already connected formed local area networks. This has become a major tool of the Organization's decentralization policies; (xiii) installation of a more efficient user support system (Help Desk), providing better management of the Organization's informatics equipment and assistance for decision-making with regard to standards, training and the allocation of resources.

II. ANALYSIS OF PROGRAMME IMPLEMENTATION AND INTERNAL EVALUATION

(29)

Most of the planned activities were implemented. The major difficulty lies in the disparity between the ever-growing need to introduce new technologies and modernize systems and the availability of the necessary human and budgetary resources. The use, whenever possible, of outside subcontracting to carry out activities does not by itself make up for the lack of resources.

III. LESSONS LEARNT AND IMPLICATIONS FOR THE FUTURE

(30)

The more direct and intensive involvement of the users of informatics systems alongside technicians and experts makes an important contribution to progress, both in regard to the functioning of existing systems and, above all, in regard to the design and development of new systems. The information technology master plan has to be monitored and updated in the light of progress and technological change. The wide-ranging enlistment of all informatics skills, whether within the Bureau of Documentation, Informatics Services and Telecommunications (DIT) or in the sectors and services, combined with an effort to improve co-operation among them, is essential for making the best possible use of these

skills and for offsetting, at least partially, the lack of resources available to DIT.

MANAGEMENT AND AUDIT

(31)

- The Inspectorate-General continued to perform its functions of inspection, investigation, study and internal audit. Special attention should be drawn to the methodological work carried out upstream and downstream of operational and management audits, which enabled the Inspectorate-General to concentrate more closely on its principal task of backing up the Administration and helping to improve the functioning of the Organization. Special reference should also be made to the operational and management audits carried out on extrabudgetary activities, the status of female staff members within the Secretariat, computerized databases and field offices.
- Through the use of an integrated approach, the operational and management audits of field offices helped to pinpoint problems in the priority areas and to draw up a series of recommendations addressed to all field offices. On the basis of these studies the Inspectorate-General devised an integrated system of criteria and indicators for measuring the strategic importance of the field offices – a tool that has proved useful in managing them.
- A special effort was made to computerize the principal administrative texts (the UNESCO Manual, administrative circulars, etc.) which can now be consulted on-line.

ANNEXES

ANNEX A

Data concerning Member States

A.1 - List of the 186 Member States (and the 4 Associate Members) at 31 December 1997 and the dates on which they became Members of the Organization*

198

MEMBER STATES

Afghanistan.....	4 May 1948	Eritrea.....	2 September 1993
Albania.....	16 October 1958	Estonia.....	14 October 1991
Algeria.....	15 October 1962	Ethiopia.....	1 July 1955
Andorra.....	20 October 1993	Fiji.....	14 July 1983
Angola.....	11 March 1977	Finland.....	10 October 1956
Antigua and Barbuda.....	15 July 1982	France.....	4 November 1946
Argentina.....	15 September 1948	Gabon.....	16 November 1960
Armenia.....	9 June 1992	Gambia.....	1 August 1973
Australia.....	4 November 1946	Georgia.....	7 October 1992
Austria.....	13 August 1948	Germany.....	11 July 1951
Azerbaijan.....	3 June 1992	Ghana.....	11 April 1958
Bahamas.....	23 April 1981	Greece.....	4 November 1946
Bahrain.....	18 January 1972	Grenada.....	17 February 1975
Bangladesh.....	27 October 1972	Guatemala.....	2 January 1950
Barbados.....	24 October 1968	Guinea.....	2 February 1960
Belarus.....	12 May 1954	Guinea-Bissau.....	1 November 1974
Belgium.....	29 November 1946	Guyana.....	21 March 1967
Belize.....	10 May 1982	Haiti.....	18 November 1946
Benin.....	18 October 1960	Honduras.....	16 December 1947
Bhutan.....	13 April 1982	Hungary.....	14 September 1948
Bolivia.....	13 November 1946	Iceland.....	8 June 1964
Bosnia and Herzegovina.....	2 June 1993	India.....	4 November 1946
Botswana.....	16 January 1980	Indonesia.....	27 May 1950
Brazil.....	4 November 1946	Iran, Islamic Republic of.....	6 September 1948
Bulgaria.....	17 May 1956	Iraq.....	21 October 1948
Burkina Faso.....	14 November 1960	Ireland.....	3 October 1961
Burundi.....	16 November 1962	Israel.....	16 September 1949
Cambodia.....	3 July 1951	Italy.....	27 January 1948
Cameroon.....	11 November 1960	Jamaica.....	7 November 1962
Canada.....	4 November 1946	Japan.....	2 July 1951
Cape Verde.....	15 February 1978	Jordan.....	14 June 1950
Central African Republic.....	11 November 1960	Kazakhstan.....	22 May 1992
Chad.....	19 December 1960	Kenya.....	7 April 1964
Chile.....	7 July 1953	Kiribati.....	24 October 1989
China.....	4 November 1946	Kuwait.....	18 November 1960
Colombia.....	31 October 1947	Kyrgyzstan.....	2 June 1992
Comoros.....	22 March 1977	Lao People's Democratic Republic.....	9 July 1951
Congo.....	24 October 1960	Latvia.....	14 October 1991
Cook Islands.....	25 October 1989	Lebanon.....	4 November 1946
Costa Rica.....	19 May 1950	Lesotho.....	29 September 1967
Côte d'Ivoire.....	27 October 1960	Liberia.....	6 March 1947
Croatia.....	1 June 1992	Libyan Arab Jamahiriya.....	27 June 1953
Cuba.....	29 August 1947	Lithuania.....	7 October 1991
Cyprus.....	6 February 1961	Luxembourg.....	27 October 1947
Czech Republic.....	22 February 1993	Madagascar.....	10 November 1960
Democratic People's Republic of Korea.....	18 October 1974	Malawi.....	27 October 1964
Democratic Republic of the Congo ¹	25 November 1960	Malaysia.....	16 June 1958
Denmark.....	4 November 1946	Maldives.....	18 July 1980
Djibouti.....	31 August 1989	Mali.....	7 November 1960
Dominica.....	9 January 1979	Malta.....	10 February 1965
Dominican Republic.....	4 November 1946	Marshall Islands.....	30 June 1995
Ecuador.....	22 January 1947	Mauritania.....	10 January 1962
Egypt.....	4 November 1946	Mauritius.....	25 October 1968
El Salvador.....	28 April 1948	Mexico.....	4 November 1946
Equatorial Guinea.....	29 November 1979	Monaco.....	6 July 1949

* States shown in bold type became Members of the Organization in 1996 or 1997.

1. Zaire assumed the name of Democratic Republic of the Congo on 17 May 1997.

A.2 - Participation of Member States in UNESCO activities

(See explanatory notes on p. 210)

MEMBER STATES⁺

I	Replies to questionnaire on 29 C/5 Conventions, Ratifications/Acceptances/Accessions/Successions National Commissions										Number of experts and consultants serving in the field		Number of fellowships, study grants and travel grants		Equipment ordered in 1996-1997 (US \$ 1 000)		UNESCO coupons sold in 1996-1997 (US \$ 1 000)
	II	III	IV	V**	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV			
Afghanistan		2	x					1			2	16	16				
South Africa		3		B				4	8	6	8	88					
Albania		5	x			2			4		24	6	72				
Algeria		9	x			12		12		4	5		31	3 209			
Germany	x	22	x		3	7 194	6 316	30	19	14	2	715		3			
Andorra		5	x							1	4						
Angola		2	x	B		2			2		4	90	160	35			
Antigua and Barbuda		1	x								2						
Saudi Arabia		7	x			52			9								
Argentina	x	11	x	B		408	301	10	5	31	17	5	39				
Armenia	x	9	x			6			1		3		75				
Australia	x	23	x			132		38	2	55		21					
Austria		18	x	L		318	103	7	5	1	1	16					
Azerbaijan		6	x					1	5		8	264	281				
Bahamas		4	x														
Bahrain		4	x			1			3								
Bangladesh		8	x	B		3		4	4	1	17	93	159	419			
Barbados		7	x	B		1			1				28				
Belarus		9	x		1	47					14	35	90				
Belgium	x	13	x			190		25	8	14		76					
Belize		4	x			2											
Benin		2	x	B		1		11	13	1	4	15	60	2			
Bhutan		-	x						5		1	3	11				
Bolivia		9	x	B			14			48	54	19	19				
Bosnia and Herzegovina		15	x	B				2	25			458	733				
Botswana		1	x					1	4	4	7			2			
Brazil		18	x	B		471	7 218	7	12	56	16	159	166	1 164			
Bulgaria	x	17	x		2	7		3	3		2	100	129				
Burkina Faso		9	x	B				4	9	1	7	6	154	1			
Burundi		2	x	B				2	3		4	116	162	1			
Cambodia		10	x	B		1			44		12	447	460				
Cameroon	x	7	x	B				3	11	5	10	4	77				
Canada	x	8	x	B	1	475	33	33	7	11		284					
Cape Verde		2	x					3	5		1	64	120				
Chile		8	x	B		14	234	4	9	10	11	109	110	73			
China	x	10	x	B	1	774		7	25	43	92	527	516				
Cyprus		15	x			2			4		4						
Colombia		7	x		1	19	60	10	7	13	3			32			
Comoros		1	x						1				31				
Congo		5	x	B				2	4		3	16	126	11			

MEMBER STATES⁺

Replies to questionnaire on 29 C/5
 Conventions: Ratifications/Acceptances/
 Accessions/Successions
 National Commissions
 Host countries for HQs, centres and offices
 Host to UNESCO-organized conferences
 and meetings
 Voluntary contributions 1996-1997 - paid*
 (US \$1 000)
 Fund-in-trust arrangements 1996-1997 - paid
 (US \$1 000)

By nationality
 Number of experts
 and consultants
 serving in the field

By country of
 assignment

By country
 of study

By nationality
 Number of fellowships,
 study grants
 and travel grants

By country of
 procurement

By country
 of delivery

Equipment
 ordered
 in 1996-1997
 (US \$1 000)

UNESCO coupons sold in 1996-1997
 (US \$1 000)

I	II	III	IV	V**	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV
Costa Rica		13	x	B		1	3 924		2	8	9	2	377	2 114
Côte d'Ivoire	x	6	x	B	2	692		11	56	8	1	46	305	7
Croatia	x	14	x			10					1	108	233	
Cuba	x	14	x	B	1				3	3	46	73	99	
Denmark	x	20	x			2 628	9 546	26	6	1		175		
Djibouti		-	x					1	1		2			1
Dominica		5	x								1			1
Egypt		17	x	B	1	6		5	23	29	24	180	709	550
El Salvador		12	x	B		1		2	6		1	93	93	
United Arab Emirates		2	x				210		4			11		
Ecuador		18	x	B		1	58	4	8	162	165	87	87	
Eritrea		-	x						8		5	32	96	
Spain	x	20	x		2	354	295	20	13	24	1	1	14	4
Estonia	x	4	x			1					1			
Ethiopia		1	x	B	1	1		4	13		8	70	206	2
The former Yugoslav Republic of Macedonia		19	x			1					1			
Russian Federation	x	19	x	B	1	406		18	8	38	21	216	247	
Fiji	x	5	x			1			1		2			1
Finland	x	18	x			1 373	242	7			1	17		
France	x	22	x			2 093	354	183	346	221	22	2 122		78
Gabon	x	5	x	B					4	6	4	34	35	2
Gambia		2	x			1 331			12		44	53	101	40
Georgia		8	x			22			2	1	3		105	
Ghana	x	12	x		1	1		5	15	1	2	2	67	2
Greece	x	16	x		2	55	6	2	2	4				
Grenada		1	x						1			27	27	
Guatemala		16	x	B				3	6			88	117	
Guinea		12	x			251		9	17		4	7	13	
Guinea-Bissau		2	x						4		4		4	
Equatorial Guinea		1	x						4		1		13	
Guyana	x	1	x			1		2	1		2			12
Haiti		7	x	B				4	22		15	257	293	
Honduras	x	5	x			2		1	1					
Hungary	x	17	x			12		3	2	1	1			
Cook Islands		-	x							1	1	35	35	
Marshall Islands	x	-												
Solomon Islands		5										42	42	
India		15	x	B	2	317		22	32	35	39	76	100	23
Indonesia		7	x	B		15		3	25	9	20	100	100	
Iraq		11	x					3	6	2	1	90	2 811	

MEMBER STATES ⁺	Replies to questionnaire on 29 C/5 Conventions, Ratifications/Acceptances/Accessions/Successions National Commissions										Number of experts and consultants serving in the field		Number of fellowships, study grants and travel grants		Equipment ordered in 1996-1997 (US \$ 1 000)		UNESCO coupons sold in 1996-1997 (US \$ 1 000)
	II	III	IV	V**	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV			
Iran (Islamic Republic of)	x	9	x	B		6		1	4	4	11		52	513			
Ireland		10	x			53		4		1							
Iceland	x	5	x			9											
Israel	x	14	x			81		6	5	66	1	31		2			
Italy	x	24	x	B	3	37 367	3 047	39	11	19	2	593	302				
Libyan Arab Jamahiriya		11	x		1				15		1	16	646				
Jamaica	x	4	x	B	2	1			5	4	7	63	63	14			
Japan		15	x		2	3 436	8 783	25	5	24	1	1 556		2			
Jordan	x	12	x	B	1	1		9	15	22	5	2 470	99				
Kazakhstan		6	x	B		409		2	12		4	92	93				
Kenya	x	12	x	B	1			13	25	10	28	11	80	1			
Kyrgyzstan		7	x						3		4	78	185				
Kiribati		-							1								
Kuwait		5	x			55			5			34	50				
Lesotho		2	x					3	9	3	3						
Latvia	x	3	x			3					3						
Lebanon	x	11	x	B		1	586	9	20	11	10	104	109				
Liberia		4	x						1		3	36	83				
Lithuania		5	x			6			1	1	4						
Luxembourg		14	x			220	196		1	2							
Madagascar	x	8	x					5	17	6	19	202	358	1 629			
Malaysia		5	x	B		121		3	7	21	19		26				
Malawi		6	x			1		2	7		13	81	89	222			
Maldives		2	x			1			2		1	85	85				
Mali	x	5	x			219		5	21	3	7	129	420	2			
Malta	x	12	x			1				1	1						
Morocco	x	21	x	B		1 190		7	24	7	16	163	327				
Mauritius		8	x		1	3		3	4	1	2			2			
Mauritania		4	x					1	10	6	4	32	274	57			
Mexico	x	13	x	B	2	59		7	4	37	20	342	382				
Monaco		13	x		1	6											
Mongolia		7	x			2			13		7	81	108				
Mozambique		1	x	B	1	1		4	19	2	13	344	404				
Myanmar		3	x		1	2		6	13	1	4	267	2 080				
Namibia	x	2	x	B				1	18		4	33	107				
Nauru		-															
Nepal	x	4	x	B		1		4	16	1	17		6				
Nicaragua		13	x					7	3		1	132	135				
Niger		16	x			1		3	5		18	40	102	1			
Nigeria	x	11	x	B		268		8	4	53	79		66	2 679			

MEMBER STATES⁺

Replies to questionnaire on 29 C/5
Conventions: Ratifications/Acceptances/
Accessions/Successions
National Commissions
Host countries for HQs, centres and offices
Host to UNESCO-organized conferences
and meetings
Voluntary contributions 1996-1997 - paid*
(US \$1 000)
Fund-in-trust arrangements 1996-1997 - paid
(US \$1 000)

By nationality
Number of experts
and consultants
serving in the field
By country of
assignment
By country
of study
Number of fellowships,
study grants
and travel grants
By nationality
By country of
procurement
Equipment
ordered
in 1996-1997
(US \$1 000)
By country
of delivery
UNESCO coupons sold in 1996-1997
(US \$1 000)

I	II	III	IV	V**	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV
Niue	x	-	x								2			
Norway	x	21	x			5 514	4 078	13	3			75		
New Zealand	x	12	x			17	476	3		1	1			
Oman		6	x			3			3		2			
Uganda		5	x			37		1	12	10	14	20	36	290
Uzbekistan	x	3	x	B	1				9	6	14	31	127	
Pakistan		12	x	B	1	35		7	12	12	24	85	134	313
Panama		18	x	B		1			6		2		8	
Papua New Guinea	x	2	x						2		3			2
Paraguay		8	x			40			1	2	5	135	135	
Netherlands	x	22	x			4 796	6 964	60	8	23		160		
Peru	x	17	x	B	1	8		8	1		6	18	54	
Philippines	x	7	x		1	4		19	4	22	10	42	72	59
Poland	x	17	x			24		2	1	39	6		100	
Portugal		17	x		2	20	294	4	3	6	1			
Qatar		4	x	B		468			3		1	128	203	
Syrian Arab Republic		6	x			173		4	9	4	17		76	497
Central African Republic		4	x	B							3	46	120	1
Republic of Korea		10	x			552	194	1		17	2	17		287
Republic of Moldova		3	x			1			1		2	17	40	
Democratic Republic of the Congo		-	x	B				4	7		10	65	248	
Lao People's Democratic Republic	x	6	x		1	1			8	9	28	467	660	
Dominican Republic		9	x	B		4			2			2	32	
Democratic People's Republic of Korea		2	x						1		4	12	169	
Czech Republic	x	21	x			18			1	11	4			
United Republic of Tanzania		6	x	B		2		1	17	1	14		90	74
Romania	x	10	x	B		6		2	4		4	71	252	
United Kingdom of Great Britain and Northern Ireland		20				668		80	17	95	1	1 413		
Rwanda		9	x	B					11		4	392	639	
Saint Kitts and Nevis		1	x			3		2	2					
San Marino	x	6	x											
Saint Vincent and the Grenadines		9	x					1			1			
Saint Lucia		2	x						1			38	38	
Samoa		-	x	B					4	6	5	48	55	
Sao Tome and Principe		-	x						1		1	6	49	
Senegal		14	x	B	1	255		11	37	19	20	86	212	
Seychelles		1	x						2					
Sierra Leone		2	x			617		4	4		9	25	47	1
Slovakia		21	x			6				2	1			
Slovenia		22	x								1			

MEMBER STATES ⁺	Replies to questionnaire on 29 C/5 Conventions, Ratifications/Acceptances/ Accessions/Successions National Commissions Host countries for HQs, centres and offices Host to UNESCO-organized conferences Voluntary contributions 1996-1997 - paid* (US \$1 000)								Fund-in-trust arrangements 1996-1997 - paid (US \$1 000)		Number of experts and consultants serving in the field		Number of fellowships, study grants and travel grants		Equipment ordered in 1996-1997 (US \$1 000)		UNESCO coupons sold in 1996-1997 (US \$1 000)
	II	III	IV	V**	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV			
Somalia		-	x					3	3		1	151	151				
Sudan		4	x					8	4		9			346			
Sri Lanka		14	x			3		4	2	9	7	87	151	7			
Sweden	x	20	x			4 886	719	18	3	1		235					
Switzerland	x	16	x	L	1	1 288	190	6	46	49	4	715					
Suriname		3	x											1			
Swaziland		1	x						1		5			2			
Tajikistan		10	x						3		1	65	130				
Chad		1	x						11		13		135	1			
Thailand		4	x	B	1	11		8	49	30	6	29	11				
Togo		2	x					2	6	1	4			2			
Tonga	x	1	x								3	10	68	1			
Trinidad and Tobago	x	7	x	B		1				1	2	7	42	5			
Tunisia		16	x	B	2	4		7	6	2	7			3			
Turkmenistan		2	x			2			5		1	20	20				
Turkey	x	8	x			27		3	6	11	6						
Tuvalu		-	x														
Ukraine	x	10	x					1	2	1	15	63	141				
Uruguay		10	x	B	2	984		3	4	17	16						
Vanuatu		-	x						1	1							
Venezuela	x	13	x	B		1		2	4	6	8	49	49				
Viet Nam		5	x		1	1		1	11	3	24	108	114				
Yemen		3	x		1	4		3	15		5	47	381	85			
Yugoslavia		18	x					2		5	8	121	247				
Zambia		7	x	B				1	3		19	58	287	3			
Zimbabwe		2	x	B	1	1		3	11	15	9	121	186	4			

+ For technical reasons, the French alphabetical order has been maintained.

* Voluntary contributions received during the 1996-1997 biennium from non-Member States, non-governmental organizations and others are shown in the table on page 205.

** B = UNESCO Field Offices. L = UNESCO Liaison Offices.

**Voluntary contributions received during the 1996-1997 biennium from non-Member States,
non-governmental organizations and other bodies**

Non-Member States	Amount (US \$1 000)
United States of America	2 611
Non-governmental organizations and others bodies	
	Amount (US \$1 000)
AESC	25
Academia Sinica	100
African Development Bank	50
Africa Educational Trust	28
Aga Khan Trust, Geneva	297
AGFUND	591
AENA	17
Agenzia Nazionale Protezione Ambiente, Italy	47
Agnes B.S., France	17
Abou Shady	50
American Express	40
Andres Garcia Lavin	2
Antercom S.A.	20
Asian Development Bank	100
Assistance Ethno	54
Banco Santander	50
Bank of Brazil Foundation	290
Beem Blitz Electronics	2
B.I.D.	10
Bimantara	10
Bio-Pharm International	5
By Walk, Japan	39
CNRS (France)/Eur. Commission	40
ICSEM	10
CONACYT	25
Catholic Famine & Development Committee (C.C.F.D.)	118
Centro Studi e Laboratori Telecomunicazioni	3
Chagoury, G. Saint Lucia	2
City of Padua	10
Club Med. France	39
Commune Di Milano	29
Conselho Nacional de Desenvolvimento, Brazil	38
Consiglio Nazionale delle Ricerche, Italy	357
Contreras B.	1
CRT Foundation	6
Crestar	74
Diakonischeswerk, Germany	59
Earth, Science and Technology Organization	50
EDICEF	2
Edi. Primera, Spain	62
Elf Fondation	53
Ente Nazionale Energie Alternative, Italy	41

Non-governmental organizations and others bodies	Amount (US \$1 000)
ESA	12
Estate of Eleny Stimson	36
European Institute for Media	52
European Training Found./Eur. Comm.	36
European Union	2 228
Europese Culturelle Stichting, Amsterdam	3
Felissimo UC	758
Fondation Allemand	23
Fondation du Judaïsme, France	31
Fondazione Internazionale Trieste	6
Ford Foundation	253
Foreninen Freja, Denmark	3
Forestry Office, Italy	46
Frederking	18
Fundacion St. Maria, Spain	20
Fundacion R. Noble	4
Francoise Gallimard, Mme	50
Free Culture – Italian Association	6
Gedeon Prog.	1
Geosyntech, Italy	25
German UNESCO Clubs	4
GIT Co. Japan	10
Global Celebrations	15
Group An-Nahar, Lebanon	2
Giulio Einaudi Editore	22
Heinemann Publishers, Oxford	2
HRH Prince Talal	20
IDRC, Nairobi	108
Insieme per la Speranza 'Live AIDS' – manif.	60
INTAS	39
Inter-American Development Bank	279
Inter-American Dialogue	62
Intergovernmental Philatelic Corp. NY, United States	10
International Alert	6
International Council of Scientific Unions	2
International Reading Association	40
International Telecommunications Union	76
International Union of Pure & Applied Physics/Science	29
International Union for Vacuum Science & Applications	9
Isao Okawa	50
Istituto de Matematica Pura y Aplicada, Brazil	10
Istituto Nazionale di Fisica della Materia, Italy	41
Istituto Nazionale di Fisica Nucleare, Italy	147
Institut Français	17
Inst. Esp. Oceanography	27
Italian Episcopal Conference, Rome	61
IUCN – Gland	96

Non-governmental organizations and others bodies	Amount (US \$1 000)
Japan Airline	2
Jesuit Refugee Service	20
John. A. McCrane	100
J. Withrower	11
Keren Kayemeth Leisrael, Jerusalem	10
Kings College School of Medicine/E.C, United Kingdom	4
Kobi Graphics	101
Kodansha	46
Kuwait Foundation	50
Kuwait Arab Fund for Eco. & Social Dev.	67
Kuwait Foundation for Adv. of Sciences	97
L'Age D'Or	10
Lamy Immobilier, France	12
Leventis Foundation	11
Lions Club International	2
MacArthur Foundation	70
Madanjeet Singh	40
Mendeleeva University, Russia	10
NATO	29
National Environment Research Council, United Kingdom	25
National Research Council, Italy	235
National Technical University, Athens	31
National Universities Commission, Nigeria	135
Nederlandsse Organisatie voor Wetenschappelijke	10
Netizen, Japan	30
NFUAJ	701
Niwano Youth Foundation	6
NOAA, United States	189
Nomura	26
Norwegian Refugee Council	286
Overseas Dept. Administration, United Kingdom	202
Opera Lyon, France	27
OPEC	105
Organization of African Unity	3
Pablo Obregon, Colombia	1
Pilot Youth Farming	10
Pirasteh	10
Planetary Dialogues	63
Princess of Jordan	11
Private Committee for Venice	26
R. Aceres	27
R. Azod – G. Farmaian	3
Regione Calabria, Italy	33
Rheinland Sicherheit und Umweltschutz	24

Non-governmental organizations and others bodies	Amount (US \$1 000)
Rhone - Poulenc	161
Rich Foundation, Paris	15
Riva Calzoni, Italy	4
Ritz Hotel	30
Rockefeller Foundation	191
Rothschild Foundation	5
SADC/Netherlands	146
Sakhr Software, Egypt	50
Santander	50
Schweizerische Bank	7
Sincrotrone Trieste, Italy	30
Société Étienne Julien SA	2
Société Générale, France	39
Soros Foundation	56
Sudwestfunk, Baden-Baden, Germany	47
Swatch A.G., Switzerland	99
Tema Sweden	20
Terushi Tomita, Japan	43
Tokai Bank	5
Tresor Principal de la Coopération	20
Tribute Foundation	2
Tsereteli, Mr	75
Tuev Rheinland Germany	42
Unident	39
University of California	2
University of Göteborg	20
University of Jyvaskyla	1
University Polytechnic, Valence	5
University of Trieste, Italy	63
University of Trieste/Consorzio, Italy	3
UK Office of Science and Technology	150
US Department of Commerce	40
University Van Stellenbos	21
Wits University	20
Wellcome Trust, United Kingdom	3
Wendy Maddagiri Trust	11
World AIDS Foundation	396
World Monuments Fund	19

United Nations organizations voluntary contributions	Amount (US \$1 000)
IAEA	3 652
UNDP (Voluntary Contributions)	22
United Nations Environment Programme	119
United Nations General Fund	295
United Nations Office Vienna	17
United Nations Geneva	7
United Nations University	1 173
UNHCR	235
UNICEF	881
UNIDO – ICGEB	15
UNDHA	2 664
World Food Programme	900
World Bank/IBRD	1 259
World Health Organization/UNAIDS	279
World Meteorological Organization (WMO)	149
Total	26 811

EXPLANATORY NOTES

10

Column I:	Member States.
Column II:	Replies received from Member States to the questionnaire sent by the Director-General on document 29 C/5.
Column III:	The figure against each Member State shows the number of conventions to which the State is a party.
Column IV:	Member States which had National Commissions as of 31 December 1997.
Column V:	Member States which are hosts to the Headquarters of the Organization and to established bureaux, offices and centres.
Column VI:	The figure represents the actual number of UNESCO-organized meetings which were held in Member States. (Meetings organized at the Headquarters of the Organization are excluded from this number.)
Columns VII and VIII:	These two columns represent the receipts from Member States during the period 1 January 1996 to 31 December 1997 (in thousands of United States dollars). Voluntary contributions received during the 1996-1997 biennium from non-Member States, non-governmental organizations and others are shown in a separate table.
Columns IX and X:	The difference in the totals between the number of experts and consultants by nationality and by country of assignment is due to the fact that some experts and consultants had served in more than one country.
Columns XI and XII:	Figures given in these two columns reflect fellowships, study grants and travel grants administered by UNESCO as a whole (Fellowships Section of the Bureau for Relations with Extrabudgetary Funding Sources, Programme Sectors and Field Units). The difference in the totals between the number by 'country of study' (Column XI) and by 'nationality' (Column XII) is due to the fact that the training of one and the same beneficiary sometimes takes place in several countries.
Columns XIII and XIV:	The figures represent amounts in thousands of United States dollars. The amounts in Column XIII represent orders placed (obligations) by country of procurement. The amounts in Column XIV represent orders placed by country of delivery.
Column XV:	The figures represent the value of UNESCO coupons sold in 1996-1997 (in thousands of United States dollars).

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- (a) The Organization acts as a depositary for all the instruments listed in this annex, with the exception of the seven in respect of which the United Nations is shown as the depositary. For those seven instruments, the state of ratifications, acceptances and accessions has been compiled on the basis of information received by UNESCO, as at this date, from the Secretary-General of the United Nations.
- (b) The United Nations is the depositary for this instrument.
- (c) Instrument of ratification deposited by the authorities representing China at UNESCO at the time of the deposit. The Director-General received from the Permanent Delegation of the People's Republic of China to UNESCO the following communication dated 2 September 1974: 'All signatures affixed to the Convention concerning the International Exchange by the Chiang Kai-shek Clique usurping the name of China are illegal and without force. The Chinese Government does not recognize them and shall in no way be bound by them'. In a communication dated 17 May 1988, the Permanent Delegation of the People's Republic of China to UNESCO informed the Director-General that the preceding declaration also applied to the Convention concerning the Exchange of Official Publications and Government Documents between States as well as to the Convention against Discrimination in Education.
- (d) The Democratic Republic of Viet Nam and the Republic of South Viet Nam (the latter having replaced the Republic of Viet Nam) united on 2 July 1976 to form a new State, the Socialist Republic of Viet Nam (Viet Nam). At the time of going to press, the Government of the Socialist Republic of Viet Nam had not yet made known its position regarding any succession.
- (e) State having accepted the amendments to Articles 6 and 7 of the Convention adopted by the Special Conference of the Parties (Regina, Canada, 1987). The amendments entered into force on 1 May 1994.
- (f) State Party to the Convention of 1971 only.
- (g) All States, except those marked with the letter (f), are also Party to the Convention as amended by the Protocol of 1982.
- (h) As at 3 December 1997, no State had expressed its agreement to be bound by the Convention.

LIST OF CONVENTIONS AND AGREEMENTS

Columns

1. Agreement for facilitating the international circulation of visual and auditory materials of an educational, scientific and cultural character, with Protocol of Signature and model form of certificate provided for in Article IV of the above-mentioned Agreement	10 December 1948
2. Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A, B, C, D and E and Protocol annexed	17 June 1950
3. Universal Copyright Convention with Appendix Declaration relating to Article XVII and resolution concerning Article XI	6 September 1952
4. Protocol 1 annexed to the Universal Copyright Convention concerning the application of that Convention to the works of stateless persons and refugees	6 September 1952
5. Protocol 2 annexed to the Universal Copyright Convention concerning the application of that Convention to the works of certain international organizations	6 September 1952
6. Protocol 3 annexed to the Universal Copyright Convention concerning the effective date of instruments of ratification, or acceptance of, or accession to that Convention	6 September 1952
7. Convention for the Protection of Cultural Property in the Event of Armed Conflict, with Regulations for the Execution of the said Convention	14 May 1954
8. Protocol for the Protection of Cultural Property in the Event of Armed Conflict	14 May 1954
9. Convention concerning the Exchange of Official Publications and Government Documents between States	3 December 1958
10. Convention concerning the International Exchange of Publications	3 December 1958
11. Convention against Discrimination in Education	14 December 1960
12. International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations	26 October 1961
13. Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education	10 December 1962
14. Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property	14 November 1970
15. Convention on Wetlands of International Importance especially as Waterfowl Habitat	2 February 1971
16. Universal Copyright Convention as revised at Paris, 24 July 1971 with Appendix Declaration relating to Article XVII and resolution concerning Article XI	24 July 1971
17. Protocol 1 annexed to the Universal Copyright Convention as revised at Paris on 24 July 1971 concerning the application of that Convention to works of stateless persons and refugees	24 July 1971
18. Protocol 2 annexed to the Universal Copyright Convention as revised at Paris on 24 July 1971 concerning the application of that Convention to the works of certain international organizations	24 July 1971
19. Convention for the Protection of Producers of Phonograms against Unauthorized Duplication of their Phonograms	29 October 1971
20. Convention for the Protection of the World Cultural and Natural Heritage	16 November 1972
21. Convention relating to the Distribution of Programme-Carrying Signals Transmitted by Satellite	21 May 1974
22. Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean	19 July 1974
23. Protocol to the Agreement on the Importation of Educational, Scientific and Cultural Materials	26 November 1976
24. International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States bordering on the Mediterranean	17 December 1976
25. Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States	22 December 1978
26. Multilateral Convention for the Avoidance of Double Taxation of Copyright Royalties and Additional Protocol	13 December 1979
27. Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the States belonging to the Europe Region	21 December 1979
28. Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States	5 December 1981
29. Protocol to amend the Convention on Wetlands of International Importance especially as Waterfowl Habitat	3 December 1982
30. Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific	16 December 1983
31. Convention on Technical and Vocational Education	10 November 1989
32. Convention on the recognition of qualifications concerning Higher Education in the Europe Region	11 April 1997

A.4 - List of the permanent delegations and observer missions accredited to UNESCO (1996-1997)

216

(a) Permanent delegations

	France
	Gabon
	Gambia
	Georgia
	Germany
Afghanistan	Ghana
Albania	Greece
Algeria	Grenada
Andorra	Guatemala
Angola	Guinea
Antigua and Barbuda	Guinea-Bissau
Argentina	Guyana
Armenia	Haiti
Australia	Honduras
Austria	Hungary
Azerbaijan	Iceland
Bahrain	India
Bangladesh	Indonesia
Barbados	Iran, Islamic Republic of
Belarus	Iraq
Belgium	Ireland
Belize	Israel
Benin	Italy
Bolivia	Jamaica
Brazil	Japan
Bulgaria	Jordan
Burkina Faso	Kazakhstan
Burundi	Kenya
Cambodia	Kiribati
Cameroon	Kuwait
Canada	Kyrgyzstan
Cape Verde	Lao People's Democratic Republic
Central African Republic	Latvia
Chad	Lebanon
Chile	Lesotho
China	Liberia
Colombia	Libyan Arab Jamahiriya
Comoros	Lithuania
Congo	Luxembourg
Costa Rica	Madagascar
Côte d'Ivoire	Malawi
Croatia	Malaysia
Cuba	Mali
Cyprus	Malta
Czech Republic	Mauritania
Democratic People's Republic of Korea	Mauritius
Democratic Republic of the Congo	Mexico
Denmark	Monaco
Djibouti	Mongolia
Dominica	Morocco
Dominican Republic	Mozambique
Ecuador	Myanmar
Egypt	Namibia
El Salvador	Nepal
Equatorial Guinea	Netherlands
Eritrea	New Zealand
Estonia	Nicaragua
Ethiopia	Niger
Fiji	Nigeria
Finland	Niue

Norway
 Oman
 Pakistan
 Panama
 Papua New Guinea
 Paraguay
 Peru
 Philippines
 Poland
 Portugal
 Qatar
 Republic of Korea
 Republic of Moldova
 Romania
 Russian Federation
 Rwanda
 Saint Kitts and Nevis
 Saint Lucia
 Saint Vincent and the Grenadines
 Samoa
 San Marino
 Sao Tome and Principe
 Saudi Arabia
 Senegal
 Seychelles
 Sierra Leone
 Slovakia
 Slovenia
 Somalia
 South Africa
 Spain
 Sri Lanka
 Sudan
 Suriname
 Swaziland
 Sweden
 Switzerland
 Syrian Arab Republic
 Thailand
 The former Yugoslav Republic of Macedonia
 Togo
 Trinidad and Tobago
 Tunisia
 Turkey
 Turkmenistan
 Uganda
 Ukraine
 United Arab Emirates
 United Kingdom of Great Britain and Northern Ireland
 United Republic of Tanzania
 Uruguay
 Uzbekistan
 Venezuela
 Viet Nam
 Yemen
 Yugoslavia
 Zambia
 Zimbabwe

(b) Observer missions

Holy See
 United States of America
 Palestine
 Sovereign Order of Malta

**Permanent missions representing
intergovernmental organizations**

Arab League Educational, Cultural and Scientific Organization (ALECSO)
 Commission of the European Communities (CEC)
 Council of Europe
 Inter-American Development Bank (IDB)
 Latin American Faculty of Social Sciences (FLACSO)
 Latin Union
 League of Arab States
 Organization of African Unity (OAU)
 Organization of Ibero-American States for Education, Science and Culture (OEI)

A.5 - Missions of the Director-General and the Deputy Directors-General

a. Director-General

Dates	Country	Remarks
1996		
4-6 January	Malta	Official visit
10-11 January	Italy (Trieste, Rome)	Seminar at the Centro Alti Studi Defesa on 'UN-OSCE international interventions'; Ceremony for the transfer of the International Centre for Theoretical Physics (ICTP) from IAEA to UNESCO
19-21 January	Democratic Republic of the Congo (Kinshasa)	Official visit 'Etats généraux de l'éducation'
3-5 February	India (Madras)	Visit to the Asian Regional Workshop on 'Ecotechnology and Shaping the Future'
8-10 February	Portugal (Lisbon)	Launching session of the Independent World Commission on Oceans
15-16 February	Monaco (Monte Carlo)	Award ceremony for the URTI Trophy and the AMADEUS/ UNESCO Prize
27 February	Belgium (Brussels)	Agreement between the European Commission and UNESCO
28 February	Italy (Milan)	Forum on culture and tourism at the International Tourism Fair
29 February-1 March	Albania (Tirana)	Official visit
11 March	Spain (Bilbao)	International Seminar on Language Policies
12-17 March	United States of America (New York, Philadelphia, Washington, Miami)	Meetings with officials of the United Nations, the World Bank, the Inter-American Development Bank and the Organization of American States, etc. International Literacy Institute (ILI) World Conference on Literacy
17-19 March	Peru (Lima)	Official visit and signature of the Headquarters Agreement for the UNESCO Lima Office
20-21 March	Chile	Official visit
22-23 March	Mexico	Inauguration of the Institute of Virtual Studies for the Culture of Peace in Latin America and the Caribbean, at the Colegio de México
27-28 March	Rwanda (Kigali)	Official visit
28-29 March	Burundi (Bujumbura)	Official visit
30-31 March	Bosnia and Herzegovina (Sarajevo)	UNESCO/BH Joint Committee, Meeting of Dayton Commission, Concert with Ivry Gitlis, etc.
1-2 April	Belgium (Brussels)	Conference on UNESCO: 50 years after its establishment
11-14 April	Iceland	Official visit
14-15 April	Russian Federation	Ceremonies marking the hundredth anniversary of Nikolai Semenov
16-17 April	Côte d'Ivoire	Inauguration of the AIDS Research Centre
28-30 April	Kenya (Nairobi)	Administrative Committee on Co-ordination (ACC)

Dates	Country	Remarks
11-15 May	Jamaica (Kingston)	Seventh Conference of Ministers of Education of Member States of Latin America and the Caribbean (MINEDLAC VII) and sixth Meeting of the Intergovernmental Committee of the Major Project in the Field of Education in Latin America and the Caribbean (PROMEDLAC VI)
19-20 May	Netherlands (The Hague)	Symposium on conflict resolution: Sudan
20-22 May	Lithuania	Official visit
24-27 May	Saudi Arabia	Official visit - Memorandum
27-30 May	United Arab Emirates	Official visit - Memorandum
31 May-1 June	Turkey	Habitat II and World Assembly of Towns and Local Authorities
6-8 June	Turkey (Istanbul)	Habitat II Conference
10-11 June	France (Lyon)	'A propos' study group and opening of the Trace Elements Institute
15-18 June	Hashemite Kingdom of Jordan	Official visit on the occasion of the International Consultative Forum on Education for All
25 June	United States of America	High-level segment of the Economic and Social Council of the United Nations (ECOSOC)
26-27 June	El Salvador	Official visit on the occasion of the 'Meeting of Ministers of Defence and Commanders-in-Chief of the Armed Forces of Central America'
28-29 June	Guatemala	Opening of the Ibero-American Forum of Ombudsmen (Defence Lawyers, Attorneys and Commissioners) on Human Rights and the Culture of Peace
4-5 July	Italy (Verona)	Seminar on 'What future for Nausicaa?'
11-12 July	Italy (Rome, Milan)	Talks with the Italian authorities; meetings with the San Egidio community; talks with the Milan authorities
13-15 July	United States of America (Dallas, San Francisco)	Pre-Olympic Scientific Congress; XIth Triennial Conference of the International Association of University Presidents (IAUP)
17 July	Portugal (Lisbon)	Summit instituting the Community of Portuguese-Speaking Countries
4-7 September	Brazil	Official visit and 'Cities and Education for Peace' Congress. The UNESCO Cities for Peace Prize was awarded for the first time on that occasion.
7 September	Uruguay	Inclusion on the World Heritage List of the historic district of the City of Colonia del Sacramento
11-13 September	South Africa	Official visit
13-18 September	Zimbabwe	World Solar Summit; youth forum on the world heritage
1-3 October	Switzerland (Geneva)	International Conference on Education
7-8 October	Italy (Rome)	10th meeting on People and Religions
12 October	Bosnia and Herzegovina (Sarajevo)	Concert by the Sarajevo philharmonic orchestra with Sir Yehudi Menuhin

Dates	Country	Remarks
19 October	Northern Ireland (Belfast)	Choir nominated UNESCO Youth Ambassador for the Culture of Peace
23 October	France (Strasbourg)	Visit to the European Parliament
25-27 October	United States of America (New York)	Autumn session of the Administrative Committee on Co-ordination (ACC)
7-9 November	Azerbaijan	Official visit
13-14 November	Italy (Rome)	World Food Summit
20-22 November	Cuba	Official visit and participation in the Regional Conference on Policies and Strategies for the Transformation of Higher Education in Latin America and the Caribbean, and the International Conference on Cultural Tourism in Latin America and the Caribbean
23 November	Mexico (Guanajuato)	Forum: 'Enfrentando los retos globales del nuevo milenio'
25-26 November	Italy (Venice, Trieste)	Eighth General Meeting of the Third World Academy of Sciences (TWAS)
27-30 November	Canada (Ottawa, Montreal)	Official visit
30 November-1 December	Puerto Rico (Ponce)	Meeting of the Club of Rome
1-2 December	Mexico (Merida)	Twentieth session of the World Heritage Committee
3-5 December	Argentina	Official visit. Opening of the UNESCO Buenos Aires Office
6-8 December	Bolivia (Santa Cruz de la Sierra)	'Summit of the Americas on Sustainable Development'
19-20 December	Italy (Rome) and the Holy See	Audience with His Holiness Pope John-Paul II and the Mayor of Rome; opening of the Bethlehem 2000 exhibition followed by a Peace concert
1997		
13-14 January	Gabon	Official visit
15 January	Sao Tome and Principe	Official visit
16-18 January	Lesotho	Official visit
21-24 January	Hungary	Official visit
24-25 January	Netherlands (The Hague, Amsterdam)	Homage ceremony to Mr Leibbrandt; Inauguration of the Averroës Training Centre; Inscription of the Amsterdam Defence Line on the World Heritage List
27-28 January	Eritrea (Asmara)	Official visit
28-29 January	Ethiopia (Addis Ababa)	Official visit
29-31 January	Uganda (Entebbe, Kampala)	Official visit
1-5 February	United States of America (Washington, New York, Miami)	Micro-Credit Summit; Brookings Institution; Sudan/IGADD brainstorming session; Meeting with the United Nations Secretary-General; Human Rights Conference organized by US Southern Command and Inter-American Institute of Human Rights

Dates	Country	Remarks
9-14 February	Russian Federation (Moscow)	Official visit
22-25 February	Spain (Las Palmas)	Meeting on the Human Right to Peace
27 February-1 March	Portugal (Lisbon)	Conference on Democratic Principles and Governance
3 March	Norway (Oslo)	Annual Conference of the Nordic Council
9-10 March	Monaco (Monte Carlo)	First International Congress on ethical, legal and societal aspects of digital information
14-16 March	Venezuela (Caracas)	Talks with the authorities
16-17 March	Colombia (Cartagena de Indias)	Meeting of Ministers of Science and Technology of the Non-Aligned Countries
18-19 March	Brazil (Rio de Janeiro)	Follow-up meeting of the United Nations Conference on Environment and Development, Rio+5
21-22 March	Morocco (Rabat, Marrakesh, Meknes, Casablanca)	Visit on the occasion of the first World Water Forum (Marrakesh) Signature of the agreement between UNESCO and the Mohammed V University of Rabat and the Catalan Foundation for the establishment of a UNESCO-Gas Natural Chair on management of the environment and sustainable development
25-26 March	Mali (Bamako)	Peace Week
31 March-3 April	Senegal (Dakar)	Official visit
3-4 April	Guinea-Bissau (Bissau)	Official visit
6-9 April	United States of America (Washington)	White House Conference on Civics and Ethical Education
10-11 April	Switzerland (Geneva)	Spring session of the Administrative Committee on Co-ordination (ACC)
23-27 April	Namibia (Windhoek)	Official visit
27-29 April	Malawi (Lilongwe)	Official visit
2-3 May	Spain (Bilbao)	World Press Freedom Day and award of the UNESCO-Guillermo Cano Prize
4-6 May	Romania (Bucharest)	Extraordinary Meeting of the UNESCO/UNICEF Joint Committee on Education
14-18 May	Mexico (Mexico City and Puebla)	Participation in the ceremonial session of the Chamber of Deputies on the occasion of 'Teachers' Day'. Participation in the Meeting of Publishers and Editors of Latin American Newspapers for a Culture of Peace, organized by UNESCO in Puebla
24-25 May	Palestinian Autonomous Territories	First official visit to the Palestinian Autonomous Territories (signature of two agreements concerning the opening of a liaison office at Ramallah and the launching of the second phase of the Programme of Assistance to the Palestinian People (PAPP))
2-3 June	United Kingdom of Great Britain and Northern Ireland (London)	Chatham House Seminar and Lecture
5-6 June	Switzerland (Montreux)	WinConference 1997

Dates	Country	Remarks
7 June	Portugal (Foz Côa)	Opening of the Archaeological Park and inauguration of its reception centre
7-8 June	Norway (Oslo)	Meeting on the Declaration on the Human Right to Peace
15 June	United Kingdom of Great Britain and Northern Ireland (Glasgow)	88th Annual Convention of Rotary International
16-20 June	Denmark (Greenland)	Official visit
23-25 June	United States of America	Special session of the United Nations General Assembly to review implementation of Agenda 21; World Solar Commission; visit to Columbia University and the Smithsonian Institution
24-25 June	Canada (Toronto)	Global Knowledge'97 Conference
2-5 July	Brazil (Rio de Janeiro, Brasilia)	Millennium Agenda: 'Ethics of the Future', DEMOS meeting
7-9 July	Japan	Regional Conference on Higher Education
10 July	Italy	Meetings with the Italian authorities
13 July	France (Aix-en-Provence)	12th Regional Conference of European National Commissions
13-15 and 18 July	Germany (Hamburg)	Fifth International Conference on Adult Education (COFINTEA V)
16-17 July	Kyrgyz Republic	Participation as founding member at the second meeting of the Forum on Issyk-Kul
19-21 July	Austria (Salzburg)	Official visit
27-29 July	Former Yugoslav Republic of Macedonia	Official visit
31 August-3 September	Mozambique	Official visit and International Conference on the Culture of Peace and Governance
5-6 September	Canada (St John's and Quebec City)	Summit of the Sea Conference and opening of the UNESCO Peace Park
9-10 September	Bulgaria (Sofia)	European Seminar to Promote Pluralistic and Independent Media
15-16 September	Pakistan	Attendance at the E-9 Ministerial Review Meeting, 'Education for All', and the closing ceremony of the Moenjodaro Safeguarding Campaign
17-19 September	Finland	Official visit; Regional Conference on Human Rights Education
27 September	Italy (Palermo)	European Regional Conference on Higher Education
31 October	United States of America (New York)	Administrative Committee on Co-ordination (ACC)
3-4 November	Tunisia	Ninth Symposium of the Democratic Constitutional Gathering ('Cultural, Political and Economic Transformations')
7-9 November	Venezuela (Isla Margarita)	Seventh Ibero-American Summit of Heads of State or Government on the theme 'The Ethical Values of Democracy', proposed by Mr Rafael Caldera, President of Venezuela
16-18 November	Ukraine	Official visit
22-24 November	Egypt	Inauguration of the Nubia Museum (Aswan). Participation in the opening session of an international meeting on the 'Reading for All' programme, attended by Mrs Suzanne Mubarak

Dates	Country	Remarks
25-27 November	Bangladesh	Official visit
28-29 November	Japan	Attendance at the fiftieth anniversary of the National Federation of UNESCO Associations of Japan (NFUAJ)
30 November-1 December	Thailand	Opening of the third UNESCO-ACEID International Conference on 'Educational Innovation for Sustainable Development'
4-5 December	Côte d'Ivoire	Opening of the Félix Houphouët-Boigny Foundation for Peace
7-9 December	Greece (Thessaloniki)	Conference on 'Environment and Society: Education and Public Awareness for Sustainability'
9-11 December	Slovenia	Official visit
14-15 December	Uruguay	Summit of the MERCOSUR Heads of State (Southern Common Market)
16-18 December	Cuba	Official visit and opening of the international symposium on 'Ética y emancipación en el pensamiento anticipador de Félix Varela'

b. Deputy Director-General

Dates	Country	Remarks
1996		
2-7 March	Japan (Tokyo)	Consultations with national authorities to strengthen UNESCO/JAPAN co-operation and visit to several higher education/scientific institutions
8-9 March	Italy (Trieste)	25th meeting of the International Centre for Theoretical Physics (ICTP) Scientific Council
10-14 March	Jordan (Amman)	Represent the Director-General at the first Regional Consultation of NGOs in the Arab Region
8-9 April	Austria (Vienna)	Attend part of the Conference 'One Decade after Chernobyl'
30 April-9 May	United States of America (Bahamas)	Participate in the meeting of the Third World Academy of Sciences (TWAS) Officers Participate in the workshop of the Encyclopedia of Life Support Systems (EOLSS) Consultations at the University of Miami in relation to clean energy programmes and biological sciences
11-18 May	Kazakhstan (Almaty)	Following a request from the President of the Republic of Kazakhstan, undertake an official visit to the country to determine the future co-operation in S&T between UNESCO and Kazakhstan, with emphasis on the problems of the Semipalatinsk nuclear testing grounds, the Baikonor rocket launching complex, the Caspian and the Aral Sea
10 June	Italy (Rome)	Represent the Director-General in the Steering Committee of ICTP to implement the tripartite agreement between Italy-UNESCO-IAEA for the budget and programme
15-18 June	United States of America (Denver, Colorado)	Chair the Upper Council Meeting of the World Renewable Energy Network for the implementation and co-ordination of renewable energy technology, particularly concerning the outcome of the World Solar Summit, and chair the plenary of the Congress
7-11 July	India (Madras)	Attend meetings of the Science Academies Summit, 'Uncommon opportunities for a food-secure world', at the M.S. Swaminathan Research Foundation in Madras, and present a keynote address
13-14 July	France (Arles)	Represent the Director-General at the 'Nuit de la Paix' in Arles
17-22 July	Cambodia (Phnom Penh)	Attend a meeting of the Tonle Sap Forum on provincial-level planning at the Ministry of Environment Official visits and meetings with officials Mobilize government and donor support for the Tonle Sap Great Lake launched by the UNESCO Office
14-18 September	Poland (Warsaw, Gdansk)	Deliver a keynote address at the East-West Congress on Engineering Education, Gdansk, Poland, and official meetings with the National Commission
23-27 September	Lebanon (Beirut)	Keynote address at the International Conference on Molecular and Cellular Aspects of Plant Cell Differentiation Inauguration of the Beirut Office Presentation of Medal Discuss future co-operation with the National Commission and various Ministers Future co-operation with Lebanese universities

Dates	Country	Remarks
26-27 October	Germany (Dusseldorf)	Represent the Director-General at the Gala organized by Mrs Ohoven, Goodwill Ambassador
8-16 November	Jordan Israel Palestinian Autonomous Territories (Amman, Tel Aviv, Ramat-Gan, Nablus, Ramallah)	University of Bar-Ian, Ramat-Gan, Israeli Seminar on 'International Business in a Global Economy' Peace Programme, Nablus Visit Palestinian National Agriculture Research Centre
23-28 November	Italy (Venice, Trieste)	UNESCO and Mathematics, Venice Office Eighth General Meeting of the Third World Academy of Sciences (TWAS), Trieste
1997		
13-14 January	Tunisia (Tunis)	Represent the Director-General in Tunis at the celebration of the National Day of Culture: 'Tunis, Cultural Capital 1997'
6-8 March	Brazil (Sao Paulo)	Address the Brazilian Academy of Science on science and mathematics education: Empowerment Global 21, at the symposium on 'The importance of science for national development'
27 March	Morocco (Rabat)	Address on behalf of UNESCO on the contribution of Professor Abdus Salam to science and the Third World, on the closing day of the West Mediterranean Workshop in Theoretical Physics Memorial day for the late Professor Abdus Salam
30 March-8 April	Israel (Tel Aviv, Eilat) Jordan (Aqaba) United Arab Emirates (Abu Dhabi)	Address the inaugural session of the ICCB Regional Meeting and launching of the UNESCO Bio-Informatics Network at the Weizmann Institute of Science, Rehovot Discuss the proposed University for Peace with Eilat authorities and visit the marine aquaculture laboratories Discuss the proposed University for Peace in Aqaba Speaker at the TEND 97 Conference representing the Director-General in Abu Dhabi
12 April	Italy (Bologna)	Represent the Director-General at the awards ceremony of the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance
14-16 April	United Kingdom of Great Britain and Northern Ireland (Oxford)	Represent the Director-General at the International Conference organized by Professor Pasternak, Oxford International Biomedical Centre
31 May-2 June	Jordan (Amman)	Represent the Director-General at the opening session of the International Leadership Conference at the United Nations University
27 June	United Kingdom of Great Britain and Northern Ireland (London)	Address the International Symposium at the Headquarters of the Commonwealth Secretariat, organized by the Royal Academy of Science International Trust
4 July	Switzerland (Geneva)	Represent the Director-General at the United Nations Economic and Social Council (ECOSOC) substantive session, 1997
6-15 September	Brazil (Rio de Janeiro, Iguacu, Manaus)	Represent the Director-General and as Secretary-General of TWAS attend the TWAS sixth General Conference Visit the UNESCO biosphere reserves and attend meetings in Manaus and the natural heritage site in Iguacu

Dates	Country	Remarks
27 September	Italy (Rome)	Attend the Steering Committee meeting of ICTP
20-22 November	Italy (Trieste)	Participate in the Professor Abdus Salam memorial conference in Trieste
30 November- 1 December	Italy (Naples)	Represent the Director-General at the opening of the twenty-first ordinary session of the World Heritage Committee
13-17 December	Qatar (Doha)	Represent the Director-General - Official visit to the State of Qatar - and sign the Memorandum of Understanding

c. Deputy Director-General for Africa

Dates	Country	Remarks
1996		
17-25 February	Senegal (Dakar) Côte d'Ivoire (Abidjan) Togo (Lomé)	Meeting with the Presidents of Senegal, Côte d'Ivoire and Togo to convey a message from the Director-General
25-30 March	Sao Tome and Principe	Meeting with the President of Sao Tome and Principe to convey a message from the Director-General
26-30 April	Kenya (Nairobi)	Represent the Organization at the Steering Committee of the ACC on the United Nations System-Wide Special Initiative on Africa
21-26 May	Senegal (Dakar)	Represent UNESCO at an international conference of African intellectuals and scholars
16-26 June	United States of America (Philadelphia, Washington, New York)	Philadelphia: Meeting with the representatives of the African African-American Summit; visit to the International Foundation for Education and Self-Help Washington: Meeting with the Vice-President of the World Bank and officials of the Africa Department New York: Meeting with the President of the Guggenheim Museum
3-8 July	Cameroon (Yaoundé)	64th ordinary session of the Council of Ministers and 32nd session of the Assembly of Heads of State and Government of the OAU
16-17 July	Portugal (Lisbon)	Accompany the Director-General at the Summit instituting the Community of Portuguese-Speaking Countries
30 July	Austria (Salzburg)	In the context of co-operation between the Priority Africa Department and Austria, address the 39th international diplomatic seminar on the theme 'Africa - crisis and hope'
5-7 August	Morocco (Asilah)	XIVth Afro-Arab Cultural Forum
1-2 October	Switzerland (Geneva)	Dinner celebrating the closure of the meeting of the Forum of African Ministers of Education
9-10 October	Senegal (Dakar)	Ceremonies on the occasion of the 90th birthday of President Léopold Sédar Senghor, held under the auspices of the Office of the President of Senegal
11-12 October	France (Saint Hilaire de Riez)	International meeting to promote the rights of the child
23-27 October	United States of America (Philadelphia)	Ceremony upon the signing of the UNESCO/African African-American organizations Agreement (IFESH)
21 October	France (Verson)	Tribute to President Léopold Sédar Senghor organized by the municipality of Verson and the Préfecture régionale of Caen
14 November	France (Lille)	FEST AFRICA
28-29 November	Belgium (Brussels)	Symposium on 'L'Entreprise, moteur de développement de l'Afrique' held at the Africa-Europe Forum. Chair the round table on 'Comment faire naître et grandir des entreprises africaines'

Dates	Country	Remarks
1997		
20-24 January	Rwanda	Appraisal of the situation and meeting with government authorities
25-31 January	Ethiopia (Addis Ababa)	5th session of the OAU/UNESCO Joint Committee on Co-operation
20-27 February	Burkina Faso (Ouagadougou)	Award of the special UNESCO/Fondation pour l'enfance Prize; Meeting of the 15th FESPACO; talks with the government authorities of Burkina Faso
1-5 March	Kenya (Nairobi)	Symposium on education in Africa for the twenty-first century, organized by the Education Sector and the International Catholic Centre for UNESCO (CCIC)
19-22 March	United States of America (Washington)	Consultations with the President of the World Bank with a view to the joint implementation of the United Nations System-Wide Special Initiative on Africa
2-7 June	Zimbabwe (Harare) Mozambique (Maputo)	Harare: 65th session of the OAU Council of Ministers Maputo: Meeting with President Chissano
15-18 June	Egypt (Cairo)	8th ordinary session of the Conference of African Ministers of Information
19-27 July	Zimbabwe (Harare)	4th African African-American Summit (IFESH)
5-7 August	Morocco (Asilah)	XVth Afro-Arab Cultural Forum
8-9 August	United Kingdom of Great Britain and Northern Ireland (Edinburgh)	64th Congress of International PEN (African Writers Committee)
29-30 September	Belgium (Brussels)	Conference on future relations between the European Union and African, Caribbean and Pacific countries
3-5 October	South Africa (Sun City)	'KORA 97' trophies for African music
15-19 October	United States of America (New York)	Opening ceremony at New York University of the 'Yari Yari' Conference, Black Women Writers and the Future

A.6 - Official visits to UNESCO by Heads of State (or of Government) and other dignitaries (1996-1997)

1996

Heads of State

18 April	Mr Punsalmaagiin Ochirbat, President of Mongolia
23 April	Mr Islam Karimov, President of the Republic of Uzbekistan
23 April	Mr Jacques Chirac, President of the French Republic
29 May	Mr Fernando Enrique Cardoso, President of the Federative Republic of Brazil
12 June	Mr Levon Ter-Petrossian, President of the Republic of Armenia
3 October	Mr Jacques Chirac, President of the French Republic
10 October	Mr Mathieu Kérékou, President of the Republic of Benin
5 November	Mr Julio Maria Sanguinetti, President of the Eastern Republic of Uruguay
21 November	Mr Ange-Félix Patassé, President of the Central African Republic
25 November	Mr Jorge Sampaio, President of the Portuguese Republic

Head of Government

19 September	Mr Norbert Lala Ratsirahonana, Prime Minister of the Republic of Madagascar
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Other dignitaries

4 June	Ms Sadako Ogata, United Nations High Commissioner for Refugees (UNHCR)
3 October	H.M. Ronald Muwenda Mutebi II, Kabaka (King) of Buganda

1997

Heads of State

26 June	Mr Alvaro Arzú Irigoyen, President of the Republic of Guatemala
8 September	Mr Petru Lucinschi, President of the Republic of Moldova
6 October	Mr Ernesto Zedillo Ponce de León, President of the United Mexican States
29 October	Mr Joaquim Alberto Chissano, President of the Republic of Mozambique

Head of Government

4 March	Mr Amadou Boubacar Cissé, Prime Minister of the Republic of the Niger
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Other dignitaries

8 January	Mr Jean-Bertrand Aristide, Former President of the Republic of Haiti
1 March	Mr Kofi Annan, Secretary-General of the United Nations
1 July	The Right Honourable Clare Short, M.P., Secretary of State for International Development, United Kingdom of Great Britain and Northern Ireland
7 October	H.M. Queen Noor Al-Hussein of Jordan
7 October	H.R.H. the Hereditary Grand Duke and H.R.H. the Hereditary Grand Duchess of Luxembourg
7 October	H.R.H. Princess Lalla Myriam of Morocco
7 October	H.R.H. Prince Lorenz of Belgium
23 October	Mr Yasser Arafat, President of the Palestinian Authority and Chairman of the Palestine Liberation Organization (PLO)
3 November	Mr Jaime David Fernández Mirabal, Vice-President of the Dominican Republic

A.7 - Distribution of contracts with National Commissions by sector and by region (1996-1997)

30

Sector/ Bureau/ Office	AFRICA		ARAB STATES		ASIA & THE PACIFIC		EUROPE & NORTH AMERICA		LATIN AMERICA & THE CARIBBEAN		TOTALS	
	Contracts Nat. Com.	\$	Contracts Nat. Com.	\$	Contracts Nat. Com.	\$	Contracts Nat. Com.	\$	Contracts Nat. Com.	\$	Contracts Nat. Com.	\$
ED	$\frac{207}{44}$	2 386 783	$\frac{46}{13}$	506 982	$\frac{168}{33}$	1 843 879	$\frac{79}{27}$	1 073 361	$\frac{81}{30}$	1 069 293	$\frac{581}{144}$	6 880 298
SC	$\frac{39}{21}$	574 198	$\frac{20}{10}$	264 647	$\frac{126}{24}$	1 256 395	$\frac{67}{28}$	733 348	$\frac{28}{14}$	380 193	$\frac{280}{97}$	3 210 781
SHS	$\frac{13}{9}$	106 500	$\frac{8}{5}$	41 100	$\frac{5}{4}$	24 575	$\frac{11}{8}$	131 175	$\frac{4}{4}$	6 100	$\frac{41}{30}$	309 450
CLT	$\frac{11}{7}$	154 447	$\frac{11}{7}$	82 808	$\frac{14}{10}$	228 328	$\frac{8}{6}$	70 000	$\frac{1}{1}$	65 000	$\frac{45}{31}$	600 583
CII	$\frac{25}{13}$	338 780	$\frac{6}{3}$	100 885	$\frac{5}{3}$	91 708	$\frac{8}{7}$	142 151	$\frac{1}{1}$	5 000	$\frac{45}{27}$	678 524
BRX	$\frac{4}{4}$	27 500			$\frac{3}{2}$	117 527	$\frac{7}{7}$	68 633	$\frac{6}{4}$	76 016	$\frac{20}{17}$	289 676
PRIO/ AFR	$\frac{3}{3}$	35 900									$\frac{3}{3}$	35 900
MA (BOC/ BSS)	$\frac{4}{3}$	25 060	$\frac{1}{1}$	6 000			$\frac{1}{1}$	40 189			$\frac{6}{5}$	71 249
BPE/ST	$\frac{3}{3}$	31 000									$\frac{3}{3}$	31 000
CAB			$\frac{1}{1}$	25 000			$\frac{7}{7}$	56 214			$\frac{8}{8}$	81 214
COU			$\frac{1}{1}$	9 210	$\frac{8}{7}$	66 588	$\frac{7}{7}$	55 260			$\frac{16}{15}$	131 058
CPP	$\frac{1}{1}$	20 000									$\frac{1}{1}$	20 000
EPD	$\frac{1}{1}$	2 500	$\frac{2}{2}$	29 631	$\frac{2}{2}$	40 000	$\frac{6}{2}$	46 051			$\frac{11}{7}$	118 182
OPI							$\frac{1}{1}$	10 000			$\frac{1}{1}$	10 000
UPO			$\frac{1}{1}$	1 500	$\frac{4}{4}$	14 000	$\frac{8}{2}$	19 000	$\frac{1}{1}$	2 343	$\frac{14}{8}$	36 843
WHC	$\frac{4}{4}$	55 896			$\frac{3}{3}$	41 650	$\frac{18}{13}$	92 865	$\frac{3}{2}$	27 512	$\frac{28}{22}$	217 923
TOTAL	315	3 758 564	97	1 067 763	338	3 724 650	228	2 538 247	125	1 631 457	1 103	12 722 681

A.8 - List of UNESCO field and liaison offices as at 31 December 1997*

Country of duty station	Remarks
1. UNESCO field offices	
1. Angola (Luanda)	
2. Argentina (Buenos Aires)	
3. Bangladesh (Dhaka)	
4. Barbados (Bridgetown)	Also covers Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines
5. Benin (Porto Novo)	Also covers Togo
6. Bolivia (La Paz)	
7. Bosnia and Herzegovina (Sarajevo)	
8. Brazil (Brasilia)	
9. Burkina Faso (Ouagadougou)	Also covers Mali and Niger
10. Burundi (Bujumbura)	
11. Cambodia (Phnom Penh)	
12. Cameroon (Yaoundé)	Also covers Equatorial Guinea
13. Canada (Quebec)	
14. Central African Republic (Bangui)	Also covers Chad
15. Chile (Santiago)	
16. China (Beijing)	Also covers the Democratic People's Republic of Korea and Mongolia
17. Congo (Brazzaville)	
18. Costa Rica (San José)	Also covers Honduras and Nicaragua
19. Côte d'Ivoire (Abidjan)	Also covers Guinea
20. Cuba (Havana)	
21. Democratic Republic of the Congo (Kinshasa)	
22. Dominican Republic (Santo Domingo)	
23. Ecuador (Quito)	Also covers Colombia
24. Egypt (Cairo)	Also covers Sudan and Yemen
25. El Salvador (San Salvador)	
26. Ethiopia (Addis Ababa)	Also covers Djibouti and Eritrea
27. Gabon (Libreville)	

* The various UNESCO education Institutes which appear in the organizational chart of document 30 C/5 are not listed here.

Country of duty station	Remarks
28. Guatemala (Guatemela)	
29. Haiti (Port-au-Prince)	
30. India (New Delhi)	Also covers Bhutan and Sri Lanka
31. Indonesia (Jakarta)	Also covers the Philippines
32. Iran (Teheran)	
33. Italy (Venice)	
34. Jamaica (Kingston)	Also covers the Bahamas and Belize
35. Jordan (Amman)	Also covers Iraq
36. Kazakhstan (Almaty)	
37. Kenya (Nairobi)	Also covers Mauritius, Somalia and Uganda
38. Lebanon (Beirut)	Also covers Syrian Arab Republic
39. Malaysia (Kuala Lumpur)	
40. Mexico (Mexico)	
41. Morocco (Rabat)	Also covers Algeria and Mauritania
42. Mozambique (Maputo)	Also covers Swaziland
43. Namibia (Windhoek)	
44. Nepal (Kathmandu)	
45. Nigeria (Lagos)	Also covers Ghana
46. Pakistan (Islamabad)	Also covers Afghanistan
47. Panama (Panama)	
48. Peru (Lima)	
49. Qatar (Doha)	Also covers Bahrain, Kuwait, Oman, Saudi Arabia and the United Arab Emirates
50. Romania (Bucharest)	
51. Russian Federation (Moscow)	
52. Rwanda (Kigali)	
53. Samoa (Apia)	Also covers Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, New Zealand, Niue, Papua New Guinea, Solomon Islands, Tonga, Tuvalu and Vanuatu
54. Senegal (Dakar)	Also covers Cape Verde, Gambia, Guinea-Bissau, Liberia and Sierra Leone
55. South Africa (Pretoria)	Also covers Lesotho
56. Thailand (Bangkok)	Also covers Japan, Lao People's Democratic Republic, Maldives, Myanmar, Republic of Korea and Viet Nam
57. Trinidad and Tobago (Port of Spain)	Also covers Aruba, Guyana, Netherlands Antilles and Suriname

Country of duty station	Remarks
58. Tunisia (Tunis)	Also covers the Libyan Arab Jamahiriya
59. United Republic of Tanzania (Dar es Salaam)	Also covers Comoros, Madagascar and Seychelles
60. Uruguay (Montevideo)	Also covers Paraguay
61. Uzbekistan (Tashkent)	
62. Venezuela (Caracas)	
63. Zambia (Lusaka)	Also covers Botswana
64. Zimbabwe (Harare)	Also covers Malawi, Sao Tome and Principe

2. UNESCO liaison offices

1. Austria (Vienna Office)	UNESCO Representative to the United Nations Office in Vienna, to the organizations of the United Nations system in Vienna and to Austria
2. Ramallah Office	In the Palestinian Autonomous Territories
3. Switzerland (Geneva Office)	UNESCO Representative to the United Nations Office in Geneva and to the organizations of the United Nations system in Geneva
4. United States of America (New York Office)	UNESCO representative to the United Nations in New York
5. United States of America (Washington Sub-Office)	UNESCO representative to the international financial organizations based in Washington D.C., notably the World Bank and the Inter-American Development Bank; the Organization of American States; and the academic and development community in the United States

ANNEX B

Data concerning relations with organizations in the United Nations system and/or with other intergovernmental organizations

B.1 - Reports of the Joint Inspection Unit (JIU) considered by the Executive Board in 1996-1997

234

Report number	Title	Board document
JIU/REP/95/3	A review of telecommunications and related information technologies in the United Nations system	149 EX/30
JIU/REP/95/5	The advancement of women through and in the programmes of the United Nations system: What happens after the Fourth World Conference on Women?	149 EX/31
JIU/REP/95/6	Investigation of the relationship between humanitarian assistance and peacekeeping operations	149 EX/32
A/50/34	Report of the Joint Inspection Unit (1 July 1994-30 June 1995)	149 EX/33
JIU/95/7	United Nations system support for science and technology in Asia and the Pacific	150 EX/30
JIU/95/2	Accountability, management improvement and oversight in the United Nations system Part I - Overview and analysis Part II - Comparative tables	151 EX/35
JIU/REP/96/3	Co-ordination of policy and programming frameworks for more effective development co-operation	152 EX/39
JIU/REP/96/4	Review of financial resources allocated by the United Nations system to activities by non-governmental organizations	152 EX/40
JIU/REP/96/7	Comparison of methods of calculating equitable geographical distribution within the United Nations common system	152 EX/41
A/51/34	Report of the Joint Inspection Unit (1 July 1995-30 June 1996)	152 EX/42

B.2 - Agreements for co-operation with organizations in the United Nations system concluded in 1996-1997

235

Agreements	Date of signature of agreement
Memorandum of Understanding on Joint and Co-sponsored United Nations Programme on HIV/AIDS signed by UNESCO, the World Health Organization (WHO), the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA)	1 January 1996
Memorandum of Understanding between UNESCO, the Food and Agriculture Organization (FAO), the international Council of Scientific Unions (ICSU), the United Nations Environment Programme (UNEP), the World Meteorological Organization (WMO), to continue the development of the Global Terrestrial Observing System (GTOS)	21 March 1997
Memorandum of Understanding on Malaria Prevention between UNESCO and the World Health Organization (WHO)	2 May 1997
Co-operation Agreement between UNESCO and the United Nations Volunteers (UNV) on Cultural Heritage Volunteers Programme	7 May 1997

ANNEX C

Data concerning financial co-operation with international non-governmental organizations, in implementation of framework agreements and through other contracts concluded under the regular programme, and contributions under the Participation Programme

236

	Implementation of framework agreements	Other contracts concluded under the regular programme	Contributions under the Participation Programme
	Amount in dollars	Amount in dollars	Amount in dollars
Sector			
Education		174 411	918 500
Natural sciences	726 073	239 742	60 000
Social and human sciences	44 000	19 223	616 300
Culture	627 122	134 850	1 209 900
Communication, information and informatics	30 000	42 900	90 000
Transdisciplinary projects and activities			
Environment and population education and information for development			16 500
Towards a culture of peace		59 898	5 000
Information and dissemination services			
Statistical programmes and services			35 000
Support for programme execution			
Bureau for External Relations			128 000

N.B. Some of the above-mentioned figures are subject to confirmation. The Inspectorate-General is undertaking a study on this matter.

ANNEX D

Declarations, conventions, agreements and recommendations adopted under the auspices of UNESCO

D.1 - D.2 - D.3 - D.4

237

D.1 - Declarations adopted by the General Conference

Declaration of the Principles of International Cultural Co-operation. 4 November 1966.

Declaration of Guiding Principles on the Use of Satellite Broadcasting for the Free Flow of Information, the Spread of Education and Greater Cultural Exchange. 15 November 1972.

International Charter of Physical Education and Sport. 21 November 1978.

Declaration on Race and Racial Prejudice. 27 November 1978.

Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racism, Apartheid and Incitement to War. 28 November 1978.

Universal Declaration on the Human Genome and Human Rights. 11 November 1997.

Declaration on the Responsibilities of the Present Generations Towards Future Generations. 12 November 1997

D.2 - Conventions and agreements of a normative character adopted either by the General Conference or by intergovernmental conferences convened solely by UNESCO or jointly with other international organizations

Agreement for Facilitating the International Circulation of Visual and Auditory Materials of an Educational, Scientific and Cultural Character with Protocol of Signature and model form of certificate provided for in Article IV of the Agreement. 10 December 1948.

Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A, B, C, D and E and Protocol annexed. 17 June 1950.

Universal Copyright Convention, with Appendix Declaration relating to Article XVII and Resolution concerning Article XI. 6 September 1952.

Protocol 1 annexed to the Universal Copyright Convention concerning the application of that Convention to the works of stateless persons and refugees. 6 September 1952.

Protocol 2 annexed to the Universal Copyright Convention concerning the application of that Convention to the works of certain international organizations. 6 September 1952.

Protocol 3 annexed to the Universal Copyright Convention concerning the effective date of instruments of ratification or acceptance of or accession to that Convention. 6 September 1952.

Convention for the Protection of Cultural Property in the Event of Armed Conflict, with Regulations for the Execution of the Convention. 14 May 1954.

Protocol for the Protection of Cultural Property in the Event of Armed Conflict. 14 May 1954.

Convention concerning the Exchange of Official Publications and Government Documents between States. 3 December 1958.

Convention concerning the International Exchange of Publications. 3 December 1958.

Convention against Discrimination in Education. 14 December 1960.

International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations. 26 October 1961.

Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education. 10 December 1962.

Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. 14 November 1970.

Universal Copyright Convention as revised at Paris on 24 July 1971 with Appendix Declaration relating to Article XVII and Resolution concerning Article XI. 24 July 1971.

Protocol 1 annexed to the Universal Copyright Convention as revised at Paris on 24 July 1971 concerning the application of that Convention to works of stateless persons and refugees. 24 July 1971.

Protocol 2 annexed to the Universal Copyright Convention as revised at Paris on 24 July 1971 concerning the application of that Convention to the works of certain international organizations. 24 July 1971.

Convention for the Protection of Producers of Phonograms against Unauthorized Duplication of their Phonograms. 29 October 1971.

Convention for the Protection of the World Cultural and Natural Heritage. 16 November 1972.

Convention relating to the Distribution of Programme-Carrying Signals Transmitted by Satellite. 21 May 1974.

Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean. 19 July 1974.

Protocol to the Agreement on the Importation of Educational, Scientific and Cultural Materials. 26 November 1976.

International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States bordering on the Mediterranean. 17 December 1976.

Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States. 22 December 1976.

Multilateral Convention for the Avoidance of Double Taxation of Copyright Royalties and Additional Protocol. 13 December 1979.

Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region. 21 December 1979.

Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States. 5 December 1981.

Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific. 16 December 1983.

Convention on Technical and Vocational Education. 10 November 1989.

Convention on the Recognition of Qualifications concerning Higher Education in the European Region. 11 April 1997.

D.3 - Other agreements

Convention on Wetlands of International Importance especially as Waterfowl Habitat. 2 February 1971.

Protocol to amend the Convention on Wetlands of International Importance especially as Waterfowl Habitat. 3 December 1982.

D.4 - Recommendations

Recommendation on International Principles Applicable to Archaeological Excavations. 5 December 1956.

Recommendation concerning the Most Effective Means of Rendering Museums Accessible to Everyone. 14 December 1960.

Recommendation against Discrimination in Education. 14 December 1960.

Recommendation concerning the Safeguarding of the Beauty and Character of Landscapes and Sites. 11 December 1962.

Recommendation concerning the International Standardization of Statistics relating to Book Production and Periodicals. 19 November 1964. (Withdrawn and revised on 1 November 1985.)

Recommendation on the Means of Prohibiting and Preventing the Illicit Export, Import and Transfer of Ownership of Cultural Property. 19 November 1964.

Recommendation concerning the Status of Teachers. 5 October 1966.

Recommendation concerning the Preservation of Cultural Property Endangered by Public or Private Works. 19 November 1968.

Recommendation concerning the International Standardization of Library Statistics. 13 November 1970.

Recommendation concerning the Protection, at National Level, of the Cultural and Natural Heritage. 16 November 1972.

Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. 19 November 1974.

Revised Recommendation concerning Technical and Vocational Education. 19 November 1974.

Recommendation on the Status of Scientific Researchers. 20 November 1974.

Recommendation on the Legal Protection of Translators and Translations and the Practical Means to Improve the Status of Translators. 22 November 1976.

Recommendation concerning the International Standardization of Statistics on Radio and Television. 22 November 1976.

Recommendation on the Development of Adult Education. 26 November 1976.

Recommendation on Participation by the People at Large in Cultural Life and their Contribution to it. 26 November 1976.

Recommendation concerning the International Exchange of Cultural Property. 26 November 1976.

Recommendation concerning the Safeguarding and Contemporary Role of Historic Areas. 26 November 1976.

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- Revised Recommendation concerning International Competitions in Architecture and Town Planning. 27 November 1978.
- Revised Recommendation concerning the International Standardization of Educational Statistics. 27 November 1978.
- Recommendation concerning the International Standardization of Statistics on Science and Technology. 27 November 1978.
- Recommendation for the Protection of Movable Cultural Property. 28 November 1978.
- Recommendation concerning the Status of the Artist. 27 October 1980.
- Recommendation for the Safeguarding and Preservation of Moving Images. 27 October 1980.
- Recommendation concerning the International Standardization of Statistics on the Public Financing of Cultural Activities. 27 October 1980.
- Revised Recommendation concerning the International Standardization of Statistics on the Production and Distribution of Books, Newspapers and Periodicals. 1 November 1985.
- Recommendation on the Safeguarding of Traditional Culture and Folklore. 15 November 1989.
- Recommendation on the Recognition of Studies and Qualifications in Higher Education. 13 November 1993.
- Recommendation concerning the Status of Higher-Education Teaching Personnel. 11 November 1997.

ANNEX E

Statistics concerning the General Conference

40

Statistics	Sessions										
	21 C	4 XC	22 C	23 C	24 C	25 C	26 C	27 C	28 C	29 C	
Number of working days	28	10	26	29	27	23	18	19	18.5	18	
Number of calendar days	36	11	33	31	32	31	24	23	23	23	
Number of delegates and observers	2 123	1 488	2 126	1 872	2 015	2 233	2 206	2 563	2 672	2 835	
Number of speakers in the general policy debate	165	150	177	181	169	167	177	195	188	197	
Number of meetings											
Total	268	49+7*	218+13*	236+23*	195+10*	180+12*	144+3*	162+5*	146	147	
Plenary meetings	(40)	(17)	(34)	(38)	(38)	(33)	(27)	(33)	(25)	(28)	
Extended meetings	-	-	-	-	-	(28)	(8)	(11)	(12)	-	
Night meetings	(7)	(6)	(4)	(1)	(2)	(1)	(3)	(1)	-	-	
Number of items on the agenda	68	9	69	86	107	95	91 ¹	103 ²	89 ³	81 ⁴	
Number of resolutions adopted	157	19	147	145	158	153	132	156	156	116	
Documents prepared before and during sessions**											
Number of documents	368	343	465	204	278	273	305	309	255	179	
Draft resolutions	436	169	403	332	384	408	345	429	545	149	
Number of original standard pages	9 600	3 249	9 982	9 537	5 637	4 469	5 147	4 956	4 095	3 774	
Total number of standard pages***	52 680	19 494	52 752	47 409	26 205	25 466	20 305	20 912	22 714	18 886	
Number of pages printed on the premises (in millions)	56	23	67	66	44	50.9	54.25	50.1	54.8	46.1	

1. Two of which were deferred until the 27th session of the General Conference.

2. Two of which were deferred until the 28th session of the General Conference.

3. One of which was deferred until the 29th session of the General Conference.

4. One of which was deferred until the 30th session of the General Conference.

* Working groups.

** Excluding the Records, the Approved Programme and Budget, the Report of the Director-General, and the Manual of the General Conference.

*** In five languages up to and including the 17th session, and in six languages from the 18th session onwards.

ANNEX F

Publications

F.1 - List of publications issued in 1996 and 1997, including revised editions and reprints, co-publications, UNESCO works financed under the Participation Programme and commercial editions of UNESCO publications

Title	Publisher/Co-publisher	Language	Year of publication
INTERDISCIPLINARY SERIES			
Future-Oriented Studies			
Savoir-faire locaux, nouvelles technologies de communication et de développement	UNESCO/Publisud	French	1996
Science and Technology in Thailand. Lessons from a Developing Economy	UNESCO/NSTDA	English	1997
Social Sciences Studies			
People on Earth	UNESCO	English	1997
People on Earth	UNESCO	French	1997
EDUCATION			
UNESCO Reference Books			
World Guide to Higher Education	UNESCO	English	1996
World Education Report 1995	UNESCO/Santillana	Spanish	1996
World Education Report 1995	German National Commission	German	1996
Study Abroad	UNESCO	Trilingual: English/ French/ Spanish	1997
World Education Report 1995	UNESCO	Russian	1997
World Education Report 1995		Portuguese	1997
Education on the Move			
Où va l'éducation		Portuguese	1996
Learning. The Treasure Within	UNESCO	English	1996
Learning. The Treasure Within	UNESCO/Odile Jacob	French	1996
Learning. The Treasure Within	UNESCO/Santillana	Spanish	1996
Learning. The Treasure Within		Portuguese	1996
Learning. The Treasure Within		Catalan	1996
Learning. The Treasure Within		Slovene	1996
Learning. The Treasure Within	Icelandic National Commission	Icelandic	1996
Learning. The Treasure Within	UNESCO/ESPH	Russian	1997
Learning. The Treasure Within		Catalan	1997
Learning. The Treasure Within		Italian	1997
Learning. The Treasure Within		Serbian	1997

Title	Publisher/Co-publisher	Language	Year of publication
Equity in the Classroom. Towards an Effective Pedagogy for Boys and Girls	UNESCO/Falmer Press	English	1996
Studies and Documents on Education			
National Languages and Teacher Training in Africa. Methodological Guide No.3	UNESCO	English	1996
Gender Differences in Learning Achievement: Evidence from Cross-National Surveys	UNESCO	English	1997
Monitoring Learning Achievement	UNESCO	English	1997
Education in the Least Developed Countries: Advancing in Adversity	UNESCO	French	1997
Youth Plus			
Farnatchi and the Foursome	UNESCO/Vie et Santé	Trilingual: English/ French/ Arabic	1996
Farnatchi in the Land of Illusions	UNESCO/Vie et Santé	Trilingual: English/ French/ Arabic	1996
Farnatchi and the Masked Ball	UNESCO/Vie et Santé	Trilingual: English/ French/ Arabic	1997
Women Plus			
English/Chinese Lexicon of Women and Law	UNESCO/CTPC	Bilingual: English/ Chinese	1996
Women and the University Curriculum. Towards Equality, Democracy and Peace	UNESCO/ Jessica Kingsley	English	1996
Women and the University Curriculum. Towards Equality, Democracy and Peace	UNESCO	French	1997
The Teacher's Library			
Special Needs in the Classroom	UNESCO	French	1996
Special Needs in the Classroom		Russian	1996
Special Needs in the Classroom		Portuguese	1996
Science and Technology in the Primary School of Tomorrow		Thai	1996
Teaching Primary School Mathematics: A Handbook for Teachers	UNESCO/Ian Randle	English	1996
Innovations in Science and Technology Education, Vol. 4	UNESCO	French	1996
Innovations in Science and Technology Education, Vol. 6	UNESCO	English	1997
Tolerance: The Threshold of Peace. Vol.1: Teacher Training Resource Unit	UNESCO	English	1997

Title	Publisher/Co-publisher	Language	Year of publication
Tolerance: The Threshold of Peace. Vol.1: Teacher Training Resource Unit	UNESCO	French	1997
Tolerance: The Threshold of Peace. Vol.2 : Primary School Resource Unit	UNESCO	English	1997
Tolerance: The Threshold of Peace. Vol.2: Primary School Resource Unit	UNESCO	French	1997
Tolerance: The Threshold of Peace. Vol.3: Secondary School Resource Unit	UNESCO	English	1997
Tolerance: The Threshold of Peace. Vol.3: Secondary School Resource Unit	UNESCO	French	1997
Décider l'avenir. Kit EDÉN (Energie, Développement et Environnement)	UNESCO	French	1997
Cómo construir un programa de educación ambiental	UNESCO/ Libros de la Catarata	Spanish	1997
Educación ambiental: principios de enseñanza y aprendizaje	UNESCO/ Libros de la Catarata	Spanish	1997
La educación ambiental en la formación técnica y profesional	UNESCO/ Libros de la Catarata	Spanish	1997
Educación ambiental: hacia una pedagógica basada en la resolución de problemas	UNESCO/ Libros de la Catarata	Spanish	1997
Educación ambiental: programa de formación continua para maestros e inspectores de enseñanza primaria	UNESCO/ Libros de la Catarata	Spanish	1997
La energía como tema interdisciplinar en la educación ambiente	UNESCO/ Libros de la Catarata	Spanish	1997
Enfoque interdisciplinar en la educación ambiental	UNESCO/ Libros de la Catarata	Spanish	1997
Enseñanza ambiental: programa para profesores e inspectores de ciencias sociales de enseñanza media	UNESCO/ Libros de la Catarata	Spanish	1997
Equilibrio del biosistema: introducción al medio ambiente humano	UNESCO/ Libros de la Catarata	Spanish	1997
Estrategias para la formación del profesorado en educación ambiental	UNESCO/ Libros de la Catarata	Spanish	1997
Evaluación de un programa de educación ambiental	UNESCO/ Libros de la Catarata	Spanish	1997
Guía de simulación y de juegos para la educación ambiental	UNESCO/ Libros de la Catarata	Spanish	1997
Guía para la enseñanza de valores ambientales	UNESCO/ Libros de la Catarata	Spanish	1997
Modulo educativo sobre la desertización	UNESCO/ Libros de la Catarata	Spanish	1997
Principios fundamentales para el desarrollo de la educación ambiental no convencional	UNESCO/ Libros de la Catarata	Spanish	1997

Title	Publisher/Co-publisher	Language	Year of publication
Programa de educación sobre conservación y gestión de los recursos humanos	UNESCO/ Libros de la Catarata	Spanish	1997
Programa de educación sobre problemas ambientales en las ciudades	UNESCO/ Libros de la Catarata	Spanish	1997
Programa de formación continua en educación ambiental para profesores de ciencia de enseñanza secundaria	UNESCO/ Libros de la Catarata	Spanish	1997
Programa de introducción a la educación ambiental para maestros e inspectores de enseñanza primaria	UNESCO/ Libros de la Catarata	Spanish	1997
Programa de introducción de la educación ambiental en la formación de profesores de enseñanza primaria	UNESCO/ Libros de la Catarata	Spanish	1997
Programa de introducción de la educación ambiental para profesores e inspectores de ciencias sociales de enseñanza media	UNESCO/ Libros de la Catarata	Spanish	1997
Tendencias de la educación ambiental a partir de la Conferencia de Tbilisi	UNESCO/ Libros de la Catarata	Spanish	1997
Plan de estudios para la formación de futuros profesores en educación ambiental	UNESCO/ Libros de la Catarata	Spanish	1997
Programa de formación en educación ambiental para futuros profesores y asesores de ciencias de enseñanza secundaria	UNESCO/ Libros de la Catarata	Spanish	1997
The Professional Training Library			
Savoir lire et après ? Produire des matériels de lecture pour la postalphabétisation	UNESCO	French	1996
IBE Studies			
Teacher Training and Multiculturalism: Natural Studies	UNESCO/IBE	English	1996
Development, Culture and Education	UNESCO/IBE	French	1996
Education et culture de la paix : sélection bibliographique mondiale	UNESCO/IBE	French	1996
To Live Together. Shaping New Attitudes to Peace through Education	UNESCO/IBE	English	1997
Thinkers of Education. Vol.1-4 (low-cost edition)	UNESCO/Oxford & IBH	English	1997
IIEP Studies			
Economía de la educación		Spanish	1996
Educational Planning and Management, and the Use of Geographical Information Systems	UNESCO/IIEP	English	1996
Searching for Relevance. The Development of Work in Basic Education	UNESCO/IIEP	English	1996
From Planning to Action: Government Initiatives for Improving School-Level Practice	UNESCO/IIEP	English	1997
Functional Analysis (Management Audits) of the Organization of Ministries of Education	UNESCO/IIEP	English	1997

Title	Publisher/Co-publisher	Language	Year of publication
Functional Analysis (Management Audits) of the Organization of Ministries of Education	UNESCO/IIEP	French	1997
Incentives Analysis and Individual Decision-Making in the Planning of Education	UNESCO/IIEP	English	1997
Planning for Innovation in Education	UNESCO/IIEP	English	1997
Science Education and Development. Planning and Policy Issues at Secondary Level	UNESCO/IIEP	English	1997
The Quality of Primary Schools in Different Development Contexts	UNESCO/IIEP	English	1997
UIE Studies			
Women, Education and Empowerment	UNESCO/UIE/Ernst Klett Verlag für Wissen & Bildung	French	1996
Women, Education and Empowerment	UNESCO/UIE	English	1997
Women Reading the World. Policies and Practices of Literacy in Asia	UNESCO/UIE	English	1996
Education, Democracy and Development	UNESCO/UIE	English	1997
Basic Education in Prisons	UNESCO/UIE/ UN Office in Vienna	English	1997
Alpha 97: Basic Education and Institutional Environment	UNESCO/UIE/ Culture Concepts Publishers	English	1997
Alpha 97: Basic Education and Institutional Environment	UNESCO/UIE/Ministère de l'éducation du Québec	French	1997
Landscapes of Literacy. An Ethnographic Study of Functional Literacy in Marginal Philippine Communities	UNESCO/UIE/Luzac Oriental	English	1997
Making a Difference: Innovations in Adult Education	UNESCO/UIE	English	1997
Negotiating and Creating Space of Power	UNESCO/UIE	English	1997
Sharpening our Tools	UNESCO/UIE	English	1997
SCIENCES			
UNESCO Reference Books			
World Science Report 1996	UNESCO	English	1996
World Science Report 1996	UNESCO	French	1996
World Science Report 1996	UNESCO/Santillana	Spanish	1996
Environment and Development			
Discharge of Selected Rivers of the World. Vol.2: Part II	UNESCO	Multilingual: English/ French/ Spanish/ Russian	1996

Title	Publisher/Co-publisher	Language	Year of publication
Ecology of Tropical Forest Tree Seedlings	UNESCO/Parthenon	English	1996
Equilibrio del biosistema		Spanish	1996
Biodiversity in Land-Inland Water Ecotones	UNESCO/Parthenon	English	1997
Limnology and Hydrology of Lakes Tanganyika and Malawi	UNESCO/Parthenon	English	1997
Population and Environment in Arid Regions	UNESCO/Parthenon	English	1997
Phytoplankton Pigments in Oceanography	UNESCO	English	1997
L'alimentation en forêt tropicale. Vols. 1 & 2	UNESCO/CNRS	French	1997
Engineering and Technology for Development			
The Researcher's Library			
Scientific Diving. A General Code of Practice	UNESCO/Best Publishing	English	1996
Electronic Publishing			
UNESCO/ISEEK Energy Database 1997	UNESCO	English	1996
Amazonia. The Fantastic World of the Amazon	UNESCO/POEMA	Trilingual: English/ Spanish/ Portuguese	1997
SOCIAL SCIENCES			
Democracy and Power			
Cultura y democracia	UNESCO/Instituto para el desarrollo de la democracia Luis Carlos Galan	Spanish	1996
Democracy. An Analytical Survey	UNESCO	Spanish	1996
Introducing Democracy. 80 Questions and Answers		Greek	1996
Introducing Democracy. 80 Questions and Answers		Czech	1996
Introducing Democracy. 80 Questions and Answers	Russian Federation National Commission	Russian	1996
Introducing Democracy. 80 Questions and Answers	Armenian National Commission	Armenian	1996
Introducing Democracy. 80 Questions and Answers	UNESCO/ Los Libros de la Catarata	Spanish	1997
Introducing Democracy. 80 Questions and Answers		Lithuanian	1997
Introducing Democracy. 80 Questions and Answers	Korean National Commission	Korean	1997
Introducing Democracy. 80 Questions and Answers		Amharic	1997
Introducing Democracy. 80 Questions and Answers		Malayalam	1997
Introducing Democracy. 80 Questions and Answers		Swedish	1997

Title	Publisher/Co-publisher	Language	Year of publication
Introducing Democracy. 80 Questions and Answers		Tamil	1997
Introducing Democracy. 80 Questions and Answers		Kannada	1997
Introducing Democracy. 80 Questions and Answers		Assamese	1997
Introducing Democracy. 80 Questions and Answers		Bengali	1997
Peace and Conflict Issues			
From a Culture of Violence to a Culture of Peace	UNESCO	English	1996
Human Rights in Perspective			
Human Rights: Questions and Answers	UNESCO	English	1996
International Humanitarian Law		Russian	1997
The Philosopher's Library			
Qui sommes-nous ? Les rencontres philosophiques de l'UNESCO	UNESCO/ Découvertes Gallimard	French	1996
Qu'est-ce qu'on ne sait pas ?	UNESCO/ Découvertes Gallimard	French	1996
Du droit à la philosophie d'un point de vue cosmopolitique	UNESCO	French	1997
CULTURE			
UNESCO Reference Books			
Our Creative Diversity	UNESCO	English	1996
Our Creative Diversity	UNESCO	French	1996
Our Creative Diversity	UNESCO/Ediciones SM	Spanish	1996
Our Creative Diversity	Swedish National Commission	Swedish	1997
Our Creative Diversity	Hungarian National Commission	Hungarian	1997
Atlas of the World's Languages in Danger of Disappearing	UNESCO/Pacific Linguistics	English	1997
Atlas of the World's Languages in Danger of Disappearing	UNESCO/Pacific Linguistics	French	1997
Atlas of the World's Languages in Danger of Disappearing	UNESCO/Pacific Linguistics	Spanish	1997
Copyright Laws and Treaties of the World. 27th supplement - 1991-1995	UNESCO/BNA	English	1997
The Professional Training Library			
Book Promotion, Sales and Distribution	UNESCO/Hurtubise	French	1996
National Book Policy. A Guide for Users in the Field	UNESCO	English	1997
National Book Policy. A Guide for Users in the Field	UNESCO	French	1997

Title	Publisher/Co-publisher	Language	Year of publication
National Book Policy. A Guide for Users in the Field	UNESCO	Spanish	1997
Grandes principios del derecho de autor y los derechos conexos en el mundo. Estudio de derecho comparado	UNESCO/CINDOC	Spanish	1997
The Researcher's Library			
Droit d'auteur et droits voisins	UNESCO	Chinese	1996
Droit d'auteur et droits voisins	UNESCO	French	1997
Culture and Development			
The Cultural Dimensions of Global Change. An Anthropological Approach	UNESCO	English	1996
Turismo cultural en América latina y el Caribe	UNESCO	Spanish	1997
World Heritage			
Farming the Desert. The UNESCO Libyan Valleys Archaeological Survey. Vol.1: Synthesis	UNESCO/Department of Antiquities (Tripoli)/ Society for Libyan Studies	English	1996
Farming the Desert. The UNESCO Libyan Valleys Archaeological Survey. Vol.2: Site Gazetteer and Pottery	UNESCO/Department of Antiquities (Tripoli)/ Society for Libyan Studies	English	1996
Inventory of Monuments at Pagan. Vol.6: Monuments 1140-1736	UNESCO/Kiskadale/EFEO	English	1996
Protection of Cultural Property in the Event of Armed Conflict. Commentary on The Hague Convention of 14 May 1954	UNESCO/Darmouth	English	1996
Trade in Antiquities. Reducing Destruction and Theft	UNESCO/Archetype Books	English	1997
Les peintures murales des monastères bouddhiques au Cambodge	UNESCO/Maisonneuve & Larose	French	1997
Multiple History			
Le Moyen Age : à l'origine de l'identité européenne		Italian	1996
History of Civilizations of Central Asia. Vol. III: The Crossroads of Civilization: AD 250 to 750	UNESCO	English	1996
History of Humanity. Vol.II: From the Third Millennium to the Seventh Century	UNESCO/Routledge	English	1996
General History of Africa. Vol. VI: Africa in the Nineteenth Century Until the 1880s	UNESCO	French	1996
General History of Africa. Abridged edition. Vol.III: Africa from the Seventh to the Eleventh Century	UNESCO/EDICEF/ Présence Africaine	French	1997
General History of Africa. Abridged edition. Vol.IV: Africa from the Twelfth to the Sixteenth Century	UNESCO/James Currey Publishers/University of California Press	English	1997
General History of Africa. Abridged edition. Vol. VI: Africa in the Nineteenth Century until the 1880s	UNESCO/EDICEF/ Présence Africaine	French	1997

Title	Publisher/Co-publisher	Language	Year of publication
History of Humanity. Vol.III: From the Seventh Century BC to the Seventh Century AD	UNESCO/Routledge	English	1997
Memory of Peoples			
The World of Art in 1995	UNESCO	Bilingual: English/ French	1996
Guide pour la collecte des musiques et instruments traditionnels	UNESCO	French	1997
L'océan atlantique musulman: De la conquête arabe à l'époque almohade	UNESCO/ Maisonneuve & Larose	French	1997
Al-Andalus Allende el Atlántico	UNESCO/EI Legado Andalusi	Spanish	1997
Los códigos de la América española (1768-1842)	UNESCO/Universidad de Alcalá de Henares	Spanish	1997
El mundo árabe y américa latina	UNESCO/Libertarias/ Prodhufi	Spanish	1997
Women Plus			
Talented Women	UNESCO	English	1996
Talented Women	UNESCO	French	1996
Art Albums			
El arte Mudejar	UNESCO/Intercaja	Spanish	1996
Electronic Publishing			
Index Translationum 1996	UNESCO	Trilingual: English/ French/ Spanish	1996
Sérinde. Oasis perdue des routes de la soie	UNESCO/RMN/Beta System	French	1996
Index Translationum 1997	UNESCO	Trilingual: English/ French/ Spanish	1997
COMMUNICATION			
UNESCO Reference Books			
World Information Report 1997-1998	UNESCO	English	1997
World Information Report 1997-1998	UNESCO	French	1997
World Communication Report - The Media and the Challenge of New Technologies	UNESCO	French	1997
Communication and Development			
Media and Democracy in Latin America and the Caribbean	UNESCO	English	1996
Alternative Media: Linking Global and Local	UNESCO	Russian	1996

Title	Publisher/Co-publisher	Language	Year of publication
TV Transnationalization: Europe and Asia	UNESCO	Russian	1996
Information Technologies for Newspaper Publishing in Asia and the Pacific	UNESCO	English	1997
Public Service Broadcasting: The Challenge of the 21st Century	UNESCO	English	1997
Informatics: A Vital Factor in Development		Thai	1997
World Heritage			
Life and Fate of the Ancient Library of Alexandria		Chinese	1996
INFORMATION SYSTEMS AND SERVICES			
Electronic Publishing			
UNESCO Databases 1996	UNESCO	Trilingual: English/ French/ Spanish	1996
UNESCO Databases 1997	UNESCO	Trilingual: English/ French/ Spanish	1997
OFFICIAL PUBLICATIONS			
UNESCO Reference Books			
Report of the Director-General 1994-1995	UNESCO	English	1996
Report of the Director-General 1994-1995	UNESCO	French	1996
Report of the Director-General 1994-1995	UNESCO	Spanish	1996
Report of the Director-General 1994-1995	UNESCO	Arabic	1996
Report of the Director-General 1994-1995	UNESCO	Chinese	1996
Report of the Director-General 1994-1995	UNESCO	Russian	1996
Electronic Publishing			
UNESCO Resolutions and Decisions 1987-1996	UNESCO	Trilingual: English/ French/ Spanish	1997
STATISTICS			
UNESCO Reference Books			
Compendium of Statistics on Illiteracy (1995 ed.)	UNESCO	English	1996
Compendium of Statistics on Illiteracy (1995 ed.)		English	1996

Title	Publisher/Co-publisher	Language	Year of publication
Compendium of Statistics on Illiteracy (1995 ed.)	UNESCO	French	1996
Compendium of Statistics on Illiteracy (1995 ed.)	UNESCO	Spanish	1996
UNESCO Statistical Yearbook 1995	UNESCO/Bernan	Trilingual: English/ French/ Spanish	1996
UNESCO Statistical Yearbook 1996	UNESCO/Bernan	Trilingual: English/ French/ Spanish	1997
UNESCO Statistical Yearbook 1997	UNESCO/Bernan	Trilingual: English/ French/ Spanish	1997
UNESCO PUBLISHING			
UNESCO Reference Books			
The Story of a Grand Design. UNESCO 1946-1993	UNESCO/CTPC	Chinese	1997
Asia Pacific Arts Directory, Vols. I, II & III	UNESCO/Visiting Art	English	1996
UNESCO: anuario mundial	UNESCO/Planeta De Agostini	Spanish	1996
Mensaje de América. Cincuenta años junto a la UNESCO	UNESCO/Universidad Nacional de Autónoma de México	Spanish	1997
Art Albums			
Renewable Energy of the Sun	UNESCO	English	1996
Challenges			
Memory of the Future		Russian	1996
Memory of the Future		Serbian	1996
Memory of the Future	UNESCO/CTPC	Chinese	1997
Science and Power	UNESCO/Maisonneuve & Larose	French	1996
Science and Power		Italian	1997
The New Page		Russian	1996
The New Page		Greek	1997
Education on the Move			
La escuela global	UNESCO/Fondo de Cultura Económica	Spanish	1997
Environment and Development			
Ciudades sedientas. Agua y ambientes urbanos en América latina	UNESCO/CIID	Spanish	1997

Title	Publisher/Co-publisher	Language	Year of publication
Social Sciences Studies			
Poverty: A Global Review. Handbook on International Poverty Research	UNESCO/Scandinavian University Press	English	1996
The Philosopher's Library			
Peinture et écriture	UNESCO/La Différence	French	1996
Peinture et écriture 2 - Le livre d'artiste	UNESCO/La Différence	French	1997
La reconstruction de l'utopie	UNESCO/Arcantère	French	1997
Fines de siglo, fin de milenio	UNESCO/Alianza Editorial	Spanish	1997
Culture of Peace			
Tolerance	UNESCO	English	1996
Rwanda. Mémoire d'un génocide	UNESCO/ Editions Alternatives	French	1996
UNESCO: An Ideal in Action	UNESCO	French	1996
UNESCO: An Ideal in Action	UNESCO	English	1997
UNESCO: An Ideal in Action		Serbian	1997
UNESCO and a Culture of Peace. Promoting a Global Movement	UNESCO	English	1997
Memory of Peoples			
Destinos cruzados. Cinco siglos de encuentros con los amerindios	UNESCO/Siglo Veintiuno	Spanish	1996
Multiple History			
Translators through History	UNESCO/John Benjamin	English	1996
Women Plus			
Breaking the Silence. Voices of Women from Around the World	UNESCO/Viking	English	1997
Archives Series			
Paris -1924-1993. Periodismo y creación literaria de Miguel Angel Asturias	UNESCO/ALLCA Siglo XX	Spanish	1996
Don Segundo Sombra	UNESCO/ALLCA Siglo XX	Spanish	1996
Paradiso	UNESCO/ALLCA Siglo XX	Spanish	1996
Obra poética de Cés Vallejo	UNESCO/ALLCA Siglo XX	Spanish	1996
Los de abajo	UNESCO/ALLCA Siglo XX	Spanish	1996
Macunaima	UNESCO/ALLCA Siglo XX	Spanish	1996
Obra completa de José Asunción Silva	UNESCO/ALLCA Siglo XX	Spanish	1996
El chulla romero y flores	UNESCO/ALLCA Siglo XX	Spanish	1996

Title	Publisher/Co-publisher	Language	Year of publication
Las memorias de Mamá Blanca	UNESCO/ALLCA Siglo XX	Spanish	1996
La carreta	UNESCO/ALLCA Siglo XX	Spanish	1996
Raza de bronce	UNESCO/ALLCA Siglo XX	Spanish	1996
Poesía y poética de José Gorostiza	UNESCO/ALLCA Siglo XX	Spanish	1996
A paixao segundo G.H.	UNESCO/ALLCA Siglo XX	Spanish	1996
El zorro de arriba y el zorro de abajo	UNESCO/ALLCA Siglo XX	Spanish	1996
Los días terrenales	UNESCO/ALLCA Siglo XX	Spanish	1996
Rayuela	UNESCO/ALLCA Siglo XX	Spanish	1996
Toda la obra de Juan Rulfo	UNESCO/ALLCA Siglo XX	Spanish	1996
Crónica da casa assassinada	UNESCO/ALLCA Siglo XX	Spanish	1996
Radiofía de Pampa	UNESCO/ALLCA Siglo XX	Spanish	1996
Canaima	UNESCO/ALLCA Siglo XX	Spanish	1996
Hombres de maíz	UNESCO/ALLCA Siglo XX	Spanish	1996
Al filo del agua	UNESCO/ALLCA Siglo XX	Spanish	1996
Tradiciones peruanas	UNESCO/ALLCA Siglo XX	Spanish	1996
El árbol de la cruz	UNESCO/ALLCA Siglo XX	Spanish	1996
Museo de la novela	UNESCO/ALLCA Siglo XX	Spanish	1996
Todos los cuentos de Horacio Quiroga	UNESCO/ALLCA Siglo XX	Spanish	1996
Viajes UNESCO/ALLCA Siglo XX	Spanish	1996	
Mensagem. Poemas esotéricos	UNESCO/ALLCA Siglo XX	Spanish	1996
El hombre que parecía un caballo	UNESCO/ALLCA Siglo XX	Spanish	1997
Adan Buenosayres	UNESCO/ALLCA Siglo XX	Spanish	1997
World Heritage			
Venice Restored 1966-1986	UNESCO/Electa	English	1996
The Jesuit 'Republic' of the Guaranis (1609-1768) and its Heritage	UNESCO/Manrique Zago	Spanish	1996
The Jesuit 'Republic' of the Guaranis (1609-1768) and its Heritage	UNESCO/ Cross Road Publishers	English	1997
UNESCO World Heritage Desk Diary 1997	UNESCO/ Ediciones San Marcos	Trilingual: English/ French/ Spanish	1996
UNESCO World Heritage Desk Diary 1998	UNESCO/ Ediciones San Marcos	Trilingual: English/ French/ Spanish	1997

Title	Publisher/Co-publisher	Language	Year of publication
Baalbek	UNESCO/Arziates	French	1997
Discovering the World			
Youssef: The Boy from Cordoba	UNESCO	English	1996
My Beloved Planet	UNESCO	Spanish	1996
Regards sur le patrimoine	UNESCO/Sorbier	French	1997
Colección Letra Grande			
Cuentos rusos	UNESCO/Editorial Popular	Spanish	1996
Historias de Madrid	UNESCO/Editorial Popular	Spanish	1996
Relatos subterráneos	UNESCO/Editorial Popular	Spanish	1997
Cuentos melancólicos	UNESCO/Editorial Popular	Spanish	1997
Electronic Publishing			
Etymological Dictionary of Grasses	UNESCO/ETI	English	1996
Marine Lobsters of the World	UNESCO/ETI	English	1996
Marine Mammals of the World	UNESCO/ETI	English	1996
Five Kingdoms	UNESCO/ETI	English	1996
Fishes of the North-Eastern Atlantic and the Mediterranean	UNESCO/ETI	English	1996
Marine Planarians of the World	UNESCO/ETI	English	1996
Les villes du patrimoine	UNESCO/Cybérion	French	1996
Angkor, cité royale	UNESCO/RMN/ Infogrames	French	1997
Iberoamerican Art 1900-1990 Arte iberoamericano 1900-1990	UNESCO/ Ediciones CD Arte	Bilingual: English/ Spanish	1997
Misiones jesuíticas del Guayará	UNESCO/Manrique Zago/ ICOMOS	Spanish	1997
UNESCO Collection of Representative Works			
Les grands maîtres algériens du Ch'abi et du hawzi (Algeria)	UNESCO/EI Ouns	Bilingual: French/ Arabic	1996
Rubayat (Iran)	UNESCO/ Ediciones del Oriente	Bilingual: Spanish/ Persian	1996
Silva, Poesías (Colombia)	UNESCO	Bilingual: French/ Spanish	1996
Travels in América Deserta and other Poems (United States of America)	UNESCO/Editorial Graffiti	Bilingual: English/ Spanish	1996

Title	Publisher/Co-publisher	Language	Year of publication
Back to Heaven: Selected Poems (Korea)	UNESCO/Cornell University	English	1996
Bandarshah (Sudan)	UNESCO/Kegan Paul	English	1996
Land (Korea)	UNESCO/Kegan Paul	English	1996
The Life of Ismail Ferik Pasha (Greece)	UNESCO/Peter Owen	English	1996
The Prisoner (Pakistan)	UNESCO/Peter Owen	English	1996
Sourcebook of Korean Civilization, Vol. 2 (Korea)	UNESCO/ Columbia University Press	English	1996
The Star and Other Korean Short Stories (Korea)	UNESCO/Kegan Paul	English	1996
The Swordfish (Belgium)	UNESCO/Peter Owen	English	1996
World Literature Today. Literatures of Central Asia	UNESCO/ University of Oklahoma	English	1996
World Literature Today. South African Literature in Transition	UNESCO/ University of Oklahoma	English	1996
Years Like Brief Days (Costa Rica)	UNESCO/Peter Owen	English	1996
Adriana Buenos Aires (Argentina)	UNESCO/José Corti	French	1996
Le chant mélodieux des âmes (Korea)	UNESCO/L'Harmattan	French	1997
La cité des césars. Une utopie en Patagonie (United Kingdom)	UNESCO/Utz	French	1996
Condamné à vivre (Colombia)	UNESCO/ Amérique latine Editions	French	1996
La convocation d'Alamut. Somme de philosophie ismaélienne (Iran)	UNESCO/Editions Verdier	French	1996
Le dieu volé (Philippines)	UNESCO/Critérior	French	1996
Hymnes du Veda (India)	UNESCO/Gallimard	French	1996
Le journal de la félicité (Romania)	UNESCO/Arcantère	French	1996
Le livre de Humâyûn (India)	UNESCO/Gallimard	French	1996
Le livre de l'Inde (India)	UNESCO/Sindbad	French	1996
Les Maia (Portugal)	UNESCO/Chandeigne	French	1996
L'œil des champs. Anthologie de la poésie tchouvache (Russian Federation)	UNESCO/Circé	French	1996
Reconstruire la pensée religieuse de l'Islam (Pakistan)	UNESCO/Editions du Rocher	French	1996
Sonorité pour adoucir le souci. Poésie traditionnelle de l'archipel malais (Malaysia)	UNESCO/Gallimard	French	1996
Cartas de una peruana (Peru)	UNESCO/Indigo Ediciones	Spanish	1996
Cuentos ecológicos. Hilos secretos de la naturaleza	UNESCO/Instituto Movilizador de Fondos Cooperativos	Spanish	1996

Title	Publisher/Co-publisher	Language	Year of publication
Nos lo contó Abu Hurayra (Tunisia)	UNESCO/ Huerga y Fierro Editores	Spanish	1996
La vida de una mujer intocable (India)	UNESCO/Trilce/Indigo	Spanish	1996
Le livre des héros (Georgia)		Italian	1996
Le secret du théâtre No (Japan)		Italian	1996
Carnet de femme (Kuwait)	UNESCO/Publisud	Bilingual: English/ Arabic	1997
Ancient Indian Tradition and Mythology. Vol. 57: The Skanda Purana, Part IX	UNESCO/Motilal Barnasidass	English	1997
Ancient Indian Tradition and Mythology. Vol. 58: The Skanda Purana, Part X	UNESCO/Motilal Barnasidass	English	1997
The Arsonist (Czech Republic)	UNESCO/Twisted Spoon	English	1997
The Book of My Mother (France)	UNESCO/Peter Owen	English	1997
The Descendants of Cain (Korea)	UNESCO/M.E. Sharpe	English	1997
Dolly City (Israel)	UNESCO/Loki Books	English	1997
The Renunciation. Novel (Puerto Rico)	UNESCO/ Four Walls Eight Windows	English	1997
Anthologie Nahuatl. Témoignages littéraires du Mexique indigène (Mexico)	UNESCO/L'Harmattan	French	1997
La chanteuse de P'ansori (Korea)	UNESCO/Actes Sud	French	1997
Choix de poèmes par Stefan Hordur Grimson (Iceland)	UNESCO/La Barbacane	French	1997
Déluge de soleil. Nouvelles contemporaines du Costa Rica	UNESCO/Vericuentos	French	1997
Discours des lumières. Discours des seigneurs (Venezuela)	UNESCO/Editions de l'Aube	French	1997
Les épopées d'Afrique noire	UNESCO/Karthala	French	1997
Feux sur la ligne. Vingt nouvelles portoricaines (Puerto Rico)	UNESCO/Alfil/ L'Instant même	French	1997
Fondements de la méta-technique (Venezuela)	UNESCO/L'Harmattan	French	1997
Il était plusieurs fois... Contes populaires palestiniens	UNESCO/Arcantère	French	1997
Kamayani (India)	UNESCO/Langues & Monde	French	1997
Macounaïma (Brazil)	UNESCO/CNRS/ ALLCA Siglo XX	French	1997
Man. yōshū. Livres I à III (Japan)	UNESCO/Pof	French	1997
Le miroir de l'autre (Hungary)	UNESCO/La Différence/ Orphée	French	1997
Le navire (Palestine)	UNESCO/Arcantère	French	1997

Title	Publisher/Co-publisher	Language	Year of publication
Océan des rivières - Contes du vampire (India)	UNESCO/Gallimard	French	1997
Œuvres choisies de Juan Montalvo (Ecuador)	UNESCO/L'Harmattan	French	1997
Post-scriptum (Russian Federation)	UNESCO/Alfil	French	1997
Saison de fièvre (Costa Rica)	UNESCO/La Différence	French	1997
Vers libres par José Martí (Cuba)	UNESCO/L'Harmattan	French	1997
Voyages dans mon pays (Portugal)	UNESCO/ La Boite à Documents	French	1997
Descubrimiento de la fuentes del Nilo (United Kingdom)	UNESCO/Ediciones del Sol	Spanish	1997
Diwan. Poetas de lenguages africanas	UNESCO/Arte y literatura	Spanish	1997
Obra completa I. El concepto y consejeros del Principe; Bononia (Spain)	UNESCO/ Alfonso el Magnánim	Spanish	1997
Páginas escogidas por Jean Amos Comenius (Czech Republic)	UNESCO/A.Z. Editora/ORCALC	Spanish	1997
Solo al atardecer (Czech Republic)	UNESCO/Pre-Textos	Spanish	1997

F.2 - Statistics concerning publications issued in 1996-1997

258

I. Issued by UNESCO:	
New titles under UNESCO's sole imprint	90
Revised editions	3
Co-publications	148
UNESCO Collection of Representative Works/new titles	66
Total	307
II. Issued by outside publishers:	
UNESCO works published by National Commissions	6
Commercial editions of UNESCO publications	37
Total	43
Grand total	350

ANNEX G

Data concerning personnel

G.1 - G.2 - G.3 - G.4 - G.5 - G.6 - G.7 - G.8

259

G.1 - Number and percentage of established posts at Headquarters and away from Headquarters by category and budget, as of 31 December 1997 and 1996

Category	Number and percentage	Regular budget		Extrabudgetary funds		Total		Grand total
		Headquarters	Field	Headquarters	Field	Headquarters	Field	
Professional category								
on 31.12.97	Number	674	240	94	137	768	377	1 145
	%	58.9	21.0	8.2	12.0	67.1	32.9	100
on 31.12.96	Number	670	240	102	138	772	378	1 150
	%	58.3	20.9	8.9	12.0	67.1	32.9	100
General Service category								
on 31.12.97	Number	1 014	267	113	73	1 127	340	1 467
	%	69.1	18.2	7.7	5.0	76.8	23.2	100
on 31.12.96	Number	1 035	278	125	80	1 160	358	1 518
	%	68.2	18.3	8.2	5.3	76.4	23.6	100
Overall								
on 31.12.97	Number	1 688	507	207	210	1 895	717	2 612
	%	64.6	19.4	7.9	8.0	72.5	27.5	100
on 31.12.96	Number	1 705	518	227	218	1 932	736	2 668
	%	63.9	19.4	8.5	8.2	72.4	27.6	100

G.2 - Breakdown, in number and percentage, of staff at Headquarters and away from Headquarters by category and budget, as of 31 December 1997 and 1996

Category	Number and percentage	Regular budget		Extrabudgetary funds		Total		Grand total
		Headquarters	Field	Headquarters	Field	Headquarters	Field	
Professional category								
on 31.12.97	Number	635	210	87	95	722	305	1 027
	%	61.8	20.4	8.5	9.3	70.3	29.7	100
on 31.12.96	Number	635	205	91	96	726	301	1 027
	%	61.8	20.0	8.9	9.3	70.7	29.3	100
General Service category								
on 31.12.97	Number	916	252	97	52	1 013	304	1 317
	%	69.6	19.1	7.4	3.9	76.9	23.1	100
on 31.12.96	Number	956	261	109	54	1 065	315	1 380
	%	69.3	18.9	7.9	3.9	77.2	22.8	100
Overall								
on 31.12.97	Number	1 551	462	184	147	1 735	609	2 344
	%	66.2	19.7	7.8	6.3	74.0	26.0	100
on 31.12.96	Number	1 591	466	200	150	1 791	616	2 407
	%	66.1	19.4	8.3	6.2	74.4	25.6	100

**G.3 - Distribution by grade of staff in the Professional category
and above on 31 December 1997**

Grade	Regular budget		Extrabudgetary funds		Total	% in this category	% Increase as compared with 31.12.95
	Headquarters	Field	Headquarters	Field			
DG	1	-	-	-	1	0.1	0.0
DDG	2	-	-	-	2	0.2	100.0
ADG	9	-	1	-	10	1.0	- 16.7
D-2	29	11	-	1	41	4.0	78.3
D-1	61	22	3	2	88	8.6	6.0
P-5	145	55	12	29	241	23.5	- 9.1
P-4	157	47	13	6	223	21.7	- 9.7
P-3	135	38	25	15	213	20.7	7.0
P-2	83	21	28	31	163	15.9	25.4
P-1	13	4	5	9	31	3.0	- 26.2
NO*	-	12	-	2	14	1.4	55.6
Total	635	210	87	95	1 027	100	1.5

* NO = National Officer

**G.4 - Vacant UNDP and extrabudgetary posts in operational projects
as of 31 December 1997 and 1996**

Experts	Total number of vacant posts	Number of posts for which candidates had been approved	Number of posts for which 'candidates had been submitted to governments' or 'candidates in view'	Of which number of posts abolished	Number of posts open to recruitment
On 31 December 1997					
Experts:	21	12	-	3	6
UNDP	(7)	(4)	(-)	(-)	(3)
Other extrabudgetary funds	(14)	(8)	(-)	(3)	(3)
On 31 December 1996					
Experts:	21	8	1	1	11
UNDP	(5)	(2)	(-)	(-)	(3)
Other extrabudgetary funds	(16)	(6)	(1)	(1)	(8)

G.5 - Geographical distribution

	On 31 December 1994	On 31 December 1995	On 31 December 1996	On 31 December 1997
Above-range representation	19	19	24	25
Within-range representation	84	88	82	81
Below-range representation	35	36	36	39
Unrepresented	44	41	43	41
Total number of Member States	182	184	185	186

G.6 - Breakdown by age of staff in the Professional category and above on 31 December 1997

Age group	At Headquarters %	Away from Headquarters %	Total %
20-29	3.3	4.6	3.6
30-39	11.9	21.5	14.4
40-49	31.4	33.3	31.9
50-59	52.0	38.9	48.6
60 and over	1.4	1.6	1.5

G.7 - Number of staff members in the Professional category and above holding indeterminate appointments on 31 December 1997

		Number of indeterminate appointments	Percentage of the number of staff members in this category*
At Headquarters	Staff members holding posts subject to geographical distribution	80	14.4
	Staff members holding posts not subject to geographical distribution	18	10.8
	All staff in the Professional category at Headquarters	98	13.6
Away from Headquarters	Staff members holding posts subject to geographical distribution	21	10.0
	Staff members holding posts not subject to geographical distribution	2	12.5
	All staff in the Professional category away from Headquarters	23	10.2
At and away from Headquarters	All staff holding posts subject to geographical distribution at and away from Headquarters	101	13.2
	All staff in the Professional category at and away from Headquarters	121	12.8

* Excluding Associate Experts and National Officers.

G.8 - Associate Experts - breakdown of staff by nationality

	At Headquarters		Established Offices away from Headquarters		Projects	
	On 31.12.96	On 31.12.97	On 31.12.96	On 31.12.97	On 31.12.96	On 31.12.97
Austria		1	1	1		
Belgium			2	3		
Burkina Faso		1				
Cambodia		1				
Denmark	4	4	4	4	1	
Egypt	1	1				
Finland			1	1		
France	2	3	1	1		
Germany	4	3	2	1		
India	1	1				
Italy	1	1	3	2		
Japan	5	7	2	3		
Netherlands	4	1	14	12	2	2
Nicaragua			1	1		
Norway	2	2	1	1	1	
Republic of Korea	1	1				
Sweden	2	1	1	3		
TOTAL	27	28	33	33	4	2

ANNEX H

Participation Programme 1996-1997

H.1 - Breakdown of funds by region and according to programme sector

263

SECTOR		ED	SC	SHS	CLT	CII	ST	BRX	
REGION		Amount approved \$	Amount approved \$	Amount approved \$	Amount approved \$	Amount approved \$	Amount approved \$	Amount approved \$	Total approved \$
AFRICA	National	2 258 800	423 950	661 254	721 600	471 500		730 320	5 267 424
	Regional	48 000	30 000	132 400	231 000	61 000		20 000	522 400
	Subregional	230 000	37 000	30 000	223 500	48 000		51 160	619 660
	Interregional	101 000	90 000	90 000	116 000				397 000
	Subtotal	2 637 800	580 950	913 654	1 292 100	580 500		801 480	6 806 484
ASIA AND PACIFIC	National	1 004 200	285 400	194 800	711 900	294 980		268 000	2 759 280
	Regional	169 000	91 000	60 000	305 360	45 000		80 000	750 360
	Subregional	20 000	20 000	52 000	189 000	26 000		41 000	348 000
	Interregional	53 000	35 000	19 000	205 000				312 000
	Subtotal	1 246 200	431 400	325 800	1 411 260	365 980		389 000	4 169 640
EUROPE AND NORTH AMERICA	National	513 200	316 450	175 500	900 508	270 000		200 500	2 376 158
	Regional	143 000	211 000	163 000	581 425	144 000		83 000	1 325 425
	Subregional	33 000	95 200	35 000	264 000			10 000	437 200
	Interregional	347 500	313 000	224 000	709 000	35 000		30 000	1 658 500
	Subtotal	1 036 700	935 650	597 500	2 454 933	449 000		323 500	5 797 283
ARAB STATES	National	709 900	250 000	247 100	440 000	115 000		217 500	1 979 500
	Regional	35 500	3 000		85 000	26 000		30 000	179 500
	Subregional								
	Interregional	55 000	30 000	101 000	73 900				259 900
	Subtotal	800 400	283 000	348 100	598 900	141 000		247 500	2 418 900
LATIN AMERICA AND THE CARRABEAN	National	1 365 300	297 476	455 951	982 180	515 000		373 750	3 989 657
	Regional	161 000	117 000	185 000	190 848	100 000		12 000	765 848
	Subregional	60 100	30 000	75 250	35 000	30 000		60 000	290 350
	Interregional	179 500		25 000	590 000	15 000		35 000	844 500
	Subtotal	1 765 900	444 476	741 201	1 798 028	660 000		480 750	5 890 355
IGOs	National	12 000							12 000
	Regional	70 000	27 000	87 000	235 000	45 000	46 000		510 000
	Subregional	45 000			15 000				60 000
	Interregional				45 000	30 000			75 000
	Subtotal	127 000	27 000	87 000	295 000	75 000	46 000		657 000
NGOs	National	282 000	13 000	147 000	65 000	25 000		78 000	610 000
	Regional	390 000		150 800	376 000	45 000		65 000	1 026 800
	Subregional	20 000	47 000	10 000	55 000			26 000	158 000
	Interregional	241 500		346 000	728 900	20 000	35 000		1 371 400
	Subtotal	933 500	60 000	653 800	1 224 900	90 000	35 000	169 000	3 166 200
TOTAL		8 547 500	2 762 476	3 667 055	9 075 121	2 361 480	81 000	2 411 230	28 905 862

H.2 - Breakdown of funds by region and by country

Country	Amount allocated \$	Observations
AFRICA		
Angola.....	121 000	
Benin.....	315 500	Including \$60 000 in E.A.
Botswana.....	87 000	
Burkina Faso.....	121 000	
Burundi.....	245 500	Including \$50 000 in E.A.
Cameroon.....	55 000	
Cape Verde.....	65 000	
Central African Republic.....	127 000	Including \$50 000 in E.A.
Chad.....	78 880	
Congo.....	270 320	Including \$120 000 in E.A.
Côte d'Ivoire.....	274 160	Including \$45 000 in E.A.
Democratic Republic of the Congo.....	116 000	Including \$30 000 in E.A.
Djibouti.....	59 000	
Equatorial Guinea.....	78 000	
Eritrea.....	89 000	
Ethiopia.....	242 700	Including \$59 000 in E.A.
Gabon.....	142 000	Including \$60 000 in E.A.
Gambia.....	156 000	Including \$50 000 in E.A.
Ghana.....	137 000	Including \$25 000 in E.A.
Guinea.....	121 000	
Guinea-Bissau.....	53 000	
Kenya.....	128 500	
Lesotho.....	149 200	
Liberia.....	139 250	Including \$66 250 in E.A.
Madagascar.....	133 800	Including \$35 000 in E.A.
Malawi.....	136 500	Including \$35 000 in E.A.
Mali.....	185 050	Including \$22 550 in E.A.
Mauritius.....	110 000	
Mozambique.....	134 000	
Namibia.....	163 000	Including \$15 000 in E.A.
Niger.....	152 000	
Nigeria.....	358 000	Including \$20 000 in E.A.
Rwanda.....	257 000	Including \$174 000 in E.A.
Sao Tome and Principe.....	186 450	
Senegal.....	315 400	Including \$91 000 in E.A.
Seychelles.....	179 000	Including \$50 000 in E.A.
Sierra Leone.....	120 000	Including \$50 000 in E.A.
Somalia*.....	55 000	Including \$55 000 in E.A.
South Africa.....	158 600	Including \$62 000 in E.A.
Swaziland.....	92 000	
Togo.....	184 000	
Uganda.....	118 000	Including \$30 000 in E.A.
United Republic of Tanzania.....	136 174	
Zambia.....	73 500	
Zimbabwe.....	188 000	Including \$52 000 in E.A.
Total	6 806 484	

E.A. = Emergency assistance.

* This country's situation prevents it from submitting requests under the PP.

Country	Amount allocated \$	Observations
ARAB STATES		
Algeria	157 000	
Bahrain	31 000	
Egypt	254 500	Including \$5 000 in E.A.
Iraq	30 90	
Jordan	137 000	Including \$6 000 in E.A.
Kuwait	66 000	
Lebanon	170 000	Including \$70 000 in E.A.
Libyan Arab Jamahiriya	51 000	
Mauritania	87 000	Including \$30 000 in E.A.
Morocco	159 900	Including \$33 900 in E.A.
Oman	155 000	Including \$50 000 in E.A.
Palestine	314 100	Including \$150 000 in E.A.
Qatar	70 200	
Saudi Arabia	128 500	
Sudan	83 300	
Syrian Arab Republic	105 000	Including \$30 000 in E.A.
Tunisia	243 500	Including \$40 000 in E.A.
United Arab Emirates	80 000	Including \$12 000 in E.A.
Yemen	95 000	
Total	2 418 900	

Country	Amount allocated \$	Observations
ASIA AND THE PACIFIC		
Afghanistan	52 500	
Australia	160 000	
Bangladesh	149 800	Including \$50 000 in E.A.
Bhutan	107 000	
Cambodia	183 000	Including \$28 000 in E.A.
China	168 000	Including \$75 000 in E.A.
Dem. People's Rep. of Korea	150 000	Including \$80 000 in E.A.
Fiji	95 230	
India	165 000	
Indonesia	149 000	Including \$9 000 in E.A.
Iran	128 000	Including \$50 000 in E.A.
Japan	141 000	
Kazakhstan	90 000	
Kyrgyzstan	134 000	Including \$15 000 in E.A.
Lao People's Democratic Republic	66 700	
Malaysia	68 000	
Maldives	36 000	
Marshall Islands	45 000	
Mongolia	122 000	Including \$40 000 in E.A.
Myanmar	56 400	
Nepal	166 000	Including \$30 000 in E.A.
New Zealand	132 000	
Niue	47 000	
Pakistan	285 310	Including \$20 000 in E.A.
Papua New Guinea	60 500	
Philippines	70 000	Including \$10 000 in E.A.
Republic of Korea	95 000	
Samoa	80 900	
Sri Lanka	80 000	
Tajikistan	112 500	
Thailand	145 300	
Tonga	93 000	
Turkmenistan	115 000	
Tuvalu	50 500	
Uzbekistan	131 000	
Vanuatu	63 000	
Viet Nam	176 000	Including \$20 000 in E.A.
Total	4 169 640	

Country	Amount allocated \$	Observations
EUROPE AND NORTH AMERICA		
Albania	175 000	Including \$50 000 in E.A.
Andorra	109 000	
Armenia	161 000	
Austria	86 500	
Azerbaijan	15 000	
Belarus	156 200	
Belgium	129 000	
Bosnia and Herzegovina	235 000	Including \$60 000 in E.A.
Bulgaria	201 200	
Canada	129 000	
Croatia	180 000	
Cyprus	82 000	
Czech Republic	146 000	Including \$60 000 in E.A.
Denmark	137 000	
Estonia	70 700	
Finland	95 000	
France	112 500	Including \$2 000 in E.A.
Georgia	218 000	
Germany	111 000	
Greece	131 000	
Hungary	157 500	
Iceland	59 500	
Ireland	59 000	
Israel	148 000	
Italy	95 500	
Latvia	77 850	
Lithuania	121 658	
Malta	109 000	
Monaco	46 500	
Netherlands	58 000	
Norway	120 000	
Poland	212 000	Including \$60 000 in E.A.
Portugal	85 000	
Republic of Moldova	55 000	
Romania	210 000	Including \$27 000 in E.A.
San Marino	53 000	
Slovakia	131 000	
Slovenia	83 000	
Spain	210 425	
Sweden	120 000	
Switzerland	111 000	
The former Yugoslav Republic of Macedonia	125 500	
Turkey	139 200	
Ukraine	115 000	
Yugoslavia	42 300	
Total	5 797 283	

E.A. = Emergency assistance.

Country	Amount allocated \$	Observations
LATIN AMERICA AND THE CARRIBEAN		
Antigua and Barbuda	49 000	
Argentina.....	406 200	Including \$87 000 in E.A.
Aruba	55 000	
Barbados	142 000	
Belize	65 800	
Bolivia	179 300	
Brazil	357 046	Including \$110 500 in E.A.
British Virgin Islands	69 000	
Chile.....	219 680	
Colombia.....	309 000	
Costa Rica	302 848	Including \$140 000 in E.A.
Cuba	276 500	Including \$115 000 in E.A.
Dominica	132 000	Including \$45 000 in E.A.
Dominican Republic.....	191 000	Including \$56 000 in E.A.
Ecuador.....	284 500	Including \$115 000 in E.A.
El Salvador	150 000	Including \$30 000 in E.A.
Grenada	48 941	
Guatemala.....	163 000	
Guyana.....	185 000	Including \$80 000 in E.A.
Haiti.....	210 890	Including \$114 140 in E.A.
Honduras	175 000	
Jamaica.....	81 000	
Mexico	277 350	Including \$35 000 in E.A.
Netherlands Antilles	49 000	
Nicaragua.....	212 800	Including \$40 500 in E.A.
Panama	222 500	Including \$90 000 in E.A.
Paraguay	127 000	
Peru.....	176 000	Including \$76 000 in E.A.
Saint Kitts and Nevis.....	171 000	Including \$50 000 in E.A.
Saint Lucia	60 000	
Saint Vincent and the Grenadines	15 000	
Suriname.....	60 000	
Trinidad and Tobago.....	90 000	
Uruguay	122 000	Including \$15 000 in E.A.
Venezuela.....	255 000	
Total	5 890 355	

ANNEX I

Data concerning activities financed from extrabudgetary resources

I.1 - Activities financed from extrabudgetary resources

269

Funding source	Code and title	Expenditures		Total	
		1996	1997		
		(in United States dollars)			
	AFRICA				
	A. COUNTRY PROJECTS				
	Angola				
UNFPA	ANG/95/P06	Institutionalization of population and family life education in formal education	121,143	77,947	199,090
UNFPA	ANG/97/P04	Integration of family life education into formal school		31,086	31,086
Norway	504/ANG/10	Teacher emergency package	160,000	156	160,156
Italy	534/ANG/10	Promoting educational opportunities for the rehabilitation of vulnerable children	186,456	49,766	236,222
	Benin				
UNDP	BEN/A4/010	TSS-1 – Cultural development strategy for rural areas	9,673	15,307	24,980
Voluntary contributions	450/BEN/13	Establishment of the Internet connections for NGOs in Benin		6,959	6,959
Italy	534/BEN/70	Improvement and promotion of the two royal palaces of Abomey	104,250		104,250
	Botswana				
UNDP	BOT/A4/010	TSS-1 – Assessment of vocational training needs		15,538	15,538
UNDP	BOT/S1/010	TSS-2 – Teacher-training programme	4,750		4,750
	Burkina Faso				
UNDP	BKF/87/022	Assistance to the National Archives Centre for reorganization of the state archives	13,415	21,572	34,987
UNDP	BKF/89/010	Institute for Black Peoples	250	8,033	8,283
UNFPA	BKF/92/P05	Population education in schools	16,208	-3,000	13,208
UNFPA	BKF/95/P03	International consultant for population education training	52,369	936	53,305
Republic of Korea	526/BKF/60	Internet in Burkina Faso	59,884	1,893	61,777
	Burundi				
UNDP	BDI/93/007	Support for co-ordination of international assistance and for the rehabilitation programme	120,000	-850	119,150
UNFPA	BDI/95/P02	Introduction of population and family life education in schools	313,095	298,373	611,468
UNDP	BDI/95/004	Education for peace, human rights and national reconciliation		183,000	183,000

Funding source	Code and title	1996	Expenditures 1997	Total
		(in United States dollars)		
Voluntary contributions	431/BDI/10		73,318	73,318
Voluntary contributions	431/BDI/11		32,185	32,185
Voluntary contributions	431/BDI/12		22,180	22,180
Cape Verde				
UNDP	CVI/93/001	15,145	-1,530	13,615
Denmark	510/CVI/55		118,424	118,424
Portugal	540/CVI/70	64,000		64,000
Luxembourg	548/CVI/60		54,714	54,714
Central African Republic				
UNFPA	CAF/91/P02	131,404	49,001	180,405
Chad				
UNDP	CHD/S4/001	19,921	10,319	30,240
UNDP	CHD/94/001	345,275	399,563	744,838
African Development Bank	702/CHD/10		7,500	7,500
Comoros				
UNDP	COI/A5/010	47,045		47,045
UNDP	COI/91/006	36,666	5,596	42,262
Congo				
UNFPA	PRC/89/P01	51,906	33,250	85,156
Côte d'Ivoire				
UNDP	IVC/A5/010	19,072	2,800	21,872
UNFPA	IVC/95/P03	287,817	234,346	522,163
Equatorial Guinea				
UNDP	EQG/A5/010	13,266		13,266

Funding source	Code and title	Expenditures		Total	
		1996	1997		
Eritrea					
Denmark	510/ERI/10	Survey on literacy and skills training for women	19,535	6,607	26,142
Italy	534/ERI/10	Training of primary-school teachers through distance education	189,155	69,134	258,289
Italy	534/ERI/12	Provision of basic learning materials for teacher training	46,597	10,229	56,826
Italy	534/ERI/13	Support for the training of primary-school teachers	44,303	212,317	256,620
Italy	534/ERI/70	Project preparation missions to Asmara and Massawa for the presentation and preservation of the cultural heritage of Eritrea	16,555	1,000	17,555
Ethiopia					
UNDP	ETH/A4/010	TSS-1 – Implementation strategies and action plan for the education system	36,285	16,263	52,548
UNDP	ETH/A7/003	Support for educational sector development programme and preliminary identification of subprogrammes		96,854	96,854
UNHCR	203/ETH/11	Local settlement of Sudanese refugees	28,828	13,396	42,224
Gabon					
UNFPA	GAB/94/P01	Integrated programme of population information, education and communication	281,040	249,353	530,393
Gambia					
UNDP	GAM/92/004	Assistance to poverty alleviation programme formulation (education)	17,364	-341	17,023
Denmark	510/GAM/10	Functional literacy and post-literacy for rural women	102,588	48,536	151,124
World Bank	700/GAM/11	Second International Development Agency (IDA) project	6,447		6,447
African Development Bank	702/GAM/10	Technical assistance education specialists	29,733	62	29,795
African Development Bank	702/GAM/11	Second education project	593,917	490,126	1,084,043
African Development Bank	702/GAM/12	Rehabilitation of health training facilities	233,274	187,737	421,011
Ghana					
UNDP	GHA/A5/010	TSS-1 – Poverty elimination sectoral consultation	80,292	49	80,341
UNDP	GHA/S3/002	TSS-2 – Human resources development for community-based rehabilitation for persons with disabilities	9,450	-3,750	5,700
UNDP	GHA/S6/001	STS - National poverty reduction programme		7,807	7,807

Funding source	Code and title	Expenditures		Total	
		1996 (in United States dollars)	1997		
UNDP	GHA/93/002	Human resources development for community-based rehabilitation for people with disabilities	14,477	2,904	17,381
UNFPA	GHA/94/P01	Population and family life education in Ghanaian school systems and training colleges		6,315	6,315
Germany	507/GHA/40	Co-operative integrated project on Savanna ecosystems in Ghana	42,301	1,291	43,592
Guinea					
UNDP	GUI/A4/010	TSS-1 – Human recovery	107,895		107,895
UNDP	GUI/A7/004	SPPD – Contribution to the preparation of documentation for the PNDH (National Human Development Programme) donors' conference		24,954	24,954
UNFPA	GUI/94/P01	Population education	244,244	145,560	389,804
World Bank	700/GUI/11	Second education project	10,835	21,922	32,757
OPEC	706/GUI/10	Primary education in rural areas	113,397	42,915	156,312
Guinea-Bissau					
UNFPA	GBS/93/P02	Introduction of family life education in the formal sector	100,073	120,398	220,471
UNDP	GBS/96/008	Pilot literacy programme for women and girls		58,450	58,450
African Development Bank	702/GBS/11	Strengthening of primary education and vocational training (Education II)	125,005	57,339	182,344
Kenya					
Voluntary contributions	450/KEN/09	Training of informatic specialists and creation of a centre for informatics maintenance	57,928	2,601	60,529
Lesotho					
UNDP	LES/A5/010	TSS-1 – Technical support for Lesotho highlands water project	49,299	27,566	76,865
UNDP	LES/91/004	Preservation and presentation of Thaba Bosiu National Museum	202	40,410	40,612
Liberia					
UNDP	LIR/B7/001	STS – Rehabilitation support for the education sector		5,392	5,392
UNDP	LIR/97/001	Rehabilitation support for the education sector		228,947	228,947
Madagascar					
UNDP	MAG/A4/010	TSS-1 – Study of access and retention for education for all	2,947	7,000	9,947
UNDP	MAG/91/001	Consolidation of national capabilities in educational planning	185,440	34,023	219,463

Funding source	Code and title	Expenditures		Total	
		1996	1997		
		(in United States dollars)			
UNFPA	MAG/93/P01	Introduction of population and family life education in the formal school system	58,358	10,000	68,358
Norway	504/MAG/10	Consolidation of development of post-literacy	5,382	22,003	27,385
Netherlands	519/MAG/42	Conservation of natural ecosystems (Phase II)	311,493	439,858	751,351
World Bank	700/MAG/10	Strengthening of the education sector	285,488	113,639	399,127
Malawi					
UNDP	MLW/S2/012	TSS-2 – Education	9,500		9,500
UNFPA	MLW/93/P01	Incorporation of population education into formal school curriculum	310,504	-61,835	248,669
Denmark	510/MLW/10	Working towards the integration of special needs education within the regular early childhood development programmes		22,000	22,000
Denmark	510/MLW/50	Parliamentarian training programme	48,960		48,960
Denmark	510/MLW/55	Parliamentarian training programme		108,841	108,841
Mali					
UNDP	MLI/A5/010	TSS-1 – Support for the preparation of an action plan for the new basic school	52,263		52,263
UNDP	MLI/A5/020	TSS-1 – Assistance in the field of tourism	15,000	9,295	24,295
UNDP	MLI/B1/030	TSS-2 – Support for the formulation of a human resources development programme	36,017	39,816	75,833
UNDP	MLI/91/014	Improved management of biodiversity resources in the Baoule Boucle Reserve	50,556	35,078	85,634
UNDP	MLI/91/030	Formulation of a human resources development programme (education/training)	155,579	183,750	339,329
UNFPA	MLI/96/P01	Family life and population education in schools	168,073	117,635	285,708
UNDP	MLI/96/005	'I want to be like the girls who go to school' (Mopti)		249,419	249,419
Norway	504/MLI/10	Rural women and the environment	27,755	3,414	31,169
Norway	504/MLI/11	Promoting the participation of girls and women in basic education	53,421	178,192	231,613
African Development Bank	702/MLI/10	Rural polytechnic	183,215	4,020	187,235
OPEC	706/MLI/10	Support for basic education	135,258	126,551	261,809
Mauritania					
UNDP	MAU/A5/010	TSS-1 – Support for the sustainable human development initiative	22,615		22,615

Funding source	Code and title	Expenditures		
		1996	1997	Total
		(in United States dollars)		
UNDP	MAU/A7/001		34,752	34,752
UNFPA	MAU/95/P02	52,747	76,339	129,086
UNFPA	MAU/96/P01	64,300	190,198	254,498
Germany	507/MAU/10	30,319	55,342	85,661
Germany	507/MAU/40	105,296	113,828	219,124
AGFUND	522/MAU/12	43,562	8,959	52,521
Mozambique				
UNDP	MOZ/A5/010	9,964	-4,769	5,195
UNDP	MOZ/S1/006	9,500	18,650	28,150
UNDP	MOZ/91/006	85,921	88,603	174,524
UNDP	MOZ/96/016		175,858	175,858
Netherlands	519/MOZ/10		27,841	27,841
Italy	534/MOZ/10	29,415	310,233	339,648
European Union	539/MOZ/55		168,322	168,322
Portugal	540/MOZ/50	34,930	52,906	87,836
Finland	802/MOZ/70		42,101	42,101
Netherlands	805/MOZ/10	88,639	99,049	187,688
Netherlands	805/MOZ/55	99,541	91,927	191,468
Namibia				
UNDP	NAM/C5/001		174,174	174,174
UNDP	NAM/92/005	35,700	13,818	49,518
UNDP	NAM/95/M01	24,713	11,129	35,842
UNDP	NAM/95/001	156,254	-7,656	148,598

Funding source	Code and title	Expenditures		Total	
		1996	1997		
		(in United States dollars)			
Denmark	510/NAM/60	Staff training in the Broadcasting Corporation of Namibia	133,663	46,252	179,915
Denmark	801/NAM/10	Associate expert - Education	21,648	50,534	72,182
Netherlands	805/NAM/60	Associate expert - Communication	40,850	15,649	56,499
Germany	808/NAM/55	Associate expert - Social and human sciences		16,102	16,102
Niger					
UNDP	NER/A5/010	TSS-1 – Poverty alleviation: Technical support for preparation of the education/training component	10,738		10,738
UNFPA	NER/L2/P01	Population education in schools	28,900	55,717	84,617
UNFPA	NER/92/P01	Population education in schools	15,336		15,336
Denmark	510/NER/10	Training of all-round women rural organizers	33,456	4,158	37,614
Nigeria					
UNDP	NIR/S1/020	TSS-2 – Building the capacity for training in electronics and computer engineering	1,500	2,985	4,485
UNDP	NIR/S2/010	TSS-2 – Mass literacy	19,000	19,540	38,540
UNDP	NIR/91/020	Building the capacity for training in electronic and computer engineering	63,896	48,811	112,707
Democratic Republic of the Congo					
UNDP	ZAI/96/014	Support for the formulation of an investment programme for the education sector		250,627	250,627
UNDP	ZAI/97/001	Support for the establishment and functioning of the regional postgraduate school of integrated management of tropical forests		27,696	27,696
Rwanda					
UNDP	RWA/B1/015	TSS-2 – Support for adjustment to school reform	19,000		19,000
UNDP	RWA/91/015	Support for adjustment to school reform	85,142	560,180	645,322
UNDP	RWA/97/006	Support for the co-ordination and programming of development assistance		212,750	212,750
UNICEF	201/RWA/10	Teacher Emergency Package (TEP) for Rwanda	60,496		60,496
UNHCR	203/RWA/10	Printing of textbooks and teachers' guides for Rwandese refugees in the Kagera region	37,355		37,355
Voluntary contributions	431/RWA/10	Emergency education for Rwandese refugee children in the United Republic of Tanzania	59,518		59,518
Voluntary contributions	431/RWA/11	Education operations in Rwanda (Rwandese Ministry of Primary and Secondary Education)	85,320	4,339	89,659

Funding source	Code and title	1996	Expenditures		Total
			1997	(in United States dollars)	
Voluntary contributions	437/RWA/60	'Media Rwanda'	91,164	21,519	112,683
Joint Nordic Countries	516/RWA/60	Training of a new corps of Rwandese journalists		78,797	78,797
Sao Tome and Principe					
UNFPA	STP/93/P01	Institutionalization of population life education in secondary schools	45,097	69,781	114,878
Senegal					
UNDP	SEN/A7/001	SPPD – Support for the formulation of a basic education development programme		82,159	82,159
UNFPA	SEN/93/P04	Family life education in schools	193,187	25,973	219,160
Denmark	510/SEN/10	Functional literacy for parents	62,940		62,940
World Bank	700/SEN/12	Fourth education project	29,171	30,946	60,117
World Bank	700/SEN/13	Development of human resources (Education V)	125,749	131,176	256,925
African Development Bank	702/SEN/10	Development of elementary education	6,146	670	6,816
OPEC	706/SEN/11	Second OPEC Fund education project (consultant architect)		25,000	25,000
Sierra Leone					
UNDP	SIL/87/005	Consolidation of the primary education reform for country-wide implementation	13,835	192,214	206,049
African Development Bank	702/SIL/11	Quality improvement for basic education, technical and vocational training	343,069	194,759	537,828
South Africa					
Netherlands	519/SAF/60	Human resources development for the media		44,837	44,837
Belgium	800/SAF/41	Associate expert – Science and technology	10,496	58,680	69,176
Swaziland					
UNDP	SWA/S6/001	STS – Strengthening good governance		30,000	30,000
Togo					
UNDP	TOG/S1/003	TSS-2 – Literacy work for local development	12,524	3,740	16,264
Uganda					
UNDP	UGA/S5/001	STS-HIV/AIDS prevention and poverty in secondary schools		17,693	17,693
UNFPA	UGA/93/P06	Population and family life education in the formal school system	21,101	2,396	23,497
Republic of Korea	526/UGA/60	Establishment of a national data communication network in Uganda		35,957	35,957

Funding source	Code and title	Expenditures		Total	
		1996	1997		
OPEC	706/UGA/10	Rehabilitation and expansion of technical colleges	34,642	34,642	
United Republic of Tanzania					
UNDP	URT/A5/010	TSS-1 – Needs assessment of environment population education	52,038	61,563	113,601
UNDP	URT/90/013	Tanzanian information services		20,020	20,020
Denmark	510/URT/10	Short courses for regular schoolteachers on special needs education		27,516	27,516
Italy	534/URT/70	Restoration activities of the stone town of Zanzibar	227,734		227,734
Zambia					
UNDP	ZAM/S1/012	TSS-2 – Production of sciences and mathematics teaching materials	9,500		9,500
UNDP	ZAM/91/012	Production of sciences and mathematics teaching materials (Phase II)	160,970	191,289	352,259
Denmark	510/ZAM/10	Development of inclusive schools and community support programmes		22,879	22,879
AGFUND	522/ZAM/10	Integrated literacy, post-literacy, nutrition and income generation for women in rural areas		34,028	34,028
Zimbabwe					
UNFPA	ZIM/93/P01	Population education in the Zimbabwean formal education system	61,742	19,395	81,137
Sweden	503/ZIM/10	Research project on nutrition and health - Country assessment	1,006	35,819	36,825
Denmark	510/ZIM/61	Film training	35,848		35,848
Denmark	510/ZIM/62	Film training	171,858	338,880	510,738
African National Congress					
UNDP	ANC/92/002	Post-secondary education and professional training	35,879	1,692	37,571
B. REGIONAL PROJECTS					
UNICEF	201/RAF/80	Education development indicators	52,383	18,315	70,698
UNOCA	210/RAF/60	Seminar for promoting an independent and pluralistic African press		22,900	22,900
Voluntary contributions	406/RAF/01	Special initiatives for the Great Lakes Region		302,007	302,007
Voluntary contributions	406/RAF/70	'Reading for All' campaign for Africa, 1994-1995	3,029	55,413	58,442
Voluntary contributions	410/RAF/40	Special Fund for African Research and Development	13,290	44,014	57,304

Funding source	Code and title	Expenditures			
		1996 (in United States dollars)	1997	Total	
Voluntary contributions	410/RAF/42	International Fund for the Technological Development of Africa	98,500	51,000	149,500
Voluntary contributions	411/LIB/70	General History of Africa (Libyan contribution)	109,931	138,803	248,734
Voluntary contributions	411/RAF/70	General History of Africa	36,547	84,089	120,636
Voluntary contributions	411/RAF/71	General History of Africa (Vol. VIII) (Côte d'Ivoire contribution)		57,798	57,798
Voluntary contributions	435/RAF/10	Regional programme for the eradication of illiteracy in Africa (Spanish contribution)	203,671	255,562	459,233
Voluntary contributions	447/RAF/40	ANSTI membership fees	13,453	17,766	31,219
Sweden	503/RAF/80	Strengthening of national statistical information systems for planning and management of education in sub-Saharan Africa	153,010	69,770	222,780
Sweden	503/RAF/81	National Educational Statistical Information (NESIS) (Phase II)		139,620	139,620
Norway	504/RAF/48	Promotion of ethnobotany and the sustainable use of plant resources in Africa	189,372	141,973	331,345
Germany	507/RAF/12	Promoting change and renewal of basic education in Africa	79,713	325,363	405,076
Germany	507/RAF/13	Basic education and vocational training for out-of-school youth		34,381	34,381
Germany	507/RAF/43	Promotion of scientific institutions to combat desertification in the Sahel (Phase II)	175,747	30,236	205,983
Germany	507/RAF/44	Biosphere reserves for biodiversity conservation and sustainable development in English-speaking Africa	54,107	150,878	204,985
Germany	507/RAF/45	Management of water resources for sustainable development in the Lake Chad Basin		87,386	87,386
Germany	507/RAF/60	Creation of rural press services in Guinea and Mali	64,263	28,145	92,408
Germany	507/RAF/72	Training of experts for museums (PREMA) (Phase II)	309,735		309,735
Germany	507/RAF/73	Prevention in museums in Africa (ICCROM-PREMA) (Phase III)		229,121	229,121
Denmark	510/RAF/10	Promoting girls' and women's education in Africa	83,209	148,779	231,988
Denmark	510/RAF/11	National initiatives for education sector analysis in Africa		86,502	86,502
Denmark	510/RAF/12	Education for human rights and democracy in southern Africa		87,282	87,282
Denmark	510/RAF/40	Biological assessment of ecologically sustainable soil management in small-scale farming systems	234,500	215,240	449,740

Funding source	Code and title	Expenditures		Total	
		1996	1997		
		(in United States dollars)			
Denmark	510/RAF/60	Development of the Media Institute of southern Africa	100,328	100,328	
Netherlands	519/RAF/10	Interactive radio instruction in Portuguese-speaking African countries (IRI/PALOP)	104,324	182,055	286,379
Netherlands	519/RAF/11	Southern Africa consortium on monitoring educational quality	39,486	86,983	126,469
Netherlands	519/RAF/12	Education facilities	2,655	60,854	63,509
France	520/RAF/69	Development of the independent press in Africa	50,841	36,274	87,115
France	520/RAF/80	Statistical information system on educational expenditure	184,551	65,434	249,985
United States	523/RAF/60	Development of the independent press in Africa	25,723	18,756	44,479
Canada	525/RAF/70	Writing, publication and distribution of materials for 12 to 17 year-olds on renewable energy for Mozambique and Angola		9,000	9,000
Republic of Korea	526/RAF/10	Training in planning and management of literacy programmes – Improving the information base on literacy (Mozambique and Zambia)		29,563	29,563
Bishops Conference	532/RAF/10	Teacher training for higher education teachers	34,500	27,233	61,733
Italy	534/RAF/61	Regional Informatics Network for Africa (RINAF)		180,000	180,000
Portugal	540/RAF/10	Children with special needs in Portuguese-speaking African countries		56,048	56,048
Portugal	540/RAF/60	Strengthening of archive structures in Portuguese-speaking African countries	27,000	17,842	44,842
Germany	543/RAF/61	Community media in support of basic education	219,685	107,863	327,548
Germany	543/RAF/62	Communication and good governance in West and Central Africa	2,144	69,000	71,144
Germany	543/RAF/63	Development of the Federation of African Media Women		101,836	101,836
SADC	549/RAF/10	Education policy development, planning and management		114,432	114,432
Belgium	800/RAF/10	Associate expert – Associated Schools Project (ASP) Network		43,427	43,427
Denmark	801/RAF/10	Associate expert – Population education	10,718		10,718
Denmark	801/RAF/40	Associate expert – Basic sciences	10,387	64,895	75,282
Denmark	801/RAF/60	Associate expert – Communication	9,587		9,587
Finland	802/RAF/11	Associate expert – Special education	66,924	41,534	108,458
Netherlands	805/RAF/10	Associate expert – Instructional systems	74,122	1,437	75,559

Funding source	Code and title	Expenditures		Total	
		1996	1997 (in United States dollars)		
Netherlands	805/RAF/11	Associate expert – Basic education	47,905	16,067	63,972
Netherlands	805/RAF/12	Associate expert – Education for women	68,478	53,755	122,233
Netherlands	805/RAF/13	Associate expert – AIDS education	9,890	50,563	60,453
Netherlands	805/RAF/14	Associate expert – Basic education		17,216	17,216
Austria	812/RAF/10	Associate expert – Population education	58,828	65,403	124,231

Funding source	Code and title	Expenditures		Total	
		1996	1997 (in United States dollars)		
ASIA AND THE PACIFIC					
A. COUNTRY PROJECTS					
Afghanistan					
UNOCA	209/AFG/10	Education projects involving female participation	9,800	22,883	32,683
UNOCA	209/AFG/12	UNOCA/UNESCO educational programme – Provision of school equipment and supplies	18,198	1,333	19,531
UNOCA	209/AFG/21	Production and provision of instructional materials for basic education in Afghanistan	22,467		22,467
UNOCA	209/AFG/72	UNOCA/UNESCO cultural programme for Afghanistan - Assistance to Kabul Museum	11,472	2,632	14,104
Private funding	570/AFG/70	Kabul Museum inventory and safekeeping	1,770	906	2,676
Bangladesh					
UNDP	BGD/S2/009	TSS-2 - Education, information and management	11,719	3,636	15,355
UNDP	BGD/85/002	National literacy programme	63,049	66,486	129,535
UNFPA	BGD/91/P01	Institutionalization of population education in the formal school system	11,726	200	11,926
UNDP	BGD/92/009	Educational information and management	-203,688	22,965	-180,723
Japan	536/BGD/71	Conservation of the monuments of Paharpur Vihara	49,529	-4,416	45,113
Japan	536/BGD/72	Conservation of the monuments of Bagerhat	40,082	3,541	43,623
OPEC	706/BGD/10	Human resources development: Strengthening capacity for technical education and vocational training		8,103	8,103
Norway	806/BGD/10	Associate expert – Education		31,158	31,158
Bhutan					
Norway	504/BHU/11	Evaluation mission on Project 504/BHU/10		19,008	19,008
Denmark	510/BHU/70	Assistance for the safeguarding of the cultural heritage of Bhutan	121,788	31,967	153,755
Cambodia					
UNDP	CMB/B1/009	TSS-2 – Capacity-building in education and human resources management	33,819	49,797	83,616
UNDP	CMB/91/009	Capacity-building in education and human resources management	1,185,298	553,200	1,738,498
UNDP	CMB/92/011	Zoning and environmental management plan for the site of Angkor	28,980	-1,896	27,084
UNDP	CMB/92/019	Assistance to the Institute of Technology	6,244	-29,285	-23,041

Funding source	Code and title	Expenditures			
		1996 (in United States dollars)	1997	Total	
UNFPA	CMB/95/P05	Integration of population education in the secondary education system	20,830	20,830	
UNFPA	CMB/95/P06	Pilot project to integrate population education in the formal education system	159,731	267,222	426,953
UNFPA	CMB/97/P08	Advocacy and public information campaign for population census		243,869	243,869
Voluntary contributions	311/CMB/70	Campaign for the preservation and presentation of the Angkor site		6,462	6,462
Voluntary contributions	311/CMB/71	Training of tourist guides in Cambodia	6,000		6,000
Voluntary contributions	406/CMB/70	NFUAJ's co-action learning centre programme	13,626	6,285	19,911
Voluntary contributions	450/CMB/11	Computerization of the Department of Economics of the Phnom Penh Faculty of Law and Economic Sciences		60,000	60,000
Denmark	510/CMB/60	Cambodia Communication Institute	263,742	16,778	280,520
Denmark	510/CMB/61	Cambodia Communication Institute (Phase II)		141,328	141,328
France	520/CMB/60	Establishment of a media training centre	86,000		86,000
France	520/CMB/71	Safeguarding of Angkor	28,740		28,740
France	520/CMB/74	Permanent Secretary of the International Committee for Angkor	20,742		20,742
France	520/CMB/75	Restoration of Bapuon (Phase II)	148,755		148,755
France	520/CMB/76	Restoration of the Elephant's Terrace		37,705	37,705
France	520/CMB/77	Completion of the inventory of conservation objects at Angkor		21,024	21,024
France	520/CMB/78	'Heritage Police'	37,790		37,790
Italy	534/CMB/70	Restoration of the Pre Rup monument at Angkor	58,807		58,807
Japan	536/CMB/72	Training for national capacity-building for the conservation of cultural monuments	42,578	14,292	56,870
Japan	536/CMB/75	ICOM publication: Looting in Angkor – 100 Missing Objects		6,000	6,000
Japan	536/CMB/78	Conservation and restoration of the Royal Plaza, Bayon and Angkor Vat, Cambodia	1,671,462	1,676,462	3,347,924
Japan	536/CMB/79	Technical assistance to the Angkor Conservation Office (Phase II)	283,518	47,039	330,557
United Kingdom	545/CMB/70	Refurbishment of the Fine Arts University Library		16,407	16,407
Japan	556/CMB/70	Training for national capacity-building for the conservation of cultural monuments (Phase II)		386,079	386,079

Funding source	Code and title	Expenditures		Total
		1996	1997	
Japan	556/CMB/72	Training for national capacity-building for the conservation of cultural monuments	56,578	56,578
NFUAJ	570/CMB/10	NFUAJ's Co-action Programme	24,394	24,394
NFUAJ	570/CMB/11	Terakoya Unit in the UNESCO Phnom-Penh Office	164,668	164,668
Private funding	570/CMB/12	Feasibility study on the establishment of Angkor University	15,921	22,259
Private funding	570/CMB/13	Terakoya project (Phase III)	91,281	91,281
Denmark	801/CMB/60	Associate expert – Communication	99,150	47,208
France	811/CMB/70	Associate expert – International Committee of Co-ordination	61,782	77,523
China				
UNDP	CPR/A5/010	TSS-1 – Education quality educators	93,469	6,531
UNDP	CPR/S1/420	TSS-2 – Basic education administration and teaching	24,416	19,866
UNDP	CPR/S6/310	STS – Environmental education	11,730	11,730
UNFPA	CPR/91/P19	Population education in secondary schools	14,061	14,061
UNDP	CPR/91/420	Basic education administration and teaching	454,340	187,486
Catholic Committee against Hunger and for Development	533/CPR/10	Adult education in China	137,300	137,300
Japan	536/CPR/71	Protection and conservation of the ancient ruins of Jiaohe (Phase II)	41,856	22,245
Japan	536/CPR/72	Preservation of traditional folk tales, poems and other non-physical cultural property of the Han nationality of China	31,587	3,395
Japan	536/CPR/73	Protection and conservation of Hanyuan Hall of Daming Palace, Xian (Phase I)	168,159	417,939
Japan	536/CPR/74	Revive Daming Palace	12,000	12,000
Private funding	570/CPR/70	Rehabilitation, protection and conservation of the Peking Man World Heritage site	20,048	41,483
World Bank	700/CPR/10	Textbook development project	28,513	28,513
Asian Development Bank	701/CPR/10	Policy and planning for education for all in Hebei province	99,633	13,859
Cook Islands				
OPEC	528/CKI/10	Alcohol prevention and awareness programme	36,256	36,256

Funding source	Code and title	Expenditures		Total	
		1996 (in United States dollars)	1997		
Democratic People's Republic of Korea					
UNFPA	DRK/90/P03	Educational and motivational support for maternal child health/family planning	16,871	1,000	17,871
Catholic Committee against Hunger and for Development	533/DRK/20	Adult education for farmers in Hamhung and Kangwon provinces	95	113,977	114,072
Catholic Committee against Hunger and for Development	533/DRK/21	Adult education in the Ichon region		105,860	105,860
Fiji					
UNDP	FIJ/A7/004	SPPD – Strategy planning for Fiji film and television unit		10,655	10,655
UNFPA	FIJ/93/P01	In-school population and family life education	31,223		31,223
India					
UNDP	IND/A4/020	TSS-1 – Cryogenics and science industry research	15,211		15,211
UNDP	IND/A5/010	TSS-1 – FEMELA instructional leadership in tribal areas	61,530		61,530
UNDP	IND/A5/020	TSS-1 – Study on the application of distance education	51,152		51,152
UNDP	IND/S0/003	TSS-2 – Developing capabilities for hydrological studies	15,596		15,596
UNDP	IND/S3/019	TSS-2 – National facilities for interactive multimedia documentation of cultural resources	6,417	19,000	25,417
UNDP	IND/90/003	Developing capabilities for hydrological studies		24,000	24,000
UNDP	IND/93/019	National facilities for interactive multimedia documentation of cultural resources	99,928	80,501	180,429
Netherlands	519/IND/40	Study on the role of sacred groves in conservation and management of biological diversity	17,400		17,400
Netherlands	519/IND/70	Songs of the millstone		19,000	19,000
Japan	536/IND/70	Conservation and preservation of the Buddhist monuments at Sanchi and Satdhara	14,998	1,671	16,669
Private funding	570/IND/40	Biodiversity conservation within the context of traditional knowledge and ecosystem rehabilitation	6,100	61,781	67,881
Private funding	570/IND/70	Fact-finding mission to India for the preservation of the Taj Mahal		10,239	10,239
Indonesia					
UNDP	INS/A5/010	TSS-1 – Health and nutrition education	21,000	27,765	48,765

Funding source	Code and title	Expenditures		Total	
		1996	1997		
		(in United States dollars)			
UNDP	INS/S2/007	TSS-2 – Post-UNCED planning and capacity-building activities	14,176	14,176	
UNDP	INS/S3/001	TSS-2 – Indonesian distance learning network	9,500	9,500	
UNDP	INS/S3/011	TSS-2 – Riau coastal zone land use management	30,283	4,750	35,033
UNDP	INS/S5/003	TSS-2 – Support for improving local content curriculum	80,060	88,586	168,646
UNDP	INS/93/001	Indonesian distance learning network	162,128	80,594	242,722
UNDP	INS/93/004	Kutai National Park management support	415,332	309,770	725,102
UNDP	INS/95/003	Support for improving local content curriculum	44,023	17,878	61,901
Voluntary contributions	303/INS/70	Safeguarding of the Temple of Borobudur		7,000	7,000
Denmark	510/INS/40	Communication of eco-development information for education and raising awareness of selected operational sector in Lake Toba and Nias Islands	40,305	85,310	125,615
Iran (Islamic Republic of)					
UNDP	IRA/A4/010	TSS-1 – National programme on hydrology		27,570	27,570
UNDP	IRA/89/035	Pilot scale production of biological insecticides	16,230	18,701	34,931
UNDP	IRA/90/009	Support for the International Institute of Earthquake Engineering and Seismology	26,000	4,999	30,999
Japan					
Self-benefiting	908/JAP/70	Translation of Great Works	12,906	8,582	21,488
Lao People's Democratic Republic					
UNDP	LAO/A4/010	TSS-1 – Basic non-formal education		-14,000	-14,000
UNDP	LAO/A5/010	TSS-1 – Assessment of basic needs in resettled villages	87,540	1,458	88,998
UNDP	LAO/S2/010	TSS-2 – Education for ethnic minorities	70,252	72,949	143,201
Sweden	503/LAO/10	Integrated education programme - Development of the national implementation group		27,508	27,508
Norway	504/LAO/11	Literacy and post-literacy training for women of ethnic minorities in the Lao People's Democratic Republic	220,014	202,338	422,352
Norway	504/LAO/12	Distance basic education in support of sustainable development in the central region of the Lao People's Democratic Republic		577,553	577,553

Funding source	Code and title	1996	Expenditures		Total
			(in United States dollars)		
			1997		
France	520/LAO/63	Strengthening of the communication network of the KPL news agency	29,282		29,282
OPEC	528/LAO/70	'NAM HA ECOTOURISM': Planning for cultural and ecologically sustainable tourism development through district and LCM		28,600	28,600
Italy	534/LAO/70	Capacity-building in cultural heritage management within the context of assistance for the preservation of Wat Phu	52,643	174,955	227,598
Japan	536/LAO/20	Safeguarding and promotion of the intangible cultural heritage of minority groups	35,000		35,000
Japan	536/LAO/70	Training programme for the preservation of cultural property, especially Wat Phu, Champassak	160,513	161,718	322,231
Norway	806/LAO/10	Associate expert – Literacy	74,855	17,572	92,427
Maldives					
UNDP	MDV/A5/010	TSS-1 – Improving science teaching in the Maldives	31,494		31,494
AGFUND	522/MDV/10	Development of the Institute for Teacher Education	18,694	22,989	41,683
Micronesia					
UNDP	MIC/A4/010	TSS-1 – Feasibility study for the production of a Nan Mandol master plan	12,209		12,209
UNFPA	MIC/92/P02	Population and family life education in the College of Micronesia	57,706		57,706
Mongolia					
UNDP	MON/S6/001	TSS-2 – MDP programme policy and support	33,150		33,150
Denmark	510/MON/10	Non-formal education for nomadic women in the Gobi Desert	183,060	35,153	218,213
Denmark	510/MON/11	Non-formal basic distance education in Mongolia		179,814	179,814
Denmark	510/MON/55	Human rights, democracy and development at the 'bag' level		97,961	97,961
Japan	536/MON/70	Protection and conservation of the ancient ruins of Kharakhorum City	166,319	44,752	211,071
Japan	536/MON/71	International symposium and festival of Central Asian storytellers and researchers		66,724	66,724
Denmark	801/MON/10	Associate expert – Non-formal education	86,318	28,964	115,282
Norway	806/MON/10	Associate expert – Non-formal education		35,690	35,690

Funding source	Code and title	Expenditures		Total	
		1996 (in United States dollars)	1997		
Myanmar					
UNDP	MYA/B3/028	TSS-2 – Improving access to primary education in rural areas	11,482	11,482	
UNDP	MYA/B3/033	TSS-2 – Improving the quality of primary education in rural areas	67,032	142	67,174
UNDP	MYA/B6/004	TSS-2 – Improving the access of children, women and men of the poorest communities to primary education for all		141,979	141,979
UNDP	MYA/S6/003	TSS-2 – Enhancing capacity for HIV/AIDS (curriculum development and teacher training)		9,500	9,500
UNDP	MYA/93/028	Improving access to primary education in rural areas/communities	553,135	609	553,744
UNDP	MYA/93/033	Improving the quality of primary education in rural areas	436,249		436,249
UNDP	MYA/96/004	Improving the access of children, women and men of the poorest communities to primary education for all	4,016	2,532,022	2,536,038
Nepal					
UNFPA	NEP/93/P01	Institutionalization of population education in the formal school system	21,740	17,664	39,404
Denmark	510/NEP/60	Reorganization of the Nepal National Library in support of literacy programmes	39,932	31,440	71,372
Japan	536/NEP/71	Preservation of selected monuments in the Kathmandu Valley	13,218	14,726	27,944
Pakistan					
UNDP	PAK/A2/002	TSS-1 – Human resource requirements in relation to national conservation strategy	7,040		7,040
UNDP	PAK/A4/010	TSS-1 – Basic education	10,550	5,181	15,731
UNDP	PAK/A5/010	TSS-1 – Functional literacy	30,095	49,081	79,176
UNDP	PAK/S1/016	TSS-2 – Assistance to private sector teacher training		10,252	10,252
UNDP	PAK/89/031	International support for the preservation of the archaeological site of Moenjodaro	19,131	70,666	89,797
UNFPA	PAK/94/P05	Population education in the formal school system	76,741	62,585	139,326
Voluntary contributions	302/PAK/70	Preservation of the site of Moenjodaro	44,278	481,245	525,523
Netherlands	519/PAK/70	Safeguarding of the archaeological site of Moenjodaro	71,480	17,862	89,342
Japan	536/PAK/70	Preservation of the Gandhara monuments	92,445	92,412	184,857

Funding source	Code and title	1996	Expenditures		Total
			1997	(in United States dollars)	
Japan	536/PAK/71	Conservation of the monuments of Moenjodaro	1,615	41,460	43,075
Self-benefiting	908/PAK/70	Translation of Great Works	21,330	1,900	23,230
Papua New Guinea					
UNDP	PNG/B4/008	TSS-2 – Strengthening of the institutional management of the education system	11,968		11,968
UNDP	PNG/94/008	Strengthening of the institutional management of the education system	81,912		81,912
Philippines					
UNDP	PHI/S3/005	TSS-2 – Achieving international competitiveness through technology development and transfer		17,100	17,100
Denmark	510/PHI/10	Expanding NGO involvement in functional literacy for women in Muslim Mindanao	250,405		250,405
Denmark	510/PHI/61	Tambuli community radio	46,071		46,071
Denmark	510/PHI/62	Tambuli community radio (Phase II)	126,849	90,455	217,304
Republic of Korea					
IOC	193/ROK/20	Detachment of a programme specialist to the Intergovernmental Oceanographic Commission (IOC)	100,806	44,105	144,911
Self-benefiting	908/ROK/70	Translation of Great Works	23,599	20,063	43,662
Solomon Islands					
UNFPA	SOI/92/P01	Population education in schools	71,832		71,832
Sri Lanka					
UNDP	SRL/86/013	Postgraduate courses in computer science	36,980	32,122	69,102
UNDP	SRL/97/205	Strengthening of institutional capacity for the restructuring and reform of the education system		35,515	35,515
AGFUND	522/SRL/10	Life skills adult education for rural development	4,257	23,466	27,723
Self-benefiting	917/SRL/40	Equipment for SLIDE	15,205		15,205
Trust Territory Pacific Islands (Palau)					
UNFPA	TTP/93/P01	Population education and awareness in Palau	27,302		27,302
Viet Nam					
UNDP	VIE/B3/002	TSS-2 – Reinforcement of the seismological network	7,123		7,123
UNDP	VIE/93/002	Reinforcement of the seismological network	121,888	492	122,380
UNFPA	VIE/94/P01	Population education in the formal school system	28,112	194,124	222,236

Funding source	Code and title	Expenditures		Total
		1996	1997	
Voluntary contributions	450/VIE/11		60,000	60,000
Japan	536/VIE/73		21,404	21,404
Japan	536/VIE/74		78,182	78,182
B. REGIONAL PROJECTS				
UNDP	RAS/A2/003	TSS-1 – Pacific environment information network	8,400	8,400
UNDP	RAS/A5/010	TSS-1 – Literacy as a tool for the improvement of the poor	105,705	121,562
UNDP	RAS/B2/302	TSS-2 – Basic education and life skills		51,747
UNDP	RAS/S4/290	TSS-2 – Technology and environment	491	48,437
UNFPA	RAS/92/P05	Regional clearing house on population education and communication	9,804	9,804
UNDP	RAS/92/302	Basic education and life skills	-150,293	-150,293
UNFPA	RAS/96/P02	Regional clearing house on population education and communication	170,684	127,899
UNHCR	203/RAS/60	Central Asia: Youth, tolerance and television	10,000	10,000
UNEP	213/RAS/41	Establishment of a regional network, comprehensive database and regional information management system		96,166
Voluntary contributions	407/RAS/15	Asian Programme of Educational Innovation for Development (Republic of Korea)	6,737	15,543
Voluntary contributions	407/RAS/16	Asian Programme of Educational Innovation for Development (China)	7,078	6,938
Voluntary contributions	411/RAS/70	General Histories: History of the civilizations of Central Asia	48,420	12,668
Voluntary contributions	450/RAS/09	Extension of the activities of RINSCA to Bhutan, Maldives, Mongolia, Nepal and Sri Lanka	68,423	68,423
Voluntary contributions	453/RAS/10	Asia-Pacific Programme of Education for All	12,000	12,000
Norway	504/RAS/11	Regional training of literacy personnel under the Asia-Pacific Programme of Education for All (Phase II)	348,764	348,764
Norway	504/RAS/12	Training of literacy personnel under the Asia-Pacific Programme of Education for All (Phase III)		211,786
Japan	506/RAS/03	Mobile training teams		35,086
Japan	506/RAS/07	Evaluation of the APEID mobile training teams programme	31,545	31,545
Japan	506/RAS/09	Production and dissemination of information materials related to the MAB regional seminars in South-East Asia		9,425

Funding source	Code and title	1996	Expenditures 1997	Total
		(in United States dollars)		
Japan	506/RAS/17	38,375	-1,878	36,497
Japan	506/RAS/19	7,000	50,440	57,440
Japan	506/RAS/20		137,297	137,297
Japan	506/RAS/51	66,300		66,300
Japan	506/RAS/60		21,795	21,795
Japan	506/RAS/66	32,414	6,936	39,350
Germany	509/RAS/40	149,413	3,750	153,163
Germany	509/RAS/41		104,389	104,389
Denmark	510/RAS/40	129,936	81,504	211,440
Netherlands	519/RAS/70	116,695	118,891	235,586
AGFUND	522/RAS/10	4,935	16,505	21,440
OPEC	528/RAS/10		26,450	26,450
OPEC	528/RAS/11		34,032	34,032
Japan	536/RAS/20	58,351	400	58,751
Japan	537/RAS/16	54,405	14,311	68,716
Japan	537/RAS/22	1,117	34,944	36,061
Japan	537/RAS/31	15,301	772	16,073
Japan	537/RAS/32	21,500	955	22,455

Funding source	Code and title	Expenditures		Total	
		1996 (in United States dollars)	1997		
Japan	537/RAS/33	Development of basic literacy reading materials for youth and adults	9,000	9,000	
Japan	537/RAS/36	Local pilot project for the promotion of youth and adult literacy	3,400	21,334	24,734
Japan	537/RAS/41	Training of planning and management personnel of literacy and continuing education	69,954	28,928	98,882
Japan	537/RAS/43	Development of basic literacy reading materials for youth and adults	98,584		98,584
Japan	537/RAS/44	Development of literacy materials for primary-school children in rural areas	65,000	67,926	132,926
European Union	539/RAS/60	Development of new markets for telematic products in Central Asia		62,413	62,413
Japan	546/RAS/12	1992 mobile training team in vocational and technical education	14,772		14,772
Japan	546/RAS/21	Mobile training team in educational technology (1995)	26,027		26,027
Japan	546/RAS/22	Mobile training team in vocational and technical education (1995)	13,798		13,798
Japan	546/RAS/23	Mobile training team in curriculum development (1995)	27,520		27,520
Japan	546/RAS/24	Mobile training team in science education (1995)	12,995		12,995
Japan	546/RAS/25	Mobile training team in special education (1995)	28,081		28,081
Japan	546/RAS/27	Mobile training team in vocational and technical education – 1995 fiscal year contribution	1,666	13,160	14,826
Japan	546/RAS/29	Mobile training team in science education (1995)		28,549	28,549
Japan	546/RAS/30	Mobile training team in special education (1995)		14,705	14,705
Japan	546/RAS/42	Microbiology and chemistry of natural products – 1996 JPN fiscal year contribution		40,790	40,790
Japan	546/RAS/43	International Hydrological Programme (IHP) – 1996 JPN fiscal year contribution		30,000	30,000
Japan	546/RAS/44	Regional Project on Global Ocean Observing System (GOOS) - IOC WESTPAC programme – 1996 JPN fiscal year contribution		49,530	49,530
Japan	546/RAS/60	Microbiology and chemistry of natural products – 1995 JPN fiscal year contribution	64,679	24,250	88,929
Japan	546/RAS/67	International Hydrological Programme (IHP)	69,076		69,076

Funding source	Code and title	Expenditures		Total
		1996 (in United States dollars)	1997	
Japan	546/RAS/69	44,000		44,000
Japan	547/RAS/10		90,230	90,230
Japan	547/RAS/12		104,700	104,700
Japan	547/RAS/13		104,421	104,421
Private funding	570/RAS/40	2,600	4,000	6,600
Asian Development Bank	701/RAS/12	133,017	1,380	134,397
Asian Development Bank	701/RAS/13		78,225	78,225
Belgium	800/RAS/41	66,076	843	66,919
Belgium	800/RAS/70	62,157	34,126	96,283
Denmark	801/RAS/41	22,907	59,423	82,330
Japan	804/RAS/04	42,972	41,345	84,317
Japan	804/RAS/11		61,363	61,363
Japan	804/RAS/12		59,585	59,585
Netherlands	805/RAS/10	57,163	18,300	75,463
Netherlands	805/RAS/11	61,824	45,947	107,771
Netherlands	805/RAS/12		59,543	59,543
Netherlands	805/RAS/40	105,193	28,357	133,550
Netherlands	805/RAS/41	65,256	42,522	107,778
Netherlands	805/RAS/42	64,058	64,332	128,390
Netherlands	805/RAS/43		55,422	55,422
Netherlands	805/RAS/44		23,033	23,033
Netherlands	805/RAS/61	70,985	2,470	73,455
Norway	806/RAS/10	62,365	65,762	128,127
Sweden	807/RAS/03		41,917	41,917

Funding source	Code and title	Expenditures		Total
		1996	1997 (in United States dollars)	
Sweden	807/RAS/10 Associate expert – AIDS education	53,796	62,453	116,249
Germany	808/RAS/70 Associate expert – Cultural heritage	64,416	3,064	67,480
Italy	809/RAS/40 Associate expert – Coastal zones and small islands	26,078	76,829	102,907
Japan	810/RAS/10 Associate expert – International education and values education	67,621	59,419	127,040

Funding source	Code and title	1996	Expenditures		Total
			1997	(in United States dollars)	
EUROPE AND NORTH AMERICA					
A. COUNTRY PROJECTS					
Albania					
UNDP	ALB/93/008	Committee for Science and Technology (CTS)	54,700	54,612	109,312
UNDP	ALB/96/002	Strengthening management and planning capacity in the education sector	137,933	45,108	183,041
Netherlands	519/ALB/10	Strengthening management and planning capacity in the education sector	28,000	25,211	53,211
Azerbaijan					
UNDP	AZE/94/002	Strengthening of computer technology and training centre	124,290	45,535	169,825
UNDP	AZE/96/007	Sungait Computer Centre for Training and Information and Telecommunications Services		203,972	203,972
Republic of Korea	526/AZE/60	Telecommunications services in the Azerbaijan free market zone		70,000	70,000
Belarus					
Voluntary contributions	450/BYE/01	Computerization of the National Library of Belarus		50,000	50,000
Voluntary contributions	450/BYE/12	Connecting institutes of the Academy of Sciences to the Internet		26,000	26,000
Bosnia and Herzegovina					
UNDP	BIH/96/003	Overview of the education sector	52,806	14,376	67,182
UNDP	BIH/97/048	Strengthening management capacities in the education sector		131,863	131,863
Voluntary contributions	416/BIH/60	Restoration of the National and University Library of Bosnia and Herzegovina in Sarajevo	61,126	157,708	218,834
Voluntary contributions	431/BIH/14	Hope for Sarajevo III	202,600		202,600
Voluntary contributions	431/BIH/16	Support for children with special needs	17,000	13,944	30,944
Voluntary contributions	431/BIH/17	Repair and furnishing of schools		267,612	267,612
Voluntary contributions	431/BIH/18	Extension of the UNESCO Associated Schools Project (ASP)		17,018	17,018
Voluntary contributions	431/BIH/19	Contribution to the project development fund	5,884	12,719	18,603
Voluntary contributions	431/BIH/70	Restoration of historical monuments	14,984		14,984
Saudi Arabia	505/BIH/01	Saudi commission for assistance to the people of Bosnia and Herzegovina		44,000	44,000
Italy	534/BIH/70	Rehabilitation plan for the historic centre of Mostar		229,683	229,683

Funding source	Code and title	Expenditures		Total
		1996	1997 (in United States dollars)	
Private funding	570/BIH/70		10,692	10,692
Sweden	807/BIH/10		46,975	46,975
	Bulgaria			
France	520/BUL/62		100,000	100,000
	Croatia			
Voluntary contributions	431/CRO/10	29,029	214,661	243,690
Netherlands	519/CRO/10		97,094	97,094
	Czech Republic			
Voluntary contributions	450/CZE/11		29,973	29,973
	Georgia			
Voluntary contributions	406/GEO/55	20,000	20,000	40,000
	Hungary			
Voluntary contributions	450/HUN/13		70,000	70,000
	Italy			
Voluntary contributions	430/ITA/70	38,225	36,985	75,210
Voluntary contributions	431/ITA/70		61,993	61,993
Italy	650/ITA/40	187,625	41,469	229,094
Italy	650/ITA/41	21,582	4,986	26,568
Self-benefiting	929/ITA/41	163,876	64,370	228,246
Self-benefiting	929/ITA/42	35,607	77,110	112,717
	Kazakhstan			
Asian Development Bank	701/KZH/10	263,270	13,848	277,118
Netherlands	805/KZH/10	9,700	62,228	71,928
Netherlands	805/KZH/60	12,000	105,224	117,224
	Kyrgyzstan			
Switzerland	501/KIZ/55		17,584	17,584
UNDP	KYR/B4/005	6,385		6,385

Funding source	Code and title	1996	Expenditures		Total
			1997	(in United States dollars)	
UNDP	KYR/94/005	Mass media in a period of reforms and transition	156,507	66,098	222,605
UNDP	KYR/95/001	Tourism and the Manas	9,975	48,726	58,701
Portugal					
Special Account	908/POR/70	Dissemination of works of Portuguese literature	7,880	2,400	10,280
Romania					
Japan	536/ROM/70	International support for the restoration and preservation of the Probota monastery	61,323	327,623	388,946
European Union	539/ROM/10	PHARE – Technical assistance for higher education reform in Romania		10,008	10,008
Russian Federation					
UNFPA	RUS/95/P03	In-school sex education for Russian teenagers	104,625	13,970	118,595
UNDHA	208/RUS/40	Pilot community centre of psychological rehabilitation in the Russian Federation	76,162	10,000	86,162
Voluntary contributions	406/RUS/70	Bolshoi Theatre/UNESCO	31,996	7,910	39,906
Voluntary contributions	450/RUS/01	Extension of the EMIR system to the Russian language	80,000		80,000
Sweden	503/RUS/70	Professional training and development	60,000	58,000	118,000
Netherlands	519/RUS/71	Hermitage Museum – Professional training and development programme	159,353	494,775	654,128
Voluntary contributions	460/USR/64	Community centres for young children and their families and for young pregnant women in the contaminated zones	137,352	2,980	140,332
Voluntary contributions	465/USR/01	Chernobyl Programme – General and development expenses	19,737	13,456	33,193
Slovakia					
Voluntary contributions	450/SLO/13	Training and telecommunication-based value-added services		62,000	62,000
The former Yugoslav Republic of Macedonia					
UNDP	MCD/A5/010	TSS-1 – Education sector public expenditure review	10,364		10,364
Turkey					
Voluntary contributions	311/TUR/70	Safeguarding of the historic quarters of Istanbul and the site of Goreme in Cappadocia		22,000	22,000
European Union	539/TUR/01	Rehabilitation of the historic centre of Istanbul		123,526	123,526
Self-benefiting	908/TUR/70	Translation of Great Works		7,222	7,222

Funding source	Code and title	Expenditures		Total	
		1996	1997		
	Turkmenistan				
UNFPA	TUK/96/P03	Information, Education and Communication (IEC) on population policy and advocacy in support of the national programme of reproductive health services and access to family planning	20,866	17,987	38,853
	Ukraine				
Voluntary contributions	450/UKR/81	Computer based didactic laboratory	60,000		60,000
Canada	525/UKR/40	Advisory services and equipment for the Ukrainian special clinic for the protection of children against radiation	32,240	28,149	60,389
	Uzbekistan				
UNDP	UZB/94/002	Preservation and development of historic monuments and sites	194,443		194,443
UNFPA	UZB/96/P03	Information, Education and Communication (IEC)/advocacy in support of reproductive health services		64,506	64,506
Italy	809/UZB/70	Associate expert - Preservation and development of historic monuments and sites	67,352	15,606	82,958
	Yugoslavia				
UNDP	YUG/95/003	Assistance for the provision of books and the management of psycho-social rehabilitation	87,641	1,580	89,221
Voluntary contributions	431/YUG/10	Assistance for the provision of books and the management of psycho-social rehabilitation	55,000	45,000	100,000
	B. REGIONAL PROJECTS				
UNDP	RER/93/G31	Environmental management and protection of the Black Sea	47,728		47,728
UNICEF	201/RER/40	Pilot community centres for the rehabilitation of families and children	19,033		19,033
United Nations	210/RER/60	Seminar on promoting independent and pluralistic media (SOFIA)		91,270	91,270
Voluntary contributions	437/RER/62	UNESCO Media Fund	364,643	650,784	1,015,427
Voluntary contributions	460/RER/78	Community centres for social and psychological rehabilitation: socio-educational activities	30,065	2,324	32,389
Germany	509/RER/40	Ecological investigation and evaluation of the upper Dniester region as a model for the development of floodplain landscapes		50,537	50,537
Netherlands	519/RER/40	Support for the Chernobyl Programme (Phase II)	45,407	298	45,705
Netherlands	519/RER/41	Multimedia educational kit on energy, development and the environment (EDEN)	129,048	38,867	167,915

Funding source	Code and title	Expenditures		Total	
		1996	1997 (in United States dollars)		
Netherlands	519/RER/42	Printing and distribution activities related to the information campaign on nuclear radiation	22,912	300	23,212
Netherlands	519/RER/43	Assistance for the creation of a new centre at Gagarin, Russian Federation, and support for the existing nine community centres in Belarus, Russian Federation and Ukraine		198,240	198,240
Canada	525/RER/40	Community centres for the rehabilitation of families and children in the affected areas and resettlement zones		14,500	14,500
European Union	539/RER/10	PHARE – Multi-country co-operation programme in higher education	2,575	193,995	196,570
European Union	539/RER/60	Support for telematics applications co-operation with the Commonwealth of Independent States	5,058	4,036	9,094
European Union	539/RER/61	STACCIS – Subcontract EDNES	73,000	128,500	201,500
Private funding	570/RER/60	Defining and implementing measures to improve and support public information in the Chernobyl-affected region	33,500	3,475	36,975

Funding source	Code and title	Expenditures		Total	
		1996 (in United States dollars)	1997		
ARAB STATES					
A. COUNTRY PROJECTS					
Algeria					
UNFPA	ALG/90/P01	Strengthening the national agency for news-film in social communication	13,867	16,284	30,151
Bahrain					
UNDP	BAH/A5/010	TSS-1 – Labour market requirements and outputs of the education system	-500	11,200	10,700
AGFUND	522/BAH/56	Strengthening population components in the social development programme	29,952	14,087	44,039
Egypt					
UNDP	EGY/A5/010	TSS-1 – Sustainable human resources development	16,186		16,186
UNDP	EGY/A5/020	TSS-1 – Review and assessment of basic educational reforms	46,879	4,121	51,000
UNDP	EGY/86/019	Technical education	-31,119		-31,119
UNDP	EGY/88/003	Revival of the Library of Alexandria	59,281		59,281
UNDP	EGY/96/008	Advocacy and capacity-building in environmental aspects of energy: Establishment of a UNESCO Chair at the University of Alexandria		164,878	164,878
Voluntary contributions	301/EGY/72	Nubia Museum in Aswan and the new National Museum of Egyptian Antiquities in Cairo	184,683	27,975	212,658
Voluntary contributions	402/EGY/91	Egypt Government special account: PHILAE	210,901	97,548	308,449
Voluntary contributions	406/EGY/70	Intersectoral support for the Alexandria Lighthouse (financed from 406/INT/99)		10,000	10,000
Voluntary contributions	416/EGY/84	Special appeal for the revival of the Library of Alexandria	9,752	60,787	70,539
France	520/EGY/63	Entry into service of an outside broadcasting van for rural television programmes		82,000	82,000
France	520/EGY/64	Development of the ERTU Radio Television Training Institute	84,812		84,812
Italy	534/EGY/80	Revival of the ancient Library of Alexandria (Bibliotheca Alexandrina)	93,024	28,561	121,585
Iraq					
UNDHA	208/IRQ/12	School repairs and school furniture production	9,553		9,553
UNDHA	208/IRQ/13	Primary school repairs and furniture production	22,752		22,752
UNDHA	208/IRQ/14	Production of basic learning materials for primary schools	265,718	8,485	274,203

Funding source	Code and title	1996	Expenditures		Total
			1997	(in United States dollars)	
UNDHA	208/IRQ/15	199,361	5,187		204,548
UNDHA	208/IRQ/16		648,668		648,668
UNDHA	208/IRQ/17		423,537		423,537
UNDHA	208/IRQ/18		986,587		986,587
UNDHA	208/IRQ/19		1,477,468		1,477,468
Jordan					
UNFPA	JOR/93/P07	22,769	12,895		35,664
France	520/JOR/60		28,392		28,392
Kuwait					
UNDP	KUW/93/010	137,439	150,150		287,589
UNDP	KUW/94/004	125,410	155,421		280,831
AGFUND	522/KUW/10	48,098	71,730		119,828
Self-benefiting	903/KUW/10	152,665	73,400		226,065
Lebanon					
UNDP	LEB/92/008	388,103	157,289		545,392
UNDP	LEB/94/007	269,825	158,411		428,236
UNDP	LEB/96/005		227,651		227,651
Voluntary contributions	450/LEB/01		30,000		30,000
AGFUND	522/LEB/10		31,747		31,747
Italy	534/LEB/11	18,774			18,774
Islamic Development Bank	703/LEB/10	12,868			12,868
Self-benefiting	907/LEB/70	118,025	160,424		278,449

Funding source	Code and title	Expenditures		Total	
		1996 (in United States dollars)	1997		
Libyan Arab Jamahiriya					
UNDP	LIB/95/002	Support for the national system for the improvement of education	51,248	12,123	63,371
Self-benefiting	901/LIB/42	El Fateh University	305	14,406	14,711
Self-benefiting	901/LIB/43	Garyounis University Faculty of Engineering Equipment	96,976	202,114	299,090
Self-benefiting	901/LIB/44	National Academy for Scientific Research	2,480	91,488	93,968
Self-benefiting	901/LIB/46	Marine Biology Research Centre	25,187	4,405	29,592
Self-benefiting	901/LIB/47	Great man-made river project	502,262	133,642	635,904
Self-benefiting	901/LIB/70	National Museum, Tripoli	154		154
Self-benefiting	901/LIB/71	Study of the ancient Libyan valleys civilization	88,891	13,129	102,020
Self-benefiting	901/LIB/87	Great man-made river project information centre	12,393	68,277	80,670
Morocco					
UNDP	MOR/A5/010	TSS-1 – Promotion of school enrolment for girls in rural areas	9,300		9,300
UNDP	MOR/90/003	Support for the Centre for the Conservation and Rehabilitation of the Casbahs of the South (CERKAS) (Phase II)		23,173	23,173
UNDP	MOR/92/021	Educational pilot project in rural areas		49,450	49,450
UNFPA	MOR/97/P02	Population education in distance learning		84,233	84,233
World Bank	700/MOR/13	Primary education in rural areas	715,944	406,940	1,122,884
African Development Bank	702/MOR/10	Improvement of primary education in rural areas	40,077	200	40,277
AFESD	705/MOR/40	Earthquake risk reduction	14,780	21,232	36,012
Netherlands	805/MOR/70	Associate expert – Architect restorer		31,626	31,626
Qatar					
UNDP	QAT/A4/010	TSS-1 – Human resources strategy	28,571	42,211	70,782
Qatar	512/QAT/01	Qatar Special Account – Government contribution to the Regional Office in Doha	231,739	268,841	500,580
Self-benefiting	900/QAT/11	Support of Qatar University (regrouped projects) formerly University of Qatar Faculties of Education WEF 01/01/88	43,313		43,313
Self-benefiting	900/QAT/14	Ministry of Education – Experts and consultants	137,729	5,000	142,729

Funding source	Code and title	Expenditures		
		1996	1997	Total
(in United States dollars)				
Somalia				
UNDP	SOM/93/001	Rehabilitation plan (education)	44,414	44,414
UNDP	SOM/97/004	Civic education for peace and good governance	247,118	247,118
UNHCR	203/SOM/11	Teacher emergency package (TEP) in North-West Somalia	11,194	11,194
UNHCR	203/SOM/14	Training for Somali-speaking teachers in the Somali National Regional State	69,970	69,970
UNHCR	203/SOM/15	Refugee environmental education pilot project	26,985	26,985
UNHCR	203/SOM/17	Regional consultancy for refugees and returnees environmental education curriculum development and training	37,837	37,837
WHO	207/SOM/10	Printing polio booklets	4,582	4,582
Voluntary contributions	431/SOM/01	UNESCO operation in Somalia – Emergency plan	10,151	10,151
European Union	539/SOM/10	Supply of textbooks for primary schools in Somalia	26,858	112,641
European Union	539/SOM/11	Rehabilitation programme for Somalia	3,040	36,911
European Union	539/SOM/12	Rehabilitation of education sector, Nugal Region	216,627	216,627
Private funding	570/SOM/10	Feasibility study on secondary education and scholarships	22,970	22,970
Private funding	570/SOM/11	Rewriting/reprinting SOMULU's teacher training programme materials	20,400	20,400
Sudan				
UNDP	SUD/A5/010	TSS-1 – Basic education sector needs assessment	18,428	4,000
UNDP	SUD/95/007	Promotion of culture, peace and development	309,227	1,863
Syrian Arab Republic				
UNDP	SYR/B2/033	TSS-2 – Introduction of informatics in secondary education (Phase II)	4,750	4,750
UNFPA	SYR/91/P03	Population and Development Information Unit	30,643	7,134
UNFPA	SYR/92/P01	Expansion of population awareness in adult literacy and social education programme	11,400	2,500
UNFPA	SYR/92/P05	Strengthening and expansion of population education into the formal school system	43,514	-3,401
UNDP	SYR/92/033	Introduction of informatics in secondary education (Phase II)	15,779	1,500

Funding source	Code and title	Expenditures		Total
		1996	1997 (in United States dollars)	
UNDP	SYR/96/003		29,978	29,978
AGFUND	522/SYR/10	8,754	73,206	81,960
AFESD	705/SYR/40	21,866	78,430	100,296
Tunisia				
AFESD	705/TUN/40	1,666	2,268	3,934
United Arab Emirates				
UNDP	UAE/A4/010	11,834		11,834
Yemen				
UNDP	YEM/S2/041		18,073	18,073
UNFPA	YEM/92/P03	67,395	30,835	98,230
UNDP	YEM/92/041	59,926	261,932	321,858
UNFPA	YEM/93/P05	21,051	806	21,857
UNDP	YEM/93/009	328,680	293,787	622,467
B. REGIONAL PROJECTS				
United Nations	210/RAB/60	203,228	25,070	228,298
Voluntary contributions	314/RAB/70	94,584	54,856	149,440
Voluntary contributions	420/RAB/01		5,889	5,889
Voluntary contributions	420/RAB/02	4,145	25,889	30,034
Voluntary contributions	420/RAB/10	18,000		18,000
Voluntary contributions	450/RAB/01	50,000	50,000	100,000
Saudi Arabia	505/RAB/10	276,132	132,639	408,771
Joint Nordic countries	516/RAB/10		32,165	32,165
Joint Nordic countries	516/RAB/11		5,543	5,543
Italy	534/RAB/10	144,584	6,041	150,625

Funding source	Code and title	Expenditures			
		1996 (in United States dollars)	1997	Total	
Italy	534/RAB/11	Capacity-building in educational policy formulation and management for the Palestinian Educational Authority	207,153	144,912	352,065
Italy	534/RAB/12	Centre for the formulation of educational programmes in Palestine (Phase II)	428,571		428,571
Italy	534/RAB/13	Capacity-building in educational planning and budgeting for the Palestinian Educational Authority	124,878	147,311	272,189
Italy	534/RAB/70	Identification of the cultural heritage of ancient Syria	7,500		7,500
Italy	534/RAB/71	Restoration of the mosaics in Hisham palace in Jericho		83,716	83,716
Italy	534/RAB/73	Bethlehem 2000 – Conceptual emergency master plan		201,444	201,444
European Union	539/RAB/60	Regional symposium on the Arab world and the information society		11,752	11,752
Lebanon	544/RAB/70	Kitáb fi Jarida	105,141	226,112	331,253
Denmark	801/RAB/40	Associate expert – Environmental sciences	64,336	62,069	126,405
Netherlands	805/RAB/41	Associate expert – Hydrology	63,670	62,282	125,952
Netherlands	805/RAB/70	Associate expert – Architect restorer	27,454	1,827	29,281
Italy	809/RAB/71	Associate expert – Architect restorer in the division of physical heritage	63,556	63,735	127,291
Japan	810/RAB/40	Associate expert – Operational and extra-budgetary projects	15,586	77,053	92,639

Funding source	Code and title	Expenditures		Total
		1996	1997	
LATIN AMERICA AND THE CARIBBEAN				
A. COUNTRY PROJECTS				
Argentina				
UNDP	ARG/A7/017	SPPD – Support for the preparation of the Argentine report on human development	102,108	102,108
UNDP	ARG/S6/016	STS – Salta projection 1996-2000 (School building)	10,101	10,101
UNDP	ARG/97/002	Distance learning programme	37,145	37,145
UNDP	ARG/97/004	Design of a vocational training policy	28,473	28,473
Voluntary contributions	422/ARG/05	Special Account for Ocampo Donation	57,688	57,260
World Bank	700/ARG/55	Information monitoring and evaluation system for social programmes of the Secretariat of Social Development	174,261	174,261
Self-benefiting	921/ARG/10	Programme for the reform and improvement of the education system	264,816	264,816
Bolivia				
UNDP	BOL/A5/010	TSS-1 – National programme for science and technology: Improving the teaching of sciences	33,591	33,591
UNDP	BOL/S4/037	TSS-2 – Support for the first phase of educational reform	44,080	44,080
UNDP	BOL/90/006	Project for the promotion of literacy and basic education for all	35,045	35,045
UNFPA	BOL/95/P03	Population education	137,136	807
UNFPA	BOL/97/P03	Population education	233,940	233,940
AGFUND	522/BOL/10	Reform of primary-school teacher training in Bolivia	98,030	98,030
Republic of Korea	526/BOL/60	Additional equipment for a school for the training of computer maintenance technicians	22,400	22,400
Brazil				
Private funding	570/BRA/55	Programme for a caring community: Partnerships between civil society and the state	225,321	225,321
Self-benefiting	908/BRA/70	Translation of Great Works	5,282	13,943
Self-benefiting	914/BRA/10	Brazil's Ministry of Education contribution	94,607	295,000
Self-benefiting	914/BRA/12	National Industrial Training Service (SENAI)	348,570	31,460
Self-benefiting	914/BRA/14	Casa Civil/UNESCO	37,255	37,255
Self-benefiting	914/BRA/15	Technical co-operation in the field of education	515,996	515,996

Funding source	Code and title	1996	Expenditures		Total
			1997	(in United States dollars)	
Self-benefiting	914/BRA/16	MEC 95 – Educational problems in Brazil	1,241,075	-21,430	1,219,645
Self-benefiting	914/BRA/17	MEC 96 – Ministry of Education contribution	629,795	4,061,835	4,691,630
Self-benefiting	914/BRA/55	National programme for human rights		495,372	495,372
Self-benefiting	914/BRA/56	Regional conference for political development and democratic principles		49,137	49,137
Self-benefiting	914/BRA/70	Institutional development programme of the Ministry of Culture	8,934		8,934
Self-benefiting	914/BRA/71	Development campaign for the Salvador region (CONDER-96)	65,321	52,418	117,739
Self-benefiting	914/BRA/72	Rehabilitation of the Cultural Heritage		112,567	112,567
Caribbean Islands					
Voluntary contributions	411/CAR/70	General History of the Caribbean	20,541	47,281	67,822
European Union	539/CAR/11	Tertiary education (Phase II)	91,772		91,772
Chile					
Self-benefiting	916/CHI/10	Programme for the improvement of quality in basic education schools in poor areas	612	3,712	4,324
Self-benefiting	916/CHI/11	Chilean education reform		13,500	13,500
Colombia					
UNDP	COL/A7/013	SPPD – Preparatory assistance for a culture of peace and civic awareness		20,800	20,800
UNFPA	COL/94/P01	Population education in formal and informal programmes	46,801	25,137	71,938
Costa Rica					
Voluntary contributions	451/COS/01	Informatics and automation symposium for Central America and the Caribbean	44,000		44,000
Netherlands	519/COS/11	Support for the national system for the improvement of the quality of Costa Rican education (SIMED) (Phase II)	546,082	874,826	1,420,908
Netherlands	805/COS/11	Support for the national system for the improvement of education	28,964	40,988	69,952
Netherlands	805/COS/12	Support for the national system for the improvement of education	30,946	44,988	75,934
Self-benefiting	913/COS/10	Support for the extension and consolidation of the educational informatics services	113,926	155,493	269,419
Self-benefiting	913/COS/11	Support for the Ministry of Education		1,824,772	1,824,772
Cuba					
Voluntary contributions	450/CUB/12	Development of a university informatics network		20,000	20,000

Funding source	Code and title	Expenditures		Total	
		1996	1997		
Voluntary contributions	451/CUB/01	International Convention on Informatics (Informatics 96)	37,700	37,700	
Voluntary contributions	451/CUB/02	Installation and management of a local computer network in a public administration institution	70,000	70,000	
Dominican Republic					
UNFPA	DOM/93/P03	Population education in the formal sector	25,926	536	26,462
Ecuador					
UNFPA	ECU/92/P02	Population education in the formal school system	268,748	63,176	331,924
UNFPA	ECU/97/P02	Local sustainable development and reproductive health education		115,249	115,249
Denmark	510/ECU/50	Social and cultural empowerment programme for indigenous communities in the Amazon region	102,000		102,000
Denmark	510/ECU/55	Social and cultural empowerment programme for indigenous communities in the Amazon region		167,623	167,623
Belgium	800/ECU/10	Associate expert – Curriculum and learning methodologies		72,487	72,487
Netherlands	805/ECU/10	Associate expert – Administration and research	25,872	44,429	70,301
Self-benefiting	919/ECU/10	Strengthening of PROCALMUC in the field of production, with a gender focus in selected communities of the provinces of Chimborazo and Manabi	24,594	17,399	41,993
Self-benefiting	919/ECU/11	Strategy for health, nutrition and prevention of domestic violence	6,342	3,037	9,379
Self-benefiting	919/ECU/12	PROCALMUC: Appropriate technologies for improving environmental and living conditions to ameliorate the quality of life of rural women		10,107	10,107
El Salvador					
UNDP	ELS/A5/010	TSS-1 – Sustainable human development programme	35,363	2,825	38,188
UNDP	ELS/S6/025	STS – Strengthening of local development agencies in the field of education		12,000	12,000
Germany	507/ELS/01	Culture of peace – Support for radio services on non-formal education, training and information of women	342,949	263,484	606,433
Netherlands	805/ELS/01	Associate expert – Culture of peace	81,519	79,207	160,726

Funding source	Code and title	Expenditures			
		1996 (in United States dollars)	1997	Total	
Guatemala					
UNDP	GUA/A6/014	SPPD – Support for the process of reform and modernization of Guatemalan education	54,786	54,786	
UNDP	GUA/S4/014	TSS-2 – Basic education	12,092	-172	11,920
UNDP	GUA/S6/014	STS – Support for the process of reform and modernization of Guatemalan education	7,428	7,428	
Denmark	510/GUA/55	Human rights and indigenous peoples in Guatemala	73,000	73,000	
Netherlands	519/GUA/10	Support for Mayan education	440,430	410,778	851,208
Haiti					
UNDP	HAI/87/033	Preservation of the archival heritage	12,851	151,503	164,354
UNDP	HAI/95/005	Institutional strengthening of the Ministry of Education and its management capacity	109,794	584,873	694,667
UNDP	HAI/95/010	Route 2004 – Preservation and enhancement of historical resources	104,862	-8,566	96,296
United States	523/HAI/10	Support for the National Plan of Education 2001	11,567		11,567
Netherlands	805/HAI/10	Associate expert – Learning Without Frontiers		67,806	67,806
Honduras					
UNFPA	HON/91/P04	Consolidation of population education in the formal and non-formal sector	5,000		5,000
Jamaica					
UNDP	JAM/91/008	Cultural heritage of Jamaica	29,146	57,889	87,035
Mexico					
Private funding	570/MEX/70	PERIOLIBROS	1,039,827	726,767	1,766,594
Nicaragua					
Netherlands	519/NIC/11	Support for the system for the improvement of Nicaraguan education (SIMEN) (Phase II)	778,368	695,369	1,473,737
Panama					
UNDP	PAN/A5/010	TSS-1 – Strategy action for the city of knowledge	54,444	10,344	64,788
UNDP	PAN/S4/007	TSS-2 – Unity and human development	27,122	1,377	28,499
UNDP	PAN/S5/006	TSS-2 – Technical assistance for activities relating to the establishment of the office of ombudsman	19,000		19,000
Netherlands	805/PAN/40	Associate expert – Tropical hydrology		23,705	23,705

Funding source	Code and title	Expenditures		Total	
		1996	1997		
	Paraguay				
UNDP	PAR/A4/010	TSS-1 – Scientific and technological development strategy	-2,490	28,380	25,890
Self-benefiting	915/PAR/10	Support for educational reform	269,641		269,641
	Peru				
UNDP	PER/S6/040	STS – Distance education for post-secondary and university studies		19,500	19,500
Denmark	510/PER/11	Integration of disabled children into regular schools	23,074		23,074
Denmark	510/PER/12	Literacy and civic education for displaced and indigenous peasant women	100,349	76,341	176,690
Denmark	510/PER/13	Evaluation mission to visit DANIDA/UNESCO projects in Peru		9,406	9,406
	Trinidad and Tobago				
Republic of Korea	526/TRI/60	Establishment of an electronic learning centre	4,000	30,998	34,998
	Uruguay				
World Bank	700/URU/12	Improvement of the quality of primary education	5,550		5,550
World Bank	700/URU/13	Improvement of the quality of primary education II	167,859		167,859
Inter-American Development Bank	704/URU/12	Improvement of technical and vocational education	269,636	487,622	757,258
Self-benefiting	930/URU/10	Institutional strengthening of human resources within the Ministry of Education and Culture		134,105	134,105
Self-benefiting	930/URU/40	Biodiversity of the Rio de la Plata		37,411	37,411
	Venezuela				
Voluntary contributions	409/VEN/70	Simón Bolívar Prize Fund	33,555	11,402	44,957
Private funding	570/VEN/10	Education for all centres	14,147	5,874	20,021
Self-benefiting	908/VEN/70	Dissemination of works of Venezuelan literature		9,982	9,982
Self-benefiting	915/VEN/60	Central University of Venezuela	3,912	100	4,012
	B. REGIONAL PROJECTS				
UNTF	RLA/D6/736	International Programme of Education against Drug Abuse	13,500	-346	13,154
UNDP	RLA/92/017	Biotechnology network	125,756	578	126,334
UNFPA	RLA/96/P20	Advocacy meeting with CELAM (Consejo Episcopal Latino-Americano)	8,000		8,000
Voluntary contributions	411/RLA/70	General History of Latin America	53,053	50,966	104,019

Funding source	Code and title	Expenditures		Total	
		1996 (in United States dollars)	1997		
Voluntary contributions	414/RLA/40	Latin American and Caribbean Centre for Humid Tropics	125,533	125,533	
Germany	507/RLA/10	Strengthening of education in the rural areas of the Central American Isthmus	37,115	546	37,661
Germany	507/RLA/11	Elaboration of textbooks and reading materials for basic education in the Central American Isthmus	136,928	2,275	139,203
Denmark	510/RLA/11	Integration of disabled children into regular schools in Peru, Bolivia and Ecuador	48,710	143,812	192,522
Denmark	510/RLA/12	Human rights education in the Central American Isthmus (Phase II)	60,855	403,809	464,664
Spain	514/RLA/11	Major Project in the Field of Education in Latin America and the Caribbean	15,653		15,653
Spain	514/RLA/12	Training of trainers in educational planning and administration in Latin America and the Caribbean	207,043	246,237	453,280
Netherlands	519/RLA/10	Assessment of education for indigenous and other peoples from Altos de Chiapas (Mexico)	34,916	120,638	155,554
France	520/RLA/11	Secondment of a French expert (Phase II)	49,268	125	49,393
France	520/RLA/60	Foundation of a new style of journalism in Latin America (FNPI), backed by Colombia and Ecuador		80,000	80,000
Private funding	570/RLA/10	Improvement of educational statistics in Latin America and the Caribbean	26,756	35,285	62,041
Private funding	570/RLA/11	Seminar-workshop on educational statistics in the MERCOSUR area		25,941	25,941
Inter-American Development Bank	704/RLA/10	Latin American laboratory for the assessment of quality in education		260,961	260,961
Denmark	801/RLA/10	Associate expert – Basic education		5,775	5,775
Netherlands	805/RLA/40	Associate expert – Ecological sciences	71,658	52,863	124,521
Germany	808/RLA/11	Associate expert – Educational policies, planning and management	30,436	56,870	87,306
Self-benefiting	911/RLA/10	Latin American laboratory for measuring the quality of education	175,597	88,931	264,528

Funding source	Code and title	Expenditures			
		1996	1997	Total	
		(in United States dollars)			
INTERREGIONAL AND GLOBAL PROJECTS					
IOC	191/CAP/50	Capacity-building/regional co-operation programme	646,113	920,366	1,566,479
IOC	191/GOS/40	Global ocean/coastal observing systems programme	241,004	197,427	438,431
IOC	191/POL/10	General policy programme		346,538	346,538
IOC	191/SCI/20	Ocean science programme	244,580	280,242	524,822
IOC	191/SER/30	Ocean services programme	152,962	141,823	294,785
IOC	193/DEN/20	IOC science and communication centre on harmful algal blooms	229,813	240,235	470,048
IOC	193/GLO/01	Charpentier salary, mission and other costs	119,767	118,461	238,228
IOC	193/POL/01	SC/942 (BU): staff costs		24,517	24,517
IOC	193/UKK/40	IOC/UNEP/IUCN global coral reef monitoring system		64,958	64,958
WHC	196/GLO/03	Promotional activities	90,424	280,741	371,165
WHC	196/GLO/04	Senior adviser to the Director (World Heritage)	161,954	34,061	196,015
WHC	196/GLO/09	Small extrabudgetary earmarked contributions	22,340	79,132	101,472
WHC	196/INT/01	Technical implementation of the World Heritage Convention	99,181	1,400	100,581
WHC	196/INT/02	Technical co-operation	622,752	-4,463	618,289
WHC	196/INT/03	Training	508,963	2,446	511,409
WHC	196/INT/04	Emergency Reserve Fund	99,296	134,635	233,931
WHC	196/INT/05	Promotion and education	270,506	205	270,711
WHC	196/INT/06	Advisory services	522,000		522,000
WHC	196/INT/07	Support to World Heritage Secretariat	356,786	-1,864	354,922
WHC	196/INT/08	Monitoring and reporting on the state of conservation of World Heritage sites	234,678	28,483	263,161
WHC	196/INT/09	Attendance of experts at statutory World Heritage meetings	29,000	-1,281	27,719
WHC	196/INT/10	Global strategy	61,942		61,942
WHC	196/INT/14	Emergency Reserve Fund		196,669	196,669
WHC	196/INT/21	Attendance of experts at statutory World Heritage meetings		51,500	51,500
WHC	196/INT/22	Evaluation of administrative management of the World Heritage Centre		111,309	111,309

Funding source	Code and title	Expenditures		
		1996 (in United States dollars)	1997	Total
WHC	196/INT/23		99,968	99,968
WHC	196/INT/24		597,000	597,000
WHC	196/INT/25		158,182	158,182
WHC	196/INT/26		800,491	800,491
WHC	196/INT/27		641,118	641,118
WHC	196/INT/28		256,310	256,310
WHC	196/INT/29		297,534	297,534
UNICEF	201/GLO/10	242,438	222,798	465,236
UNICEF	201/GLO/11	181,054	116,752	297,806
UNICEF	201/GLO/12	69,019		69,019
UNICEF	201/GLO/14		16,798	16,798
UNICEF	201/INT/12	65,677	26,067	91,744
World Food Programme	206/INT/26	414,569		414,569
World Food Programme	206/INT/27		406,285	406,285
WHO	207/GLO/10		73,801	73,801
WHO	207/GLO/11		109,276	109,276
UNEP	213/GLO/41		9,000	9,000
Voluntary contributions	241/GLO/13	988,120	428,050	1,416,170
Voluntary contributions	308/INT/70	337,213	309,631	646,844
Voluntary contributions	308/INT/71	185,766	81,416	267,182
Voluntary contributions	309/INT/10	10,167	28,275	38,442
Voluntary contributions	311/INT/70	68,015	45,718	113,733
Voluntary contributions	312/INT/82	10,200	2,774	12,974
Voluntary contributions	315/INT/70	525,479	135,701	661,180
Voluntary contributions	316/INT/70	5,876	11,686	17,562

Funding source	Code and title	Expenditures		Total	
		1996	1997		
UNEP	E/0401/94/7	Technical support for the implementation of MEDPOL (Phase II)	37,689	62,542	100,231
UNDP	INT/A4/020	TSS-1 – Reinforcement of effective class-room teaching	84,779	-16,688	68,091
UNDP	INT/A5/010	TSS-1 – Assessment of progress towards education for all	129,585	-43,452	86,133
UNDP	INT/S4/013	TSS-2 – Urban heritage management programme in historic cities	79,000	19,847	98,847
UNFPA	INT/92/P99	Support for the Independent Commission on Population and Quality of Human Life	4,607	18,215	22,822
UNDP	INT/92/007	Innovations in basic education	9,209		9,209
UNDP	INT/92/043	Enhancing the effectiveness of basic education	98,388		98,388
UNFPA	INT/96/P61	Promotion of population education at university level	72,510	104,810	177,320
UNFPA	INT/96/P62	Sociocultural factors in demographic behaviour	10,476	91,977	102,453
UNFPA	TSS/96/P11	Technical support services in Africa (Dakar)	389,645	386,748	776,393
UNFPA	TSS/96/P12	Technical support services in Africa (Addis Ababa)	303,380	318,581	621,961
UNFPA	TSS/96/P13	Technical support services in Africa (Harare)	111,797	108,793	220,590
UNFPA	TSS/96/P21	Technical support services in Latin America (Chile)	138,910	140,548	279,458
UNFPA	TSS/96/P31	Technical support services in Asia (Bangkok)	247,707	227,582	475,289
UNFPA	TSS/96/P32	Technical support services in Asia (Kathmandu)	334,241	234,754	568,995
UNFPA	TSS/96/P33	Technical support services in Asia (Fiji)	161,567	25,499	187,066
UNFPA	TSS/96/P41	Technical support services in Arab States (Amman)	377,485	279,799	657,284
UNFPA	TSS/96/P91	Technical support services at Headquarters	787,318	615,624	1,402,942
Voluntary contributions	401/NHF/91	Nessim Habib Fund	17,792	10,509	28,301
Voluntary contributions	403/INT/55	UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence	40,000		40,000
Voluntary contributions	403/INT/70	UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance	19,690		19,690
Voluntary contributions	406/GLO/01	Participation in the joint United Nations programme on HIV/AIDS	14,574		14,574
Voluntary contributions	406/GLO/02	Square of Tolerance	173,045		173,045
Voluntary contributions	406/GLO/03	World Park Festival Executive Committee for UNESCO's Programme on Tolerance	89,545	7,616	97,161

Funding source	Code and title	Expenditures		
		1996 (in United States dollars)	1997	Total
Voluntary contributions	406/GLO/06		60,000	60,000
Voluntary contributions	406/GLO/60	14,868	1,890	16,758
Voluntary contributions	406/GLO/80	39,300	35,000	74,300
Voluntary contributions	406/INT/01		34,353	34,353
Voluntary contributions	406/INT/02		10,000	10,000
Voluntary contributions	406/INT/03		5,000	5,000
Voluntary contributions	406/INT/10	4,028		4,028
Voluntary contributions	406/INT/12	19,706	39,738	59,444
Voluntary contributions	406/INT/14	336,572	3,043,620	3,380,192
Voluntary contributions	406/INT/16	50,000		50,000
Voluntary contributions	406/INT/17	25,193	214,573	239,766
Voluntary contributions	406/INT/40		17,812	17,812
Voluntary contributions	406/INT/60		11,949	11,949
Voluntary contributions	406/INT/63		27,606	27,606
Voluntary contributions	406/INT/72	55,901	41,422	97,323
Voluntary contributions	411/INT/70		2,707	2,707
Voluntary contributions	411/INT/71	120,925	23,261	144,186
Voluntary contributions	415/INT/60	32,603	108,410	141,013
Voluntary contributions	416/GLO/10		65,670	65,670
Voluntary contributions	416/GLO/40	319,331	133,657	452,988
Voluntary contributions	416/GLO/55	254,550	240,147	494,697
Voluntary contributions	416/GLO/56	143,286	160,598	303,884
Voluntary contributions	418/INT/55	71,365	52,272	123,637
Voluntary contributions	419/INT/10	204,486	166,042	370,528
Voluntary contributions	419/IUG/10	128,855	475,580	604,435

Funding source	Code and title	Expenditures		Total
		1996 (in United States dollars)	1997	
Voluntary contributions	425/INT/40	Theresa McKay Memorial Fund Fellowships Programme	5,000	5,000
Voluntary contributions	426/INT/60	UNESCO/Guillermo Cano World Press Freedom Prize	25,000	25,000
Voluntary contributions	426/INT/70	UNESCO Prize for the Promotion of the Arts	54,655	54,655
Voluntary contributions	426/INT/71	Omar Khayyam: Ninth centenary commemoration	19,431	19,431
Voluntary contributions	427/INT/40	Javed Husain 'Young Scientist' Prize	8,227	8,227
Voluntary contributions	429/INT/01	UNESCO Fellowships Bank	31,036	89,900
Voluntary contributions	429/INT/80	Hirayama/Silk Roads Scholarship Fund	109,984	119,852
Voluntary contributions	438/INT/70	Five-hundredth anniversary of the encounter between two worlds	6,123	28,000
Voluntary contributions	439/INT/40	Man and the Biosphere	9,066	9,066
Voluntary contributions	441/GLO/56	Félix Houphouët-Boigny Peace Prize	628,881	607,587
Voluntary contributions	442/INT/10	King Sejong Literacy Prize	30,000	30,918
Voluntary contributions	442/INT/11	Noma Literacy Prize	31,134	18,701
Voluntary contributions	442/INT/12	International Reading Association Literacy Award	15,147	19,023
Voluntary contributions	443/INT/40	Sultan Qaboos Prize for Environment Preservation	20,952	20,952
Voluntary contributions	446/GLO/70	Copyright Programme	113,077	32,130
Voluntary contributions	448/INT/40	Third World Academy of Sciences	1,617,682	2,033,028
Voluntary contributions	448/INT/42	Third World Organization of Women in Science Account	19,410	9,735
Voluntary contributions	450/IIP/51	Support fund for IIP projects	10,731	7,419
Voluntary contributions	460/INT/18	Energy/development/environment educational material in the context of the Associated Schools system	8,908	12,970
Austria	502/GLO/01	Austrian Government/UNESCO co-operation	50,483	4,983
Sweden	503/GLO/13	Continuation and reinforcement of the AIDS School Education Resource Centre (ASERC)	8,008	8,008
Sweden	503/GLO/17	Organization of regional training courses (Africa) for decision-makers on AIDS education in school	15,222	15,222
Sweden	503/GLO/19	Contribution to education for the prevention of AIDS	40,411	72,079
Sweden	503/INT/70	Support for INTERBOOK	14,342	14,342

Funding source	Code and title	Expenditures			
		1996 (in United States dollars)	1997	Total	
Norway	504/GLO/10	Senior programme specialist	80,166	116,146	196,312
Japan	506/INT/44	Multiple resource and land use planning in biosphere reserves and similar managed areas as a subject for eco-development		30,973	30,973
Japan	506/INT/46	High-level expert meeting on solar energy in East and South-East Asia	34,800		34,800
Germany	507/GLO/40	South-South co-operation on environmentally sound socio-economic development in the humid tropics	204,575	184,766	389,341
Germany	507/GLO/41	Integrated biodiversity strategies for islands and coastal areas (IBSICA)	59,000	117,211	176,211
Germany	507/INT/10	Capacity-building to promote innovations in basic education within the framework of 'Support for basic education in the least developed countries'	355,994	87,645	443,639
Germany	507/INT/11	Improvement of basic education services in the least developed countries	52,840		52,840
Germany	507/INT/12	Capacity-building for the improvement of basic education	120,351	150,096	270,447
Germany	507/INT/13	Training in educational planning and administration at IIEP	265,372	207,948	473,320
Germany	507/INT/14	Capacity-building for grass-roots NGOs in LDCs in Africa and South Asia		40,179	40,179
Germany	507/INT/42	Sacred sites – Cultural integrity and biological diversity		17,970	17,970
Germany	507/INT/60	Strengthening of local communications media to support basic education within the framework of 'Support for basic education in the least developed countries'	61,695	13,524	75,219
Germany	509/GLO/55	Towards sustainable development paradigm and policy	133,634	7,073	140,707
Denmark	510/GLO/40	Training materials for disaster reduction	21,262		21,262
Denmark	510/GLO/41	Training programme on harmful algae (feasibility study)		10,000	10,000
Denmark	510/GLO/70	Secondment of executive co-ordinator for the World Culture Report		77,023	77,023
Denmark	510/INT/10	From plan to print: A technical assistance programme for sustainable provision of learning materials	27,953	226,026	253,979
Joint Nordic countries	516/INT/10	Young people's participation in world heritage preservation and promotion: World Heritage Youth Forum – China		84,908	84,908
Netherlands	519/INT/70	International book promotion network meeting	13,274		13,274

Funding source	Code and title	Expenditures		Total	
		1996	1997		
Netherlands	519/INT/71	World Culture Report project	202,646	202,646	
France	520/INT/40	Joint programme in the field of energy	14,999	8,347	23,346
Islamic Call Society	521/INT/70	Preparation and publication of a work on the various aspects of Islamic culture	77,025	266,618	343,643
Islamic Call Society	521/INT/71	Edition of a History of the Scientific and Cultural Development of Mankind	38,696	266,479	305,175
Islamic Call Society	521/INT/72	Fellowship for research on the Muslims contribution to human civilization	30,000		30,000
Canada	525/GLO/01	Programme support for the Independent Commission on Population and Quality of Human Life	19,737	26,902	46,639
Canada	525/GLO/72	International book promotion networks meeting (INTERBOOK)	19,654	720	20,374
Italy	534/GLO/42	Learning package development in energy engineering (Phase II)	40,325	221,150	261,475
Italy	534/INT/11	Strengthening of educational capabilities for educational planning and management policy	103,503	9,598	113,101
Italy	534/INT/13	Basic education for participation and democracy: key issues in human resource development (teachers and multicultural/intercultural education)	93,520	17,607	111,127
Italy	534/INT/41	Education in basic sciences for informatics in developing countries	18,436	46,656	65,092
Italy	534/INT/60	Observatory for Cultural and Audiovisual Communication in the Mediterranean (OCCAM)	3,400	33,883	37,283
Italy	534/INT/61	Training for women journalists in the Mediterranean region		78,766	78,766
Japan	536/INT/70	Preservation of the World Cultural Heritage: Use of accrued interest	5,524	1,930	7,454
Japan	536/INT/77	Preparation of a documentary video film on Angkor	102,000		102,000
Japan	536/INT/78	Angkor Royal Plaza Bayon – Complementary activity	250,000		250,000
Japan	536/INT/79	Distribution of a promotional film on Angkor		19,887	19,887
Japan	537/INT/10	Promotion of literacy in Asia and the Pacific	1,919	5,945	7,864
Japan	537/INT/11	International training workshop on rural education for development		58,899	58,899
European Union	539/GLO/10	Networking of information relating to education for the prevention of drug abuse	6,509	45,413	51,922
European Union	539/GLO/11	Networking of information relating to education for the prevention of drug abuse (PEDDRO II)		282,903	282,903

Funding source	Code and title	1996	Expenditures		Total
			1997	(in United States dollars)	
Voluntary donors	550/GLO/01	Independent Commission on Population and Quality of Human Life	531,287	116,647	647,934
Private funding	570/GLO/01	Millennium celebration	14,121	666	14,787
Private funding	570/GLO/11	Contribution to the world symposium on family literacy	5,195		5,195
Private funding	570/GLO/71	Design 21: International selection, fashion show and exhibition	763,732	85,693	849,425
Private funding	570/GLO/73	Development and implementation of an electronic multimedia presentation of world heritage information on the Internet		61,850	61,850
Private funding	570/INT/70	Participation of young people in the preservation and promotion of the world heritage		5,985	5,985
Private funding	570/INT/71	Participation of young people in the preservation and promotion of the world heritage	34,000	27,563	61,563
Private funding	570/INT/72	Participation of young people in the preservation and promotion of the world heritage		72,606	72,606
Private funding	572/INT/10	Global teach-in	5,514		5,514
World Bank	700/GLO/01	International Programme for the Improvement of Educational Outcomes		488,112	488,112
Belgium	800/GLO/60	Associate expert – Communication	8,322		8,322
Denmark	801/GLO/03	Associate expert – World Heritage Centre	76,454	75,333	151,787
Denmark	801/GLO/11	Associate expert – Basic education	64,218	59,729	123,947
Denmark	801/GLO/40	Associate expert – Intergovernmental Oceanographic Commission	89,955		89,955
Denmark	801/GLO/41	Associate expert – Marine living resources	62,195	58,475	120,670
Denmark	801/GLO/42	Associate expert – Harmful algal blooms		47,754	47,754
Japan	804/GLO/04	Associate expert – World Heritage Centre	36,822		36,822
Japan	804/GLO/05	Associate expert – World Heritage Centre		89,579	89,579
Japan	804/GLO/12	Associate expert – Higher education	74,947	62,569	137,516
Japan	804/GLO/13	Associate expert – Technical and vocational education	46,318	71,420	117,738
Japan	804/GLO/14	Associate expert – Higher education		60,545	60,545
Japan	804/GLO/40	Associate expert – Marine sciences	38,536		38,536
Japan	804/GLO/41	Associate expert – Intergovernmental Oceanographic Commission	60,027	65,539	125,566
Netherlands	805/GLO/01	Associate expert – Statistics	51,495	26,426	77,921
Netherlands	805/GLO/10	Associate expert – Basic education	79,394	-4,604	74,790

Funding source	Code and title	Expenditures		Total	
		1996	1997		
Netherlands	805/GLO/11	Associate expert – Educational planning	66,536	14,351	80,887
Netherlands	805/GLO/12	Associate expert – Learning Without Frontiers	57,086		57,086
Netherlands	805/GLO/13	Associate expert – Learning Without Frontiers	70,351	71,183	141,534
Netherlands	805/GLO/14	Associate expert – Learning Without Frontiers	31,245	61,644	92,889
Netherlands	805/GLO/15	Associate expert – Literacy and adult education		58,569	58,569
Netherlands	805/GLO/56	Associate expert – Management of Social Transformations and Capacity-Building Unit	29,694	510	30,204
Netherlands	805/GLO/73	Associate expert – Culture and Development Co-ordination Office		26,372	26,372
Norway	806/GLO/11	Associate expert – Special education	85,272	62,530	147,802
Norway	806/GLO/80	Associate expert – Assistant programme specialist	70,350	3,217	73,567
Norway	806/GLO/81	Associate expert – Fund-in-Trust Section		22,315	22,315
Sweden	807/GLO/03	Associate expert – World heritage communication/education	65,361	21,434	86,795
Sweden	807/GLO/11	Associate expert – Basic education	34,327	591	34,918
Sweden	807/GLO/12	Associate expert – International Commission on Education for the Twenty-first Century	69,620	8,235	77,855
Sweden	807/GLO/70	Associate expert – World Heritage Centre		58,478	58,478
Germany	808/GLO/12	Associate expert – Basic education	61,346	41,563	102,909
Germany	808/GLO/40	Associate expert – Environmental management of arid lands	65,643		65,643
Germany	808/GLO/41	Associate expert – Geological correlation	81,456	65,269	146,725
Germany	808/GLO/71	Associate expert – Cultural heritage	29,549	57,187	86,736
Germany	808/GLO/91	Associate expert – Accounts Division	58,314	8,561	66,875
Germany	808/GLO/92	Associate expert – Human resources development		16,837	16,837
Italy	809/GLO/11	Associate expert – Renovation of secondary and vocational education	25,453	69,403	94,856
Italy	809/GLO/40	Associate expert – Water resources	27,574		27,574
Italy	809/GLO/70	Associate expert – Architect restorer		32,876	32,876
Japan	810/GLO/02	Associate expert – UNESCO Sources Unit	76,554	40,225	116,779
Japan	810/GLO/03	Associate expert – Bureau for External Relations		30,445	30,445
Japan	810/GLO/10	Associate expert – Basic education	34,359		34,359

Funding source	Code and title	Expenditures		Total
		1996	1997 (in United States dollars)	
Japan	810/GLO/11		42,192	42,192
Japan	810/GLO/70	66,151	69,967	136,118
France	811/GLO/01		38,613	38,613
France	811/GLO/10	70,040	74,748	144,788
France	811/GLO/60	32,112	63,849	95,961
Austria	812/GLO/70		67,620	67,620
Republic of Korea	814/GLO/11	7,181	65,662	72,843
Self-benefiting	923/INT/70	124,222	114,238	238,460

I.2 - Extrabudgetary field projects in communication financed under the IPDC Special Account, 1996-1997

321

Code	Title	Allocations 1996-1997 (in United States dollars)	Expenditure 1996-1997
AFRICA			
A. COUNTRY PROJECTS			
Cameroon			
352-CMR-71	Completion of the computerization of the CAMNEWS Agency	70,000	0
Côte d'Ivoire			
352-IVC-61	Filming and post-production unit	50,000	0
Equatorial Guinea			
352-EOG-71	Improvement of national radio and television broadcasting coverage	25,000	0
Eritrea			
352-ERI-71	Strengthening the National News Agency	80,000	0
Ethiopia			
352-ETH-61	Mass media training centre	150,000	141,000
Ghana			
352-GHA-71	Ada community radio station	60,000	54,000
Lesotho			
352-LES-61	Human resources development for media	50,000	0
Madagascar			
352-MAG-51	Contribution to the re-equipment of 99 information halls	40,000	9,000
Malawi			
352-MLW-61	Computerization of radio Malawi newsroom	50,000	45,000
352-MLW-71	Women's community Radio for Nankumba Peninsula and Lake Malawi National Park Area	55,000	0
Mali			
352-MLI-51	Mobile production equipment and installation of solar-powered television receivers in rural areas	58,000	53,000
352-MLI-71	Reinforcement of the independent women's press	50,000	0
Niger			
352-NER-61	Equipment and training for desktop publishing and computerized management	40,000	40,000
Rwanda			
352-RWA-71	Strengthening the capacity of the 'Ecole supérieure des sciences et techniques de l'information'	45,000	25,000
352-RWA-72	Strengthening the production capacity of the independent press	50,000	0

Code	Title	Allocations 1996-1997 (in United States dollars)	Expenditure 1996-1997
Togo			
352-TOG-71	Multimedia training project for journalists and technicians	40,000	40,000
United Republic of Tanzania			
352-URT-52	Training for national television broadcasting	35,000	23,000
Zimbabwe			
352-ZIM-61	Use of video technology for rural information and communication (VIDICOM)	70,000	65,000
B. REGIONAL PROJECTS			
352 RAF-61	Institutional reinforcement of the 'Association des Professeurs Africains de la Communication' (APAC)	50,000	45,000
352 RAF-62	East African media institute project	50,000	50,000
352 RAF-63	Creation of three audiovisual production units in Africa	100,000	0
352-RAF-64	Extension of Mauritius College of the Air (MCA) facilities for East Africa and the Indian Ocean	50,000	50,000
352-RAF-71	Pan-African News Agency (PANA): Modernization of the computer system and introduction of Internet technology	70,000	63,000
352-RAF-72	Media and communication for democracy and sustainable development in West and Central Africa	50,000	0

Code	Title	Allocations 1996-1997 (in United States dollars)	Expenditure 1996-1997
ARAB STATES			
A. COUNTRY PROJECTS			
Jordan			
352-JOR-61	Installation of a computerized photo archiving system	80,000	70,000
Mauritania			
352-MAU-61	Strengthening of audiovisual reporting	85,000	67,000
Oman			
352-OMA-71	Production of television programmes aimed at women in rural areas	50,000	0
Palestine			
352-PAL-71	Training in production for Palestinian Television	70,000	0
Tunisia			
352-TUN-71	Replacement of computer equipment at the 'Centre Africain de Perfectionnement des Journalistes et Communicateurs' (CAPJC)	70,000	0
Yemen			
352-YEM-61	Purchase of equipment for the news agency	65,000	59,000
352 YEM-71	Strengthening the documentation centre for information and communication	60,000	17,000
B. REGIONAL PROJECTS			
352-RAB-71	Strengthening of the independent and pluralist press of the Arab region and of the developing countries of the Mediterranean	60,000	0

Code	Title	Allocations 1996-1997 (in United States dollars)	Expenditure 1996-1997
ASIA AND THE PACIFIC			
A. COUNTRY PROJECTS			
Azerbaijan			
352-AZN-61	Journalism training and development	50,000	0
Bhutan			
352-BHU-61	Broadcasting service technical training	40,000	0
China			
352-CPR-71	Communication technology training courses for local newspapers in remote regions	34,000	0
Indonesia			
352-INS-52	The role of radio and television broadcasting for development in rural areas	27,000	24,000
Kyrgyzstan			
352-KIZ-61	Media training at the Kyrgyz National University	60,000	51,000
Lao People's Democratic Republic			
352-LAO-61	Extension of the communication network of the Lao National News Agency (Phase II)	40,000	36,000
352-LAO-71	Mountainous region radio broadcasting development project (LAOBROAD)	70,000	0
Maldives			
352-MDV-61	Establishment of Atoll media production centres	47,000	43,000
Mongolia			
352-MON/71	Development of broadcasting services	24,000	0
352-MON-72	Radio/television training at the National Press Institute	32,000	0
Papua New Guinea			
352-PNG-71	National news computerization project (PNGNEWSCOM)	60,000	0
Samoa			
352-SAM-71	'Samoa Observer' newspaper development project	44,000	0
Solomon Islands			
352-SOI-61	News computerization project (SOLCOM)	55,000	42,000
Sri Lanka			
352-SRL-71	Journalism training	55,000	0

Code	Title	Allocations 1996-1997 (in United States dollars)	Expenditure 1996-1997
Tonga			
352-TON-61	News computerization project (TONGACOM)	66,000	60,000
Uzbekistan			
352-UZB-71	Establishment of a media resource centre	55,000	5,000
Vanuatu			
352-VAN-71	News computerization project (VANCOM)	60,000	60,000
Viet Nam			
352-VIE-71	Broadcasting training development project	90,000	0
B. REGIONAL PROJECTS			
352-RAS-54	Asian press institutes	60,000	50,000
352-RAS-61	Asia-Pacific communication network	54,000	49,000
352-RAS-62	Central Asia: Youth, tolerance and television	66,000	60,000
352-RAS-64	Pacific journalism trainers' development project (PACTRAINER)	66,000	52,000
352-RAS-71	South-Asian Association for Regional Co-operation (SAARC)/ Regional network for promotion of photojournalism	40,000	36,000
352-RAS-72	Central Asia: 'Silk Radio News': An independent radio news network	90,000	0
EUROPE AND NORTH AMERICA			
A. COUNTRY PROJECTS			
Albania			
352-ALB-61	Training in radio and television reporting	73,000	66,000
Armenia			
352-ARM-61	Establishment of interrelations with the world television network	90,000	75,000
Bosnia and Herzegovina			
352-BIH-71	Children's television 'CICAK'	40,000	36,000

Code	Title	Allocations 1996-1997 (in United States dollars)	Expenditure 1996-1997
LATIN AMERICA AND THE CARIBBEAN			
A. COUNTRY PROJECTS			
Barbados			
352-BAR-61	Strengthening the radio production capability of Barbados Rediffusion Service Ltd.	56,000	40,000
Chile			
352-CHI-61	Production of educational material for active	24,000	21,000
352-CHI-71	Television viewing	12,000	11,000
Costa Rica			
352-COS-61	Development of rural radio stations	40,000	32,000
Cuba			
352-CUB-61	Automation of the National Information Agency (AIN)	50,000	27,000
352-CUB-71	Community radio in the Cocodrilo region	40,000	0
El Salvador			
352-ELS-51	Cultural radio project	40,000	40,000
Guyana			
352-GUY-71	Training for rehabilitation of the media	55,000	0
Haiti			
352-HAI-71	Strengthening the television production capacity	50,000	0
Honduras			
352-HON-71	Strengthening of the network of rural radio stations for development	25,000	25,000
Jamaica			
352-JAM-61	Community radio for poverty alleviation and development	37,000	0
Peru			
352-PER-71	Communication to promote citizens' participation	40,000	36,000
Saint Vincent and the Grenadines			
352-STV-71	Improving television service	50,000	0
Venezuela			
352-VEN-61	Development of a centre for the production of audiovisual and printed material for the region of Los Llanos	40,000	36,000

Code	Title	Allocations 1996-1997 (in United States dollars)	Expenditure 1996-1997
B. REGIONAL PROJECTS			
352-RLA-61	Establishment of a computer networking mechanism for women media practitioners in the Caribbean	40,000	25,000
352-RLA-62	Training and research on the legal background to freedom of the press in Latin America	80,000	52,000
352-RLA-63	Workshop for a new style of journalism	78,000	71,000
352-RLA-64	Creation of a regional animation facility in video cartoon productions in Trinidad and Tobago	170,000	160,000
352-RLA-71	Jamaica/Nicaragua: Interlinking by community radio	47,000	0
352-RLA-72	Caribbean Broadcasting Union (CBU): Upgrading of radio broadcasting in the Caribbean	70,000	0
352-RLA-73	Satellite broadcasting network for Latin America	70,000	70,000
352-RLA-74	Computerized network of documentation centres on communication in Latin America	50,000	50,000
352-RLA-75	The Maroon People of the Caribbean: A Jamaica/Suriname/Guyana television co-production	30,000	0
352-RLA-76	Reinforcement of Caribbean Mass Media and communication studios' (CARIMACS) Regional Training Outreach and Development Programme	50,000	50,000
INTERREGIONAL PROJECTS			
352-INT-61	Africa-Caribbean television co-production and exchange	58,000	4,000
352-INT-62	International Freedom of Expression and Exchange Clearing House (IFEX)	56,000	51,000

ANNEX J

Public liaison activities, and Associated Schools network

J.1 - UNESCO Co-Action Programme

328

Reference	Country	Project title	Funds raised in 1996	Funds raised in 1997	Total for the biennium
AFRICA (31)					
UCA 96/16	Africa	Educational resource centres in sub-Saharan Africa		10 240	10 240
UCA 239	Benin	Digging a village well	963		963
UCA 97/02	Burkina Faso	Equipping a training centre for young girls		122	122
UCA 250	Burkina Faso	New water pipes for a girls' school (CIEO)	4 000	7 097	11 097
Non-catalogue	Cameroon	Educational material for Cameroon, Bertoua	21 800	23 500	45 300
UCA 96/06	Congo	Literacy programme for women in Brazzaville's shanty towns		3 032	3 032
UCA 96/13	Democratic Republic of the Congo	School supplies and agricultural tools for refugees		122	122
UCA 258		A library for a centre for the blind	2 000	3 000	5 000
UCA 39	Ethiopia	Pre-school education for the deaf		228	228
UCA 8	Ghana	School for the deaf, Mampong-Akwapim		5 000	5 000
Non-catalogue	Ghana	Education for street children	6 000		6 000
Non-catalogue	Malawi	Educational supplies for three schools		10 500	10 500
Non-catalogue	Malawi	Educational materials, Monfort Teachers' Training College, Limbe		11 600	11 600
UCA 210.1	Mali	An extension for a village school		15 300	15 300
UCA 242	Mauritania	A school for a desert community	2 040		2 040
UCA 117.1	Rwanda	Education for orphans and street children	3 000	5 397	8 397
UCA 198	Rwanda	Repairing a village primary school	2 559		2 559
UCA 204	Senegal	Literacy caravan	5 610		5 610
UCA 236	Somalia	School material for Somalia	2 000		2 000
UCA 256	South Africa	Tembaletu School for the Physically Disabled	2 656	13 587	16 243
UCA 229	Swaziland	Books for school libraries	2 000		2 000
UCA 96/11	United Republic of Tanzania	Construction of classrooms and refurbishing of primary school		8 879	8 879
UCA 153	United Republic of Tanzania	Tools for self reliance	3 000		3 000
UCA 251	Togo	Building a village primary school		3 000	3 000
UCA 201	Uganda	Support for mentally-handicapped children	2 000		2 000
UCA 235	Uganda	Repairing a war-damaged school	1 226	3 000	4 226
UCA 257	Uganda	A school for children orphaned by war and AIDS	2 812		2 812
UCA 96/14	Zambia	Home Craft Centre		7 000	7 000

Reference	Country	Project title	Funds raised in 1996	Funds raised in 1997	Total for the biennium
UCA 96/15	Zambia	Literacy centres for children		6 754	6 754
UCA 228	Zambia	Furniture for street school		3 000	3 000
UCA 259	Zimbabwe	Building and equipping a three-classroom block	942	11 117	12 059
		Subtotal	64 608	151 475	216 083
LATIN AMERICA AND THE CARIBBEAN (10)					
UCA 96/02	Argentina	Education and training for mothers, Santa Fe		3 035	3 035
UCA 97/01	Brazil	Expansion of Escola Vovo Zeferina		65	65
UCA 96/05	Chile Colombia	Creation of play centres to fight drug addiction among youth		3 034	3 034
UCA 252	Colombia	Furniture and equipment for an orphanage	2 754	9 912	12 666
UCA 96/07	Costa Rica	Support for school supplies and a community centre		3 033	3 033
UCA 247	Costa Rica	Teaching aids for a children's museum		3 000	3 000
UCA 234	Ecuador	Workshops for a street school	3 684		3 684
UCA 233	Guatemala	Trade school for women (IAC)		3 000	3 000
UCA 11	Peru	Special education centre, Chimbote		5 000	5 000
UCA 197	Peru	Community libraries	4 843		4 843
		Subtotal	11 281	30 079	41 360
ASIA AND THE PACIFIC (15)					
UCA 96/01	Afghanistan	Literacy campaign through the publication of a magazine		3 035	3 035
UCA 96/03	Bangladesh	Literacy project in selected rural villages		5 987	5 987
UCA 245	Bangladesh	Informal classes for school drop-outs	979		979
UCA 97/03	Cambodia	Promoting non-formal education in Battambang District		122	122
UCA 14.1	India	INFUCA (UNESCO Club, Mangalore)	4 121	395	4 516
UCA 96/08	India	Human resource development centre for distressed women and children		9 573	9 573
UCA 96/09	India	Special school for mentally disabled children		13 876	13 876
UCA 211	India	Street survivors, India	2 000		2 000
UCA 215	India	A kindergarten for Jogiwala	8 616	240	8 856
UCA 255	India	Tibetan handicrafts (ICRA)	12 800	5 000	17 800
Non-catalogue	India	The Children's Garden School	2 000	2 000	4 000

Reference	Country	Project title	Funds raised in 1996	Funds raised in 1997	Total for the biennium
Non -catalogue NFUAJ 9	India	Terakoya Movement	750		750
UCA 225	Malaysia	Repair of squatter school	4 173		4 173
UCA 243	Papua New Guinea	Sustainable forestry and pre-primary schooling	10 382		10 382
UCA 96/10	Sri Lanka	Completion of the construction of a building for the disabled		34	34
		Subtotal	45 821	40 262	86 083
EUROPE AND NORTH AMERICA (4)					
UCA 96/04	Bosnia and Herzegovina	Educational programmes for children displaced by war		7 401	7 401
Non-catalogue	Bosnia and Herzegovina	National and University Library, Sarajevo	4 600		4 600
UCA 240	Croatia	Education for Bosnian and Croatian refugee children (ERM)	16 332		16 332
Non-catalogue	Greece	Safeguarding of the Acropolis monuments	6 300		6 300
		Subtotal	27 232	7 401	34 633
MIDDLE EAST AND ARAB STATES (5)					
UCA 254	Gaza Strip	Schooling/cultural activities for Palestinians (ERM)	3 400	3 000	6 400
Non-catalogue	Israel	The Yaakov Maimon Volunteers, Jerusalem	25 000		25 000
UCA 56	Jordan - West Bank	Relations with UNRWA	5 130		5 130
UCA 224	Jordan - West Bank	Construction and equipment of a child centre	2 000	5 000	7 000
UCA 547	Lebanon	Action and Information Centre	25 000	25 000	50 000
		Subtotal	60 530	33 000	93 530

Reference	Country	Project title	Funds raised in 1996	Funds raised in 1997	Total for the biennium
INTERNATIONAL (9)					
UCA 71	International	Water and sanitation for all (ACWW)	1 332		1 332
UCA 97	International	Project FIVE-O Vocational training for women	5 000	5 000	10 000
UCA 161	International	Integration of mentally handicapped (ILSMH)	5 000	5 000	10 000
UCA 180	International	Women Feed the World (ACWW)	5 134	5 000	10 134
UCA 533	International	Books for children everywhere (IFLA)	25 119	23 730	48 849
UCA 554	International	School libraries in developing countries (IASL)		5 225	5 225
UCA 555	International	World Food Programme	16 278	20 000	36 278
UCA 614	International	Equipment for the blind (WBU)	20 910	23 000	43 910
Non-catalogue	International	Educational material and equipment for refugees	42 800		42 800
		Subtotal	121 573	86 955	208 528
		General Fund	2 097	1 589	3 686
		Co-Action Fund for Handicapped Children	350	6 319	6 669
		Total funds raised for Co-Action Projects	333 492	357 080	690 572

J.2 - UNESCO coupons programme
Coupons sold in 1996-1997

332

	United States dollars
Africa	5 049 758
Arab States	4 747 564
Asia and the Pacific	1 628 183
Europe and North America	87 679
Latin America and the Caribbean	1 299 970
Total	12 783 154

J.3 - Number of Associated Schools by country

Regions	Nursery/ pre-school	Primary	Primary & secondary	Secondary	Vocational/ technical education	Teacher training	Total
AFRICA							
Benin	-	48	1	33	-	-	82
Burkina Faso	-	74	-	4	-	-	78
Cameroon	-	13	-	5	-	6	24
Cape Verde	-	-	-	1	-	1	2
Central African Republic ..	-	20	-	6	-	8	34
Chad	-	84	-	12	-	4	100
Congo	3	13	6	3	2	-	27
Côte d'Ivoire.....	-	5	-	8	-	1	14
Democratic Republic of the Congo	7	30	19	36	-	1	93
Ethiopia.....	-	-	-	25	-	5	30
Gabon	3	17	-	6	-	2	28
Gambia	-	4	-	6	-	-	10
Ghana	-	11	3	6	-	1	21
Guinea.....	-	9	-	11	1	6	27
Kenya	-	6	-	3	-	1	10
Liberia	-	6	-	1	-	-	7
Madagascar	-	9	2	7	-	-	18
Malawi.....	1	-	-	14	-	-	15
Mali	-	10	-	3	-	-	13
Mauritania	-	14	-	3	-	1	18
Mauritius	-	-	-	6	-	-	6
Mozambique	-	4	-	2	-	-	6
Namibia	-	-	-	4	-	-	4
Niger	-	4	-	4	-	-	8
Nigeria.....	3	5	1	32	-	1	42
Senegal	-	7	-	9	-	1	17
Sierra Leone	-	-	-	-	-	5	5
Swaziland	-	1	-	2	-	-	3
Togo	1	23	-	50	-	-	74
Uganda	-	7	-	6	-	-	13
United Republic of Tanzania.....	-	-	2	5	-	-	7
Zambia	-	25	-	5	-	4	34
Zimbabwe	4	22	-	16	-	-	42
Subtotal	22	471	34	334	3	48	916

Regions	Nursery/ pre-school	Primary	Primary & secondary	Secondary	Vocational/ technical education	Teacher training	Total
ARAB STATES							
Algeria	-	-	-	1	-	-	1
Bahrain	-	2	-	5	-	-	7
Egypt.....	-	-	1	5	-	1	7
Jordan.....	-	11	1	81	-	1	94
Kuwait	-	10	2	11	-	-	23
Lebanon	-	-	2	19	1	-	22
Morocco	4	32	1	30	-	5	72
Oman	-	-	-	4	-	-	4
Palestine	-	1	-	3	-	-	4
Qatar	-	-	-	16	-	-	16
Saudi Arabia	-	-	1	-	-	-	1
Sudan	-	5	-	6	-	2	13
Syrian Arab Republic	-	-	-	2	-	-	2
Tunisia.....	-	7	-	56	1	4	68
Subtotal	4	68	8	239	2	13	334

Regions	Nursery/ pre-school	Primary	Primary & secondary	Secondary	Vocational/ technical education	Teacher training	Total
ASIA AND THE PACIFIC							
Australia	-	7	4	14	-	1	26
Bangladesh	-	8	-	10	-	1	19
Cambodia	-	-	-	10	-	-	10
Cook Islands	-	2	2	4	-	-	8
Fiji	-	14	-	9	-	-	23
India	-	-	32	4	-	7	43
Indonesia.....	-	-	-	1	-	8	9
Japan	-	4	-	17	-	-	21
Kazakhstan	-	-	-	7	1	-	8
Kyrgyzstan	-	-	-	2	1	-	3
Lao People's Democratic Republic	-	6	-	10	-	-	16
Malaysia	-	4	-	15	-	-	19
Mongolia	-	-	-	2	-	-	2
Myanmar	-	-	-	-	-	4	4
Nepal.....	-	-	-	9	-	-	9
New Zealand	-	24	-	4	-	-	28
Niue.....	-	1	-	1	-	-	2
Pakistan	-	-	3	51	-	-	54
Papua New Guinea	1	2	-	-	-	-	3
Philippines.....	-	76	-	59	-	14	149
Republic of Korea	-	16	-	32	-	4	52
Samoa.....	1	36	-	12	1	-	50
Solomon Islands	-	-	4	1	-	-	5
Sri Lanka	-	-	2	11	-	1	14
Tajikistan	-	-	-	-	1	-	1
Thailand.....	-	5	-	56	11	16	88
Turkmenistan	-	-	-	-	1	-	1
Uzbekistan	-	-	-	23	2	-	25
Viet Nam	4	4	-	4	-	-	12
Subtotal	6	210	46	374	13	56	705

Regions	Nursery/ pre-school	Primary	Primary & secondary	Secondary	Vocational/ technical education	Teacher training	Total
EUROPE AND NORTH AMERICA							
Albania	1	6	-	12	1	1	21
Armenia	-	-	-	15	-	-	15
Austria	-	-	-	24	6	-	30
Azerbaijan	1	-	-	1	1	2	5
Belarus	-	-	-	9	3	-	12
Belgium	-	32	1	55	3	45	146
Bosnia and Herzegovina ..	1	3	-	20	-	-	24
Bulgaria	-	1	-	39	-	1	41
Canada	-	3	-	25	-	1	29
Croatia.....	-	3	-	7	-	-	10
Cyprus.....	-	5	-	7	-	-	12
Czech Republic.....	-	5	-	26	-	1	32
Denmark	-	-	-	12	-	-	12
Estonia	-	-	-	-	1	-	1
Finland	-	19	-	33	13	5	70
France	29	33	1	37	2	3	105
Georgia	-	3	4	12	1	-	20
Germany	-	10	-	91	1	2	112
Greece.....	-	13	-	45	1	-	59
Hungary.....	-	1	-	39	-	2	42
Ireland	-	2	-	14	-	-	16
Israel	-	2	-	6	-	2	10
Italy	-	15	-	159	7	10	191
Latvia.....	-	-	-	5	-	-	5
Lithuania	-	1	-	9	1	-	11
Malta	-	29	3	23	-	-	55
Republic of Moldova	-	-	-	-	1	-	1
Netherlands.....	-	-	-	11	-	-	11
Norway	-	21	-	43	-	8	72
Poland	-	10	1	83	2	1	97
Portugal.....	-	14	4	25	1	6	56
Romania	1	-	-	31	-	4	36
Russian Federation	-	6	-	79	3	5	93
Slovakia.....	-	2	-	13	-	-	15
Slovenia.....	-	9	-	7	-	-	16
Spain	1	60	21	35	4	7	128
Sweden	-	2	-	9	-	-	11
Switzerland	-	4	3	56	7	7	77
The former Yugoslav Republic of Macedonia ..	-	-	-	1	-	-	1
Turkey	-	8	-	10	1	-	19
Ukraine	-	-	-	20	-	-	20
United Kingdom	-	13	-	19	-	14	46
United States of America	-	2	-	2	-	1	5
Subtotal	34	347	39	1,158	67	127	1,772

Regions	Nursery/ pre-school	Primary	Primary & secondary	Secondary	Vocational/ technical education	Teacher training	Total
LATIN AMERICA AND THE CARIBBEAN							
Argentina.....	-	37	7	50	-	12	106
Bolivia.....	-	2	-	8	-	1	11
Brazil.....	5	6	2	17	-	1	31
Chile.....	-	39	7	27	-	-	73
Colombia.....	-	17	-	27	2	15	61
Costa Rica.....	5	88	2	7	-	3	105
Cuba.....	1	18	-	10	-	1	30
Dominica.....	-	8	-	2	-	-	10
Dominican Republic.....	-	-	-	-	-	4	4
Ecuador.....	4	9	1	4	-	1	19
El Salvador.....	-	-	-	14	-	-	14
Grenada.....	-	6	-	5	-	-	11
Guatemala.....	-	13	-	6	-	-	19
Guyana.....	-	7	-	17	-	-	24
Haiti.....	-	-	1	7	-	-	8
Honduras.....	-	28	-	-	-	1	29
Jamaica.....	-	1	-	1	-	2	4
Mexico.....	-	39	2	48	-	4	93
Nicaragua.....	-	9	-	2	-	6	17
Panama.....	-	2	-	2	-	1	5
Paraguay.....	1	3	-	2	-	2	8
Peru.....	2	3	-	2	-	1	8
Saint Lucia.....	-	18	-	7	-	1	26
Saint Vincent and the Grenadines.....	-	4	-	3	-	-	7
Trinidad and Tobago.....	-	4	-	26	-	-	30
Uruguay.....	1	9	-	1	-	1	12
Venezuela.....	17	75	-	5	-	1	98
Subtotal.....	36	446	23	303	2	57	867

ANNEX K

Conferences and meetings convened by the Organization

K.1 - Conferences and meetings held in 1996

338

Date and place	Title	Category Division Programme or Part and Chapter
JANUARY		
7-11 January Sana'a, Yemen	Seminar on Promoting Independent and Pluralistic Arab Media	VII CII/COM IV.1
15-17 January New Delhi, India	Eighth session of the International Commission on Education for the Twenty-First Century	HC ED/EDC I.2
18 January UNESCO	Meeting of the International Jury of the 1995 Félix Houphouët-Boigny Peace Prize	HC CAB/CRP V.2
18-19 January UNESCO	Annual meeting of directors of human rights institutes	HC SHS/HRS V.2
19 January UNESCO	Extraordinary meeting of the Bureau of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC)	II CII/IPDC IV.2
22-26 January UNESCO	Sixteenth session of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC)	II CII/IPDC IV.2
22-26 January UNESCO	Thirty-third meeting of the Bureau of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC), and awarding of the IPDC-UNESCO Prize for Rural Communication	II CII/IPDC IV.2
23-31 January Athens, Greece	Fifteenth session of the Committee of International Oceanographic Data and Information Exchange (IODE-XV)	II SC/IOC II.3
24 January UNESCO	Meeting of the Task Force on revision of the International Standard Classification of Education (ISCED)	VI BPE/ST II.B, Chapter 2
25 January UNESCO	Sixth meeting of the Legal Commission of the International Bioethics Committee (IBC)	HC CIP/BIO II.2
29 January-1 February UNESCO	Twenty-fourth session of the Scientific Board of the International Geological Correlation Programme (IGCP)	V SC/GEO II.3
31 January-2 February UNESCO	First session of the IOC-IHO Drafting Group for a Science and Technology Manual on the Definition of the Continental Platform	VI SC/IOC II.2
FEBRUARY		
5 February UNESCO	Meeting of the Steering Committee of the Mineral Deposit Modelling Programme (DMP)	VI SC/GEO II.2
5-7 February UNESCO	Joint United Nations Economic Commission for Europe (ECE)/UNESCO meeting on education statistics	HC BPE/ST II.B, Chapter 2

Date and place	Title	Category Division Programme or Part and Chapter
14-16 February Yangon, Myanmar	Regional workshop of East Asian Lacquerware	HC CLT/ACL III.1
14-16 February UNESCO	Working Group Meeting of the Collective Consultation of NGOs on Literacy and Education for All	HC ED/BAS I.1
19 February UNESCO	Second meeting of the Physics Action Council (PAC) Working Group on Telecommunications Networks in Support of Science	VI SC/BSC II.1
26 February-1 March Tokyo, Japan	Third session of the Intergovernmental Oceanographic Commission (IOC) Subcommission for the Western Pacific (SC-WESTPAC III)	II SC/IOC II.3
28 February UNESCO	Scientific Committee of the Bayt al-Hikma (House of Wisdom) project	VI CLT/CH III.1
MARCH		
4-5 March UNESCO	Second meeting of the Advisory Group on Higher Education	I ED/HEP I.2
5-6 March Havana, Cuba	Eleventh session of the Bureau of the Intergovernmental Committee for the Intergovernmental Informatics Programme (IIP)	II CII/PII IV.2
11-14 March Madrid, Spain	International Symposium on Copyright and Communication in the Information Society	VIII CLT/BCR III.2
18-20 March UNESCO	Planning meeting on Use of Fuzzy Logic to Encode Archival Climate Research Uncertainty	VI SC/HYD II.3
18-29 March UNESCO	Training seminar for new Secretaries-General of National Commissions for UNESCO	VII BRX/NAC III, Chapter 1
19 March UNESCO	Working Group Meeting of the Collective Consultation of NGOs on Literacy and Education for All	II ED/BAS I.1
25-27 March Tunis, Tunisia	Forty-seventh meeting of the Bureau of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) held jointly with the Bureau's Support Group and the Governing Board of the International Fund for the Development of Physical Education and Sport (FIDEPS)	II SHS/YSA II.4
25-27 March UNESCO	Second session of the Strategy Subcommittee (SSC) of the IOC/WMO/UNEP Intergovernmental Committee for the Global Ocean Observing System (I-GOOS)	VI SC/IOC II.3
25-28 March UNESCO	Twenty-third session of the Bureau of the Intergovernmental Council of the International Hydrological Programme (IHP)	II SC/HYD II.3

Date and place	Title	Category Division Programme or Part and Chapter
25-29 March UNESCO	Meeting of the Advisory Working Group of the World Meteorological Organization (WMO) Commission for Hydrology	V SC/HYD II.3
25-29 March UNESCO	Second session of the Advisory Committee on Education for Peace, Human Rights and Democracy	V ED/ECS II.A
27-30 March UNESCO	Second UNESCO Philosophy Forum 'Who are we?'	HC DRG/PHE II.2
APRIL		
10 April UNESCO	Working Group Meeting of the Collective Consultation of NGOs on Literacy and Education for All	HC ED/BAS I.1
11 April UNESCO	Final meeting of the International Commission on Education for the Twenty-First Century – press conference and round table	HC ED/ECS I.2
11-12 April UNESCO	Third meeting of the Advisory Committee for Biosphere Reserves	VI SC/ECO II.3
15-16 April UNESCO	Meeting of the Bureau of the International Co-ordinating Council of the Man and the Biosphere Programme (MAB)	II SC/ECO II.3
15-19 April Paris, France	Fourth meeting of the Scientific Steering Committee of the Management of Social Transformations Programme (MOST)	VI SHS/SRP II.4
22-26 April UNESCO	Third meeting of the International System for Energy Expertise and Knowledge (ISEEK)	VI SC/EST II.1
26 April UNESCO	Working group for the preparation of a World Commission on the Ethics of Scientific Knowledge and Technology	HC CIP/BIO II.2
MAY		
2-3 May UNESCO	Meeting on the Pan-African Network for Geological Information Systems (PANGIS) and South-East Asian Network for Geological Information Systems (SANGIS) projects	VI SC/GEO II.3
6-7 May UNESCO	Expert meeting on the Differentiation of Growth Patterns - History and Observation of Social Transformations Network (HOST)	VI SHS/SRP II.4
13-15 May UNESCO	Open-ended Intersessional Working Group on IOC's [the Intergovernmental Oceanographic Commission] Possible Role in relation to the United Nations Convention on the Law of the Sea (IOC-LOS)	II SC/IOC II.3

Date and place	Title	Category Division Programme or Part and Chapter
13-17 May Kingston, Jamaica	Seventh Conference of Ministers of Education of Latin America and the Caribbean (MINEDLAC VII)	II ED/UCE I.1
14 May UNESCO	Celebration of the International Day of Families	HC ED/YCF I.1
20-22 May Sintra, Portugal	International Forum on Education for Non-Violence	VIII ED/ECS V.2
22 May UNESCO	Working Group Meeting of the Collective Consultation of NGOs on Literacy and Education for All	HC ED/BAS I.1
22 May UNESCO	Meeting of the Bureau of the NGO Standing Committee	HC BRX/RIO III, Chapter 1
22-24 May UNESCO	Interregional meeting of book promotion networks (INTERBOOK)	VI CLT/BCR III.2
22-24 May UNESCO	Meeting of experts on the Underwater Cultural Heritage	VI CLT/CH III.1
28-31 May UNESCO	Meeting of the Working Group of the World Collective Consultation of UNESCO Youth NGOs and of the Planning Committee for the World Youth Forum of the United Nations System	HC SHS/YSA II.4
30-31 May UNESCO	Fifth meeting of the Physics Action Council (PAC)	HC SC/BSC II.1
JUNE		
3-5 June UNESCO	Preparatory meeting for the World Solar Summit	II SC/EST II.1
3-6 June UNESCO	Interparliamentary Conference on Education, Science, Culture and Communication on the Eve of the Twenty-First Century	HC ED/BAS I.1
5 June UNESCO	Ceremony for the award of the 1995 Félix Houphouët-Boigny Peace Prize	HC CAB/CRP V.2
10-11 June UNESCO	Twenty-third meeting of the Bureau of the Intergovernmental Council for the General Information Programme (PGI)	HC CII/PGI IV.2
12 June UNESCO	Meeting of the Centre Français sur la Population et le Développement (CEPED) on 'Training and research on gender and development'	HC DRG/WGE II

Date and place	Title	Category Division Programme or Part and Chapter
12-14 June UNESCO	Working Group Meeting of the Collective Consultation of NGOs on Literacy and Education for All	HC ED/BAS I.1
16-19 June Rome, Italy	Eighth session of the Regional Committee in Charge of the Application of the Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region	VI ED/HEP II.1
16-20 June UNESCO	Third meeting of the International Consultative Forum on Education for All	HC ED/BAS I.1
17-20 June UNESCO	Conference on ageing	HC SC/BSC II.1
24 June UNESCO	Meeting of the Jury of the 1996 International Simón Bolívar Prize	HC CLT/CID III.2
24-29 June UNESCO	Twentieth session of the Bureau of the World Heritage Committee	II WHC III.1
JULY		
1-5 July UNESCO	Meeting of the Jury of the International Literacy Prizes	HC ED/BAS I.2
1-5 July Moscow, Russian Federation	Second International Congress on Education and Informatics	IV ED/HEP I.2
2-6 July UNESCO	World Congress of Engineering Educators and Industry Leaders	IV SC/EST II.1
4-5 July UNESCO	Meeting of the International Jury of the 1996 UNESCO Prize for Peace Education	HC SHS/HRS II.A
4-26 July UNESCO	Summer School on Solar Electricity for Rural and Remote Areas	VII SC/EST II.1
8-10 July UNESCO	First meeting of the TEMA Group of Experts for Capacity-Building [TEMA = Training, Education and Mutual Assistance in the Marine Sciences (IOC)]	VI SC/IOC II.3
AUGUST		
14 August UNESCO	Symposium on methods of wood conservation	VI CLT/CH III.1

Date and place	Title	Category Division Programme or Part and Chapter
SEPTEMBER		
2-6 September Bogotá, Colombia	Committee of Experts from Latin America, the Caribbean and Canada on Copyright and Communication in the Information Society	VII CLT/BCR III.2
9 September UNESCO	Consultation meeting on 'Understanding sociocultural factors affecting demographic behaviour and implications for the formulation and execution of population policies and programmes'	VI ED/EPD II.A
9 September UNESCO	Meeting for information and exchange with Permanent Delegates on basic education - Celebration of International Literacy Day	HC ED/BAS I.1
9-13 September Bremerhaven, Germany	Sixth session of the Intergovernmental Oceanographic Commission (IOC) Regional Committee for the Southern Ocean (IOCSOC-VI) and First Southern Ocean Forum	VI SC/IOC II.3
10-13 September Varna, Bulgaria	First session of the Intergovernmental Oceanographic Commission (IOC) Black Sea Regional Committee (BS-RG-I)	II SC/IOC II.3
16-17 September UNESCO	Student Forum on Higher Education for Sustainable Development and Graduate Employment	VII ED/HEP I.2
16-19 September UNESCO	Ninth session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation	II CLT/CH III.1
19-21 September UNESCO	Third IHP/IAHS George Kovacs Scientific Colloquium on Risk, Reliability, Uncertainty and Robustness of Water Resources Systems	VIII SC/HYD II.3
23-26 September UNESCO	Consultation with the IDAMS (Internationally Developed Data Analysis and Management Software Package) International Technical Advisory Group	V CII/INF IV.1
23-28 September UNESCO	Twelfth session of the Intergovernmental Council of the International Hydrological Programme (IHP)	II SC/HYD II.3
23-28 September UNESCO	Twenty-fourth session of the Bureau of the Intergovernmental Council of the International Hydrological Programme (IHP)	II SC/HYD II.3
24 September-4 October UNESCO	Twenty-ninth session of the Executive Council of the Intergovernmental Oceanographic Commission (IOC) (EC-XXIX)	II SC/IOC II.3
25 September UNESCO	UNESCO meeting on the Internet for cities	VI CII/INF IV.2
25-17 September UNESCO	First meeting of the Steering Committee of the Advisory Group on Higher Education	V ED/HEP I.2

Date and place	Title	Category Division Programme or Part and Chapter
26-27 September UNESCO	Forty-eighth meeting of the Bureau of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) held jointly with the Bureau's Support Group and the Governing Board of the International Fund for the Development of Physical Education and Sport (FIDEPS)	II SHS/YSA II.4
30 September Geneva, Switzerland	Eighth meeting of the Steering Committee of the International Consultative Forum on Education for All	HC ED/BAS I.1
30 September-4 October Accra, Ghana	Subregional Workshop on Education Statistics and Indicators for Women Statisticians	VII BPE/ST II.B, Chapter 2
OCTOBER		
1-4 October UNESCO	Fourth session of the International Bioethics Committee (IBC)	V CIP/BIO II.2
1-4 October Tripoli, Libyan Arab Jamahiriyah	Eleventh meeting of the International Scientific Committee for the Work on the Various Aspects of Islamic Culture	V CLT/CID III
2-6 October Valencia, Spain	International Seminar: Forum UNESCO - University and Heritage	VIII CLT/CH III.1
7-10 October UNESCO	Thirty-fourth meeting of the Bureau of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC)	II CII/IPDC IV.2
7-12 October Ventiane, Lao People's Democratic Republic	International Expert Meeting for the Safeguarding and Promotion of the Intangible Cultural Heritage of the Minority Groups of the Lao People's Democratic Republic	VI CLT/CH III.1
8-9 October UNESCO	Governmental Experts' Meeting to Examine the Draft Recommendation concerning the Status of Higher Education Teaching Personnel	II ED/HEP I.2
9 October UNESCO	Working Group Meeting of the Collective Consultation of NGOs on Literacy and Education for All	HC ED/BAS I.1
9-11 October UNESCO	Second session of the IOC Editorial Board for the International Bathymetric Chart of the Central Eastern Atlantic	VI SC/IOC II.3
14-15 October UNESCO	Meeting of the Jury of the UNESCO Prize for Human Rights Education	HC SHS/HYD II.A
16 October UNESCO	Ceremony for the award of the 1996 International Simón Bolívar Prize	HC CLT/CID III.2
16-18 October UNESCO	Meeting of the Steering Committee of FRIEND (flow regimes from international experimental and network data)/North-West Europe Group, and annual seminar of FRIEND/Mediterranean and Alpine Region Group	VI SC/HYD II.3

Date and place	Title	Category Division Programme or Part and Chapter
21 October UNESCO	Meeting of the Jury of the UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence	HC SHS/TOL II.A
29-30 October UNESCO	International Training Seminar: Introduction to IDAMS (Internationally Developed Data Analysis and Management Software Package)	VII CII/PGI IV.1
NOVEMBER		
4-6 November Beijing, China	International Workshop on Innovations in Basic Education: Towards a Learner-Centred Education	VIII ED/BAS I.1
11-22 November Port Louis, Mauritius	Subregional Workshop on the Development of an Education Statistical Database for English-Speaking Sub-Saharan African Countries	VIII BPE/ST II.B, Chapter 2
12-15 November Hamburg, Germany	Working Group Meeting of the Collective Consultation of NGOs on Literacy and Education for All	HC ED/BAS I.1
12-15 November UNESCO	First meeting of the UNESCO/WMO Standing Committee on terminology for the updating of the International Glossary of Hydrology	VI SC/HYD II.3
18 November UNESCO	Ceremony for the award of the UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence	HC SHS/TOL II.A
18-20 November UNESCO	First meeting of the Working Group on IHP-V project 3.3 'Role of unsaturated zone processes in groundwater supply quality'	V SC/HYD II.3
18-22 November Goa, India	Second session of the Intergovernmental Hydrological Commission (IOC) Regional Committee for the Central Indian Ocean (IOCINDIO-II)	II SC/IOC II.3
19-22 November UNESCO	Fourteenth session of the International Co-ordinating Council of the Man and the Biosphere Programme (MAB)	II SC/ECO II.3
19-22 November UNESCO	Meeting of the Bureau of the International Co-ordinating Council of the Man and the Biosphere Programme (MAB)	II SC/ECO II.3
25-26 November UNESCO	Meeting of the Learning Without Frontiers Advisory Task Force	V ED/LWF I.2
25-26 November UNESCO	Sixth meeting of the Physics Action Council (PAC)	HC SC/BSC II.1
25-27 November UNESCO	Meeting on Environment and Development in Coastal Regions and in Small Islands	VI SC/CSI II.3

Date and place	Title	Category Division Programme or Part and Chapter
29-30 November Merida, Yucatán, Mexico	Extraordinary session of the Bureau of the World Heritage Committee	II WHC III.1
DECEMBER		
2-3 December UNESCO	Eleventh session of the Intergovernmental Council for the General Information Programme (PGI) and meeting of the Bureau of the Council	II CII/INF IV.2
2-4 December UNESCO	Twelfth session Bureau of the Intergovernmental Committee for the Intergovernmental Informatics Programme (IIP) and meetings of the regional groups	II CII/INF IV.2
2-7 December Merida, Yucatán, Mexico	Twentieth session of the World Heritage Committee	II WHC III.1
3-6 December UNESCO	Inaugural meeting of the International Steering Committee for the IHP-V (International Hydrological Programme) Humid Tropics Programme	V SC/HYD II.3
4 December UNESCO	Meetings of the Intergovernmental Informatics Programme (IIP) regional groups (Africa, Arab States, Latin America and the Caribbean, Western Europe (I), Eastern Europe (II), Asia and the Pacific)	II CII/INF IV.2
4-5 December UNESCO	Seminar on Felisberto Hernández	HC UPO/D III.2
5-6 December UNESCO	Sixth session of the Intergovernmental Committee for the Intergovernmental Informatics Programme (IIP)	II CII/INF IV.2
5-6 December UNESCO	Symposium on the Future of Information Technology at the Dawn of the Twenty-First Century	HC SC/EST II.1
15-16 December UNESCO	UNESCO/Council of Europe meeting on Scientific Research and Sustainable Development	VI SC/ENV II.3
16-17 December UNESCO	Eighth meeting of the Legal Commission of the International Bioethics Committee (IBC)	HC CIP/BIO II.2
17 December UNESCO	International meeting on Visions for UNESCO: The Role of Philosophy at UNESCO	HC DRG/PHE II.A
17 December UNESCO	Ceremony for the award of the 1996 UNESCO Prize for Peace Education	HC SHS/HRS II.A

K.2 - Conferences and meetings held in 1997

Date and place	Title	Category Division Programme or Part and Chapter
JANUARY		
8 January UNESCO	Ceremony for the award of the 1996 UNESCO Prize for Human Rights Education	HC SHS/HRS II.A
13-15 January UNESCO	First meeting of the Working Group on Water Resources Assessment in Arid and Semi-Arid Zones	V SC/HYD II.3
17 January UNESCO	Working Group Meeting of the Collective Consultation of NGOs on Literacy and Education for All	HC ED/BAS I.1
20-21 January UNESCO	First meeting of the International Scientific Advisory Board (ISAB)	V SC/BSC II.1
20-21 January UNESCO	Meeting of the Intergovernmental Oceanographic Commission (IOC)/ International Commission for the Scientific Exploration of the Mediterranean Sea (ICSEM) Group of Experts	VI SC/IOC II.3
20-24 January UNESCO	Eighth session of the Scientific and Technical Committee on the International Decade for Natural Disaster Reduction	VI SC/ENV II.3
22 January UNESCO	Meeting of the International Jury of the 1996 Félix Houphouët-Boigny Peace Prize	HC CAB/CRP V.2
24 January UNESCO	Information meeting for Permanent Delegates from the Africa region on the African Regional Consultation preparatory to the World Conference on Higher Education	VIII ED/HEP I.2
27-30 January UNESCO	Twenty-fifth session of the Scientific Board of the International Geological Correlation Programme (IGCP)	V SC/GEO II.3
28 January UNESCO	Meeting of the Board of the International Hydropower Association	VI SC/HYD II.3
FEBRUARY		
3-6 February Tokyo, Japan	International Expert Meeting on the Promotion of Linkage between Technical/Vocational Education and the World of Work	VI ED/SVE I.2
10-12 February UNESCO	UNESCO/NGO Collective Consultation on Higher Education: Higher Education – the Consequences of Change for Graduate Employment	HC ED/HEP/CHE I.2
11-12 February UNESCO	Meeting of the International Steering Committee of the Metropolis project	VI SHS/SRP II.4
17 February UNESCO	Seminar on the Role of the Media in Peace-Building and Conflict Resolution in the Middle East	VI CII/COM IV.1

Date and place	Title	Category Division Programme or Part and Chapter
20 February UNESCO	Meeting on Tourism: The Social, Cultural and Economic Impact of a Global Phenomenon	HC SHS/SRP II.4
20-21 February UNESCO	Consultative Committee to Strengthen UNESCO's Statistical Services and Functions	V BPE/ST II.B, Chapter 2
24-25 February UNESCO	Meeting of experts for the Feasibility Study on the Establishment of an International Institute of Comparative Civilization at Takshaschila (Taxila), Pakistan	VI CLT/ICP III.2
24-26 February UNESCO	Second meeting of the Steering Committee of the Advisory Group on Higher Education	HC ED/HEP I.2
24-28 February UNESCO	Second meeting of the Reference Group of Experts on the International Standard Classification of Education (ISCED)	VI BPE/ST II.B, Chapter 2
25-26 February UNESCO	Meeting of the Consultative Group on the Functioning of the Mechanisms for Collective Consultation between the Director-General and Non-Governmental Organizations Maintaining Relations with UNESCO	HC BRX/RIO III, Chapter 1
MARCH		
5-7 March UNESCO	Third session of the AMAR/UNESCO Standing Conference: European and Islamic Civilizations - A Permanent Space for Dialogue	HC CLT/CH III.1
6-7 March UNESCO	Eighth session of the Annual Meeting of Directors of Human Rights Institutes	HC SHS/HRS II.A
7 March UNESCO	Second meeting of the Expert Group on Information Highways	VI CII/INF IV.2
10-12 March UNESCO	Fourth session of the International Advisory Committee for the International Project on Technical and Vocational Education (UNEVOC)	V ED/EC I.2
10-12 March Monte Carlo, Monaco	Info-ethics: first International Conference on Ethical, Legal and Societal Challenges of Digital Information	IV CII/INF IV.1
15-21 March UNESCO	Thirty-fifth meeting of the Bureau of the Intergovernmental Council of the Intergovernmental Programme for the Development of Communication (IPDC)	II CII/IPDC IV.2
17-21 March UNESCO	Seventeenth session of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC)	II CII/IPDC IV.2
17-21 March Harare, Zimbabwe	Intergovernmental Conference on Language Policies in Africa	II CLT/ACL III.1

Date and place	Title	Category Division Programme or Part and Chapter
17-21 March Montevideo, Uruguay	Regional Workshop on Indicators of Education Expenditure and Finance in Latin America	VII BPE/ST II.B, Chapter 2
20-21 March UNESCO	Intergovernmental consultation on the World Solar Programme 1996-2005	VI SC/EST II.1
21 March UNESCO	Meeting of the Jury of the UNESCO/Guillermo Cano World Press Freedom Prize and the UNESCO Advisory Group for Press Freedom	HC CII/COM IV.1
24-27 March UNESCO	Meeting of Governmental Experts on the Review of the Hague Convention	II CLT/CH III.1
26-28 March UNESCO	Meeting on Universal Ethics	VI DRG/PHE II.2
APRIL		
1-4 April UNESCO	International Colloquium on the Situation of Drugs in Sub-Saharan Africa: Production, Trafficking and Consumption	VI SHS/SRP II.4
7-11 April Abidjan, Côte d'Ivoire	Subregional Workshop on Education Statistics and Indicators for Women Statisticians	VII BPE/ST II.B, Chapter 2
7-18 April UNESCO	Information seminar for new Secretaries-General of National Commissions for UNESCO	VII BRX/NAC III, Chapter 1
8-10 April Phuket, Thailand	UNESCO/WIPO World Forum on the Protection of Folklore	IV CLT/CIC III.2
8-11 April Lisbon, Portugal	Diplomatic Conference for the adoption of the Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region	I ED/HEP I.2
10-11 April UNESCO	Symposium on Water, the City and Urban Planning	VII SC/HYD II.3
12-15 April Colonia del Sacramento, Uruguay	Forty-ninth meeting of the Bureau of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) held jointly with the Bureau's Support Group and the Governing Board of the International Fund for the Development of Physical Education and Sport (FIDEPS)	II SHS/YSA II.4
21-23 April UNESCO	Meeting of the World Council for Radio and Television	VIII CII/COM IV.1
21-25 April UNESCO	Fifth regular session of the Intergovernmental Committee of the World Decade for Cultural Development	II CLT/DEC III

Date and place	Title	Category Division Programme or Part and Chapter
25 April UNESCO	UNESCO/Fondation de France symposium on Poverty, Exclusion and Health	HC SHS/SRP II.4
28-29 April UNESCO	Meeting of the Steering Committee of the Working Group on Education Sector Analysis	VII ED/ERD I.2
MAY		
4-8 May Tunis, Tunisia	Regional Symposium on the Arab World and the Information Society	VIII CII/INF IV.1
6-10 May Mombasa, Kenya	Fourth session of the Intergovernmental Oceanographic Commission (IOC) Regional Committee for the Co-operative Investigation on the North and Central Western Indian Ocean	II SC/IOC II.3
12-15 May Aswan, Egypt	Ninth session of the Executive Committee for the International Campaign for the Nubia Museum in Aswan and the National Museum of Egyptian Civilization in Cairo	II CLT/CH III.1
27-30 May UNESCO	Meeting of the Global Observing Systems Space Panel	VI SC/IOC II.3
JUNE		
2-4 June UNESCO	Twenty-fifth session of the Bureau of the Intergovernmental Council of the International Hydrological Programme (IHP)	II SC/HYD II.3
9 June UNESCO	Meeting of the Consultative Committee of the European Seminar on Promoting Independent and Pluralistic Media	VI CII/COM IV.1
9-10 June UNESCO	Consultation Workshop of Government-Designated Experts	VI SC/EST II.1
9-10 June UNESCO	Fourth meeting of the Advisory Committee for Biosphere Reserves	V SC/ECO II.3
12-13 June UNESCO	High-Level Expert Group Consultation on the UNESCO Institute for Information Technologies in Education (IITE)	VI ED/HEP I.2
12-14 June UNESCO	Fifth meeting of the Scientific Steering Committee of the Management of Social Transformations Programme (MOST)	VI SHS/SRP II.4
13 June UNESCO	Co-ordination meeting for the members of the Mediterranean Network on Women, Communication, Human Resources Development (Med-media)	VI CII/COM IV.1

Date and place	Title	Category Division Programme or Part and Chapter
16-20 June UNESCO	Fifth working meeting on preparation of the World Congress on the Implementation of the Recommendation concerning the Status of the Artist	II CLT/ACL III.2
16-20 June UNESCO	Third meeting of the International Council of the Management of Social Transformations Programme (MOST)	II SHS/SRP II.4
23-25 June Addis Ababa, Ethiopia	Regional Consultative Meeting on the United Nations System-Wide Special Initiative on Africa: Communications for Peace-Building	VI CII/COM IV.1
23-27 June UNESCO	Eleventh session of the International Committee of the Universal Copyright Convention	II CLT/CIC III.2
23-28 June UNESCO	Twenty-first session of the Bureau of the World Heritage Committee	II WHC III.1
25-27 June UNESCO	Third Session of the IOC-WMO-UNEP Committee for the Global Ocean Observing System (GOOS) (I-GOOS-III)	II SC/IOC II.3
26 June UNESCO	Ceremony for the award of the 1996 Félix Houphouët-Boigny Peace Prize	HC CAB/CRP V.2
26-27 June UNESCO	Twenty-fourth meeting of the Bureau of the Intergovernmental Council for the General Information Programme (PGI)	II CII/PGI IV.2
30 June-2 July UNESCO	Sixteenth regular session of the International Committee of the Rome Convention	II CLT/CIC III.2
JULY		
1 July UNESCO	Thirtieth session of the Executive Council of the Intergovernmental Oceanographic Commission (IOC) (EC-XXX)	II SC/IOC II.3
1-2 July UNESCO	Meeting of the International Jury of the 1997 UNESCO Prize for Peace Education	HC SHS/HRS II.A
1-25 July UNESCO	Summer School on Solar Electricity for Rural and Remote Areas	VII SC/EST II.1
2-18 July UNESCO	Nineteenth session of the Intergovernmental Oceanographic Commission (IOC) Assembly (IOC-XIX)	II SC/IOC II.3
7-9 July UNESCO	Third session of the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance	V SHS/HRS II.A

Date and place	Title	Category Division Programme or Part and Chapter
7-11 July UNESCO	Meeting for the establishment of the Water-Quality Task Group	HC SC/HYD II.3
14-18 July Hamburg, Germany	Fifth International Conference on Adult Education (CONFINTEA V)	II ED/BAS I.1
21-22 July UNESCO	Thirteenth session of the Bureau of the Intergovernmental Committee for the Intergovernmental Informatics Programme (IIP)	II CII/PII IV.2
22-25 July UNESCO	Meeting of the Committee of Governmental Experts for the Finalization of a Declaration on the Human Genome	II CIP/BIO II.2
SEPTEMBER		
1-4 September UNESCO	International Consultation on Early Childhood Education and Special Educational Needs	HC ED/BAS I.1
1-4 September Maputo, Mozambique	International Conference on Culture of Peace and Governance	IV CAB/PPP II.A
3-8 September UNESCO	Working Group of Governmental Experts on the Draft Declaration on the Safeguarding of Future Generations	HC SHS/HRS II.A
8 September UNESCO	Celebration of International Literacy Day	HC ED/BAS I.1
9-10 September UNESCO	Meeting of the External Editorial Advisory Group for the fourth edition of the <i>World Education Report</i>	VIII ED/WER I.2
10-13 September Sofia, Bulgaria	European Seminar on Promoting Independent and Pluralistic Media (especially in Central and Eastern Europe)	VII CII/COM IV.1
10-13 September Dakar, Senegal	Meeting of the Jury of the International Architecture Competition for the Gorée Memorial	HC CAB/CRP II.A
13, 16-17 September Islamabad, Pakistan	Thirteenth session of the Executive Committee of the International Campaign for the Safeguarding of Moenjodaro	HC CLT/CH III.1
15-17 September UNESCO	Panel on Learning to Live Together	HC ED/EDC I.2
15-18 September UNESCO	Fourth special session of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers	VI ED/ECS I.2

Date and place	Title	Category Division Programme or Part and Chapter
16 September UNESCO	Tunis: Regional Cultural Capital 1997 - Presentation of trends in Tunisian painting in the 1950s	HC CLT/DEC III
16-19 September Minsk, Belarus	Subregional Seminar on Comparability of Education Statistics for Countries of Central and Eastern Europe	VII BPE/ST II.B, Chapter 2
22-23 September UNESCO	Fiftieth meeting of the Bureau of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) held jointly with the Bureau's Support Group and the Governing Board of the International Fund for the Development of Physical Education and Sport (FIDEPS)	II SHS/YSA II.4
22-25 September UNESCO	Consultation with the IDAMS (Internationally Developed Data Analysis and Management Software Package) International Technical Advisory Group	V CII/INF
23-26 September Lima, Peru	Sixteenth session of the International Co-ordination Group for the Tsunami Warning System in the Pacific (ITSO-XVI)	II SC/IOC II.3
29 September-1 October Tashkent, Uzbekistan	Third meeting of the International Advisory Committee of the Memory of the World Programme	V CII/PGI IV.2
29 September-1 October UNESCO	Ninth meeting of the Steering Committee of the International Consultative Forum on Education for All	HC ED/EFA I.1
OCTOBER		
5-10 October Quebec, Canada	International Seminar: Forum UNESCO - University and Heritage	VIII CLT/CH III.1
6-8 October Manilla, Philippines	International Symposium on Crafts and the International Market: Trade and Customs Codification	IV CLT/CIC III.2
7-8 October UNESCO	Consultation meeting with NGOs concerned with women, girls and gender equality	VI DRG/WGE II.A
20 October UNESCO	Publications Board	V UPO II.B, Chapter 3
20-22 October UNESCO	Third meeting of the Study Group on Intergovernmental Oceanographic Commission (IOC) Development, Operations, Structure and Statutes	VI SC/IOC II.3
27 October UNESCO	Presentation of the Planet Society programme	HC EPD II.A
NOVEMBER		
1 November UNESCO	Focus on the Pacific	HC BRX/SMS III, Chapter 1

Date and place	Title	Category Division Programme or Part and Chapter
13 November UNESCO	Third meeting of the High Contracting Parties to the Convention for the Protection of Cultural Property in the Event of Armed Conflict (The Hague, 1954)	II CLT/CH III.1
17-19 November UNESCO	Meeting of experts on Volume I of the work on the various aspects of Islamic culture, entitled <i>Foundations of Islam</i>	VI CLT/CPL III.2
21 November UNESCO	Extraordinary Conference of Non-Governmental Organizations Maintaining Official Relations with UNESCO	HC BRX/RIO III, Chapter 1
24-28 November UNESCO	International Training Seminar: Introduction to IDAMS (Internationally Developed Data Analysis and Management Software Package)	VII CII/PGI IV.1
28-29 November Naples, Italy	Twenty-first extraordinary session of the Bureau of the World Heritage Committee	II WHC III.1
DECEMBER		
1-4 December Ocho Rios, Jamaica	Thirty-sixth meeting of the Bureau of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC)	HC CII/IPDC IV.2
1-4 December UNESCO	Meeting on the South-East Asian Network for Geological Information Systems (SANGIS) project	VI SC/GEO II.3
1-4 December Naples, Italy	Second meeting on the universal ethics project	VI DRG/PHE II.2
1-6 December Naples, Italy	Twenty-first session of the World Heritage Committee	II WHC III.1
2-3 December UNESCO	Meetings of the Technical Subgroup and Management Committee of the European Group on Ocean Stations (EGOS)	VI SC/IOC II.3
2-5 December Yamoussoukro, Côte d'Ivoire	First meeting of the Governing Council of the Félix Houphouët-Boigny Foundation for Peace Research	VI CAB/CRP II.A
4-5 December UNESCO	International seminar on 'City words'	VI SHS/SRP II.4
4-5 December UNESCO	Seminar on Felisberto Hernández	HC UPO/D III.2
8-12 December Thessaloniki, Greece	International Conference of Experts on Environment and Society: Education and Public Awareness for Sustainability	IV EPD II.A

Date and place	Title	Category Division Programme or Part and Chapter
10 December UNESCO	Ceremony for the award of the 1997 UNESCO Prize for Human Rights Education	HC SHS/HRS II.A
10-12 December Curaçao, Netherlands Antilles	Subregional Consultation of Experts on Education for Non-Violence	VI ED/ECS II.A
11-12 December UNESCO	Meeting of the Steering Committee of the Working Group on Education Sector Analysis	VIII ED/ERD I.2
17-19 December Ho Chi Minh City, Viet Nam	International Seminar for the Safeguarding and Promotion of Traditional Techniques of Bamboo in Modern Life	VII CLT/CH III.1

ANNEX L

Fellowships, study grants and travel grants

L.1 - L.2 - L.3

L.1 - Trends in the number of awards by region from 1996 to 1997

	1996	1997
Africa	245	193
Arab States	127	96
Asia and the Pacific	183	152
Europe and North America	161	81
Latin America and the Caribbean	318	67
Total	1 034	589
Grand total	1 623	

L.2 - Distribution of awards by sector and by region in 1996-1997

	Africa	Arab States	Asia & the Pacific	Europe & North America	Latin America & the Caribbean	Total	Percentage
ED	195	115	158	35	204	707	43.5
SC	134	77	124	42	133	510	31
CII	30	8	15	23	17	93	6
CLT	14	14	16	125	20	189	12
SHS	44	2	9	4	7	66	4
Others*	21	7	13	13	4	58	3.5
Total	438	223	335	242	385	1 623	
<i>Percentage</i>	27	13.7	20.6	15	23.7		100

* Others: BRX/NAC, BPE/ST

L.3 - Number of awards by duration in 1996-1997

Duration	Total for the biennium	Percentage
< 3 months	982	60.5
3-6 months	239	14.7
6-12 months	282	17.3
12-24 months	89	5.5
> 24 months	31	2
Total	1 623	100

ANNEX M

Status of the regular programme for 1996-1997 as at 31 December 1997

Parts I to VI of the budget

357

Appropriation line	Budget (in US \$)	Expenditure/ obligation (in US \$)	Expenditure/ obligation as % of the budget
PART I - GENERAL POLICY AND DIRECTION			
I.A Governing bodies			
Chapter 1 - General Conference			
Other costs	6 338 504	6 334 179	99.9
Staff costs	271 000	275 325	101.6
Total	6 609 504	6 609 504	100.0
Chapter 2 - Executive Board			
Other costs	6 820 914	6 847 094	100.4
Staff costs	1 093 400	1 067 220	97.6
Total	7 914 314	7 914 314	100.0
I.B Direction			
Chapter 3 - Directorate			
Other costs	561 352	473 171	84.3
Staff costs	1 201 700	1 289 881	107.3
Total	1 763 052	1 763 052	100.0
Chapter 4 - Services of the Directorate (i.e. Office of the Assistant Director-General for the Directorate; Executive Office of the Director-General; Office of Management Co-ordination and Reforms; Inspectorate General; Office of the Mediator; Office of International Standards and Legal Affairs; Bureau of Studies, Programming and Evaluation; Bureau of the Budget)			
Other costs	1 042 942	1 473 414	141.3
Staff costs	19 196 300	18 765 828	97.8
Total	20 239 242	20 239 242	100.0
I.C Participation in the Joint Machinery of the United Nations System	1 286 976	1 286 976	100.0
Total, Part I			
Other costs	16 050 688	16 414 834	102.3
Staff costs	21 762 400	21 398 254	98.3
Total	37 813 088	37 813 088	100.0
PART II - PROGRAMME EXECUTION AND SERVICES			
PART II.A - MAJOR PROGRAMMES AND TRANSDISCIPLINARY PROJECTS			
MP I Towards lifelong education for all			
Direct costs	36 527 384	33 714 423	92.3
Indirect costs	7 761 887	8 072 127	104.0
Staff costs	56 211 500	57 385 805	102.1
Participation Programme	7 300 000	8 628 416	118.2
Total	107 800 771	107 800 771	100.0
MP II The sciences in the service of development			
Direct costs	33 357 040	31 192 693	93.5
Indirect costs	4 777 557	4 849 621	101.5
Staff costs	48 101 500	47 675 426	99.1
Participation Programme	3 800 000	6 318 357	166.3
Total	90 036 097	90 036 097	100.0

Appropriation line	Budget (in US \$)	Expenditure/ obligation (in US \$)	Expenditure/ obligation as % of the budget
MP III Cultural development: the heritage and creativity			
Direct costs	17 082 739	11 788 171	69.0
Indirect costs	3 065 940	3 855 635	125.8
Staff costs	25 492 400	26 643 893	104.5
Participation Programme	5 800 000	9 153 380	157.8
Total	51 441 079	51 441 079	100.0
MP IV Communication, information and informatics			
Direct costs	10 312 071	10 647 300	103.3
Indirect costs	1 384 160	1 413 249	102.1
Staff costs	15 522 600	15 921 702	102.6
Participation Programme	3 100 000	2 336 580	75.4
Total	30 318 831	30 318 831	100.0
Transdisciplinary projects and activities			
Direct costs	13 979 374	11 775 359	84.2
Staff costs	15 219 700	17 423 715	114.5
Total	29 199 074	29 199 074	100.0
Total, Part II.A			
Direct costs	111 258 608	99 117 946	89.1
Indirect costs	16 989 544	18 190 632	107.1
Staff costs	160 547 700	165 050 541	102.8
Participation Programme	20 000 000	26 436 733	132.2
Total	308 795 852	308 795 852	100.0
PART II.B - INFORMATION AND DISSEMINATION SERVICES			
Chapter 1 - Clearing house			
Other costs	627 614	1 249 672	199.1
Staff costs	4 303 800	3 681 742	85.5
Participation Programme	-	-	-
Total	4 931 414	4 931 414	100.0
Chapter 2 - Statistical programmes and services			
Other costs	1 444 674	1 032 397	71.5
Staff costs	4 795 200	5 311 477	110.8
Participation Programme	150 000	46 000	30.7
Total	6 389 874	6 389 874	100.0
Chapter 3 - UNESCO Publishing Office			
Other costs	536 856	782 490	145.8
Staff costs	4 291 200	4 045 566	94.3
Total	4 828 056	4 828 056	100.0
Chapter 4 - UNESCO Courier Office			
Other costs	1 324 405	1 695 006	128.0
Staff costs	2 870 000	2 499 399	87.1
Total	4 194 405	4 194 405	100.0
Chapter 5 - Office of Public Information			
Other costs	3 521 226	3 160 909	89.8
Staff costs	7 357 200	7 717 517	104.9
Total	10 878 426	10 878 426	100.0

Appropriation line	Budget (in US \$)	Expenditure/ obligation (in US \$)	Expenditure/ obligation as % of the budget
Total, Part II.B			
Other costs	7 454 775	7 920 474	106.2
Staff costs	23 617 400	23 255 701	98.5
Participation Programme	150 000	46 000	30.7
Total	31 222 175	31 222 175	100.0
PART III - SUPPORT FOR PROGRAMME EXECUTION			
Other costs	9 218 888	9 517 633	103.2
Staff costs	53 294 400	52 418 336	98.4
Participation Programme	1 850 000	2 427 319	131.2
Total	64 363 288	64 363 288	100.0
PART IV - MANAGEMENT AND ADMINISTRATIVE SERVICES			
Other costs	11 512 631	13 016 910	113.1
Staff costs	33 655 840	32 151 561	95.5
Total	45 168 471	45 168 471	100.0
PART V - MAINTENANCE AND SECURITY			
Other costs	17 245 079	18 603 246	107.9
Staff costs	15 796 900	14 438 733	91.4
Total	33 041 979	33 041 979	100.0
PART VI - CAPITAL EXPENDITURE			
Provision for obligatory expenditure	1 582 340	1 582 340	100.0
	290 000	290 000	100.0
Total, Parts I to VI			
Other costs/Direct costs	174 613 009	166 463 383	95.3
Indirect costs	16 989 544	18 190 632	107.1
Staff costs	308 674 640	308 713 126	100.0
Participation Programme	22 000 000	28 910 052	131.4
GRAND TOTAL	522 277 193	522 277 193	100.0