Executive Board
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(Draft 35 C/3)

Item **4** of the provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON THE IMPLEMENTATION
OF THE PROGRAMME AND BUDGET (33 C/5) AND ON RESULTS ACHIEVED
IN THE PREVIOUS BIENNIUM (2006-2007) (DRAFT 35 C/3)**

SUMMARY

In accordance with Article VI.3(b) of the Constitution and 162 EX/Decision 3.1.3, the Director-General hereby submits to the Executive Board the report on the activities of the Organization in 2006-2007 (179 EX/4 – Draft 35 C/3). This joint report has been prepared in response to 33 C/Resolution 92, paragraph 3, recommendation 2.

The report contains the main results achieved during the biennium covered by document 33 C/5, and is intended to inform Members of the Executive Board of progress made in the execution of the programme adopted by the General Conference.

Decision proposed: paragraph 4 of the "Background and draft decision", page 1.

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Background and draft decision

1.   By 162 EX/Decision 3.1.3, the Executive Board approved the proposals put forward by the Director-General in document 162 EX/6 for strengthening his report on the activities of the Organization during the previous biennium (C/3) and for improving its timeliness.

2.   As part of the process of strengthening his report, the Director-General authorized the production of a joint 174 EX/4 – Draft 34 C/3 document instead of two separate reports, thereby responding quickly to the adoption of 33 C/Resolution 92 by the General Conference and, in particular, its recommendation 2. The aim was to provide the Executive Board and the General Conference with a user-friendly document that would help them to focus on the key results achieved in the biennium and the lessons learned for future programme direction. The Director-General was also conscious of the Executive Board request to reduce the volume of documentation (166 EX/Decision 5.2). Hence, this joint report is produced in the same format adopted for the two previous C/3 documents, namely a printed Synthesis Report with further details made available on a dedicated website www.unesco.org/en/dg-report/2004-2005. Further, the online detailed report by MLA includes new features responding to other requirements decided by the recent 34th session of the General Conference (34 C/Resolution 89), namely the presentation in tabular format of the performance of the programme showing the results achieved against the expected results and the inclusion of information on the results achieved by the individual field offices at the country level under the various MLAs.

3.   Improved reporting from the Executive Board to the General Conference on programme implementation, in accordance with Article V.6(b) of UNESCO's Constitution, was also called for by 33 C/Resolution 92, including the Board's evaluation of the individual programmes and their possible discontinuation. The General Conference also recommended that the Executive Board should consider reinforcing the general debate on the Director-General's report on programme implementation by interactive sessions of dialogue among Members of the Board and the Director-General. The joint 179 EX/4 – Draft 35 C/3 report thus provides the basis for such interactive sessions and should also enable the Executive Board to report to the General Conference raising pertinent issues arising from the outcome of the dialogue on the execution of the Programme and Budget in 2006-2007.

4.   The Executive Board may wish to consider the following decision:

The Executive Board,

1.   Recalling 33 C/Resolution 92 and 34 C/Resolution 89,

2.   Having examined the joint report 179 EX/4 – Draft 35 C/3,

3.   Recognizing that document 179 EX/4 – Draft 35 C/3 is part of the ongoing strengthening of the report of the Director-General on the performance of the programme in previous biennia,

4.   Welcoming the quick response by the Director-General to 34 C/Resolution 89, in particular the presentation in tabular form of results achieved against C/5 expected results for each MLA including an assessment of sustainability and cost-effectiveness and the tabular reporting on UNESCO's five functions, and his continued efforts to align the previously separate statutory reports C/3 and EX/4 at the end of the biennium,

5.   Noting that document 179 EX/4 – Draft 35 C/3 captures salient parameters for assessing the programme performance of the Organization and that the process adopted has highlighted the scope for further improvements of the C/3 document as a governance tool,

6.   Invites the Director-General to use document 179 EX/4 – Draft 35 C/3 in preparation for future key programming documents of the Organization, specifically the next Draft Programme and Budget (35 C/5).

Introduction by the Director-General

I am pleased to present this second "new style" C/3 report on the implementation of the Programme and Budget for 2006-2007, which remains fully in line with 33 C/Resolution 92 that intimated the need to make use of the synergy between the EX/4 and the C/3 documents to produce the draft C/3 document on time for the Spring session of the Executive Board immediately following the General Conference. In a truly results-based approach, the report includes strategic assessments of progress made in each area, a list of key achievements including achievements registered through extrabudgetary resources, and a presentation of challenges and lessons learned, so as to facilitate decision-making in developing the next programme and budget, including during the coming round of consultations with Member States, National Commissions and others. The result is a synthetic, reader-friendly and concise report, which provides hard evidence of UNESCO's achievements in 2006-2007.

This results-based report was jointly produced by the Bureau of Strategic Planning (BSP) and the Internal Oversight Service (IOS), in close cooperation with all the sectors, institutes and units concerned. As with the prior document 34 C/3, the present report is composed of a printed non-bulky synthesized version and of an online version providing extensive details on the results achieved for the individual Main Lines of Actions (MLAs). The printed synthesis report is made up of two major parts: Part I reports on programme implementation and services, and Part II covers the summary and conclusions drawn concerning programming and reporting. A new feature of the printed report are the highlights of major achievements and challenges in carrying out UNESCO's five functions under each major programme, as was recently suggested by the Executive Board. The online detailed report by MLA is accessible at a dedicated 35 C/3 website (www.unesco.org/en/dg-report/2006-2007). It addresses other requirements by both the Executive Board and the General Conference, as it is now presented in tabular format showing the results achieved against the expected results and includes information on the results achieved by the individual field offices at the country level under the various MLAs. The full report (synthesis and online reports) on the performance of the programme during the 2006-2007 biennium is complemented by an assessment of field offices involvement in United Nations common country programming processes and of results achieved in positioning UNESCO to contribute effectively to these processes (see 179 EX/4 Addendum).

I see three major hallmarks of the report: firstly, it highlights the fact that UNESCO continues to fulfil roles and furnish a range of essential services to tackle challenges that only a global organization with the mandate and experience of UNESCO can address with legitimacy and authority. This is evidenced from the numerous activities undertaken, and the many concrete results achieved at the global, regional and national levels, while maintaining the intended programme focus. The continued increase of extrabudgetary funding, which is by nature voluntary, and the further diversification of funding sources testify to the confidence that donors have in the Organization. I should therefore like to express our gratitude to the Member States who entrust increasingly higher amounts to the Organization through trust funds. Secondly, as per the provisions of 162 EX/Decision 3.1.3, the self-assessments provided by the sectors and services were verified on a sample basis via a verification process that has grown richer over the last two biennia. The findings from the verification feature in Part II. Thirdly, by clearly highlighting achievements and challenges the report calls attention to those aspects of our delivery that we can capitalize on, and those where we need to improve. The report thus constitutes a valuable input for engaging in systematic reflection with a view to increasing the effectiveness of programming approaches and programme delivery. I also hope that it will make a major contribution to the Executive Board's own assessment of the implementation of the programme.

During the last four years, UNESCO has made significant strides in strengthening the C/3 report on the activities of the Organization. Understandably, the report is subjected to ongoing improvements, as it is made increasingly results-based. The MLA forms, first introduced with document 33 C/3, have been further refined making provision for details on cost-effectiveness and sustainability, where applicable, as was suggested by the Executive Board and approved by the

34th session of the General Conference (34 C/Resolution 89). Likewise, while the report points out that much has been achieved by UNESCO in 2006-2007, it also identifies areas for improvement in programme design and delivery. These precious indications will serve to improve on current approaches and help steer the Organization's action in areas where it has a clear comparative advantage.

I would like to end this presentation of document 35 C/3 by thanking you for your continued interest, constructive criticism and oversight. I welcome your comments, your suggestions and your guidance, and want to reassure you about my commitment to find with you the best way forward towards greater efficiency and impact of UNESCO's programmes.

Part I – Programme implementation and services

Programmes and Programme-Related Services

A.   Programmes

Major Programme I – Education

Major trends and developments

1.   The period 2006-2007 marked the midway point towards the 2015 EFA target to achieve the goals set in Dakar in 2000 as well as the third and final biennium of UNESCO's Medium-Term Strategy 2002-2007 (31 C/4). During this biennium, attention was focused on taking stock of progress made in attaining the EFA goals and identifying remaining gaps and challenges. According to the *EFA Global Monitoring Report 2008*, considerable improvements have been achieved, particularly in terms of the enrolment of school-aged children in primary education. Basic education is now compulsory in 95 per cent of countries and territories. The numbers of out-of-school children have dropped significantly and net enrolment has risen in consequence, with the greatest improvements being witnessed in sub-Saharan Africa as well as in South and West Asia. Public expenditure on education has increased by over 5% annually in these same regions.

2.   Progress on a number of the goals has however been slow; emphasis on formal basic education in some cases led to the neglect of other levels and types of learning. Early childhood care and education remain rare, particularly in sub-Saharan Africa and the Arab States. Similarly, insufficient attention has been directed towards reducing adult illiteracy. Sub-national disparities in school participation persist, with significant disadvantages accruing to rural populations, the poor, the indigenous and the disabled. Full gender equality, particularly at the secondary level, also remains elusive.

3.   In parallel, the increased cohorts of primary school graduates are creating new demands for post-primary education. UNESCO responded to reinforced interest in expanding opportunities for secondary education, technical and vocational education and training, and higher education. In this regard, the role of education in building sustainable and just societies was emphasized, in particular through promotion of rights-based approaches, income generation skills, and respect for the environment and sociocultural diversity.

4.   Ministers of education, high-ranking officials and civil society representatives who participated in the Round Table on education and economic development held during the 34th session of the General Conference, reiterated the need to focus on equity and the ethical dimensions of economic development, and committed to promoting quality education that responds to rising global concerns as well as to strengthening multi-stakeholder partnerships and collaboration between countries. At their annual stock-taking meeting in December 2007, members of the EFA High-Level Group further emphasized in their Communiqué the need to redouble efforts in favour of inclusion, quality, and meeting the financing needs of EFA.

Programming framework

5.   The Dakar Framework for Action for EFA continued to guide the Education Sector's actions, in particular, by enhancing UNESCO's role as coordinator of the EFA partners. UNESCO reinforced its support to countries through three core initiatives: the Literacy Initiative for Empowerment (LIFE), the Teacher Training Initiative for Sub-Saharan Africa (TTISSA), and the Global Initiative on HIV/AIDS and Education (EDUCAIDS). Further addressing the need to ensure that interventions are better aligned with national priorities and objectives, steps have been taken to develop UNESCO National Education Support Strategies (UNESS) to guide the Organization's in-country action. In the context of the United Nations reform that aims at achieving greater coherence and effectiveness at country level, UNESS documents were prepared for six out of eight

"One United Nations" pilot countries and provided solid analytical and programmatic information for the development of joint programmes in education. The EFA Global Action Plan (GAP) also identifies complementary roles and strategic directions for the five main EFA convening agencies and other partners.

Financing issues

6.   UNESCO continued to build on several international initiatives, with the aim of increasing efficiency in funds usage and seeking new sources of support. While applying the principles of the Paris Declaration on Aid Effectiveness, the Organization has continued to strengthen its extrabudgetary programme for technical support particularly within the framework of the Capacity-Building for EFA Programme (CapEFA). This multi-donor funding modality has enabled UNESCO to improve coherence in extrabudgetary activities, to increase effectiveness of its actions at the country level in line with its regular programme priorities and to focus on achieving the expected results of the main lines of action – Teacher Training Initiative in Sub-Saharan Africa (TTISSA) and Literacy Initiative for Empowerment (LIFE) – with selected countries in Africa and LDCs receiving the largest share of these funds.

7.   Outside the CapEFA framework, the UNAIDS Unified Budget and work plans was instrumental in allowing UNESCO to exercise its role as a key co-sponsor of UNAIDS including the implementation of the third EFA core initiative – Global Initiative on Education and HIV/AIDS.

8.   Progress was also made in garnering interest among private sector partners in investing in education. An agreement signed with the World Economic Forum in January 2007 on "Partnerships for Education" (PfE) committed the two signatories to promote multi-stakeholder partnerships in developing countries. Targeting international and country-level development actors, the agreement aims to engage the private sector in international aid cooperation through pooled funding.

Mainstreaming issues

9.   Although a considerable number of countries have achieved gender parity in primary education, achieving full equality remains an important challenge, particularly at the secondary level. In addition to a mainstreamed approach to gender in all of its activities, UNESCO participated in networks such as the United Nations Girls' Education Initiative (UNGEI) and the Gender in Education Network in Asia (GENIA) in order to promote the capacity development of stakeholders in essential issues linked to gender equity and equality, including the training of female teachers and addressing obstacles to the transition of girls to secondary education. Best practices and recent findings were also exchanged on education of girls and women, particularly in the science and literacy fields.

10.   The Education Sector continued to prioritize activities aimed at expanding opportunities for quality learning across Africa and LDCs. The focus was on improving the capacity of teachers involved in all forms of education and enhancing the relevance of the curriculum. Disadvantaged groups were targeted through non-formal education programmes and entrepreneurship education.

11.   The particular needs of young people were addressed through innovative preparation programmes for the world of work. Best practices in secondary education reform, updated technical and vocational education and training (TVET) and entrepreneurship curricula and related recent research findings were made available to all Member States. HIV and AIDS strategies, including for prevention and support in schools, were developed and priority actions for follow-up identified in a large number of countries. Violence mitigation was promoted through training of youth leaders and school heads from highly vulnerable areas.

Post-conflict and reconstruction situations

12. The Education Sector undertook activities in areas affected by war and conflict with a two-fold purpose: to support the reconstruction of an education system of quality for all, and to promote a culture of peace through education. In Iraq, UNESCO supported the revitalization of TVET, as well as capacity-building of teachers and the establishment of a Teacher Training Network for Iraq in four universities; Similarly in other countries, UNESCO assisted in the development of a curriculum framework, syllabi and textbooks (Afghanistan); the creation of a nation-wide education management system to increase management effectiveness in post-conflict countries; and awareness-raising of human and indigenous rights through the re-adaptation of syllabi and textbooks in countries with large indigenous populations.

Subprogrammes

Subprogramme I.1.1 – Enhancing international coordination and monitoring for EFA

Achievements

– Mid-term progress towards EFA goals monitored and results published in the EFA Global Monitoring Report 2008, informing the Seventh Meeting of the High-Level Group on Education for All (Dakar, December 2007).

– EFA mid-decade assessment processes successfully completed in all regions and national reports prepared for Asia and the Pacific and the Arab States.

– Inter-agency collaboration and commitment among EFA stakeholders and partners strengthened, in particular through the Communiqué of the High-Level Group on EFA and the establishment of the International Advisory Panel as a forum for ongoing consultation among key EFA partners.

– Global review on "New partnerships for EFA: Building on experience" presented at the Forum's annual meeting in Davos, Switzerland.

Challenges/lessons learned

• Ensuring coordinated follow-up to the recommendations of the High-Level Group, including adequate resource mobilization.

• Adapting EFA coordination mechanisms to the evolving multilateral environment at country level, working together towards harmonization, greater coherence and more effective delivery with UN agencies and development partners.

• High relevance of building a solid system of data collection and improving its quality.

Subprogramme I.1.2 − Policy, planning and evaluation for achieving EFA

Achievements

– Education sector plans developed in a number of countries, e.g. Ecuador, Mongolia, Nigeria, Palestine and Saint Lucia; and capacities strengthened in education planning in countries such as Afghanistan, Democratic Republic of the Congo, Egypt and Sudan.

– UNESS development process launched in over 60 countries (to date, draft or final UNESS documents are available for 30 countries).

– Establishment of IIEP's "Planipolis" web-portal, a global resource for education plans and policies from Member States.

– Training material and guidelines on education planning in emergencies and post-conflict situations prepared and used by partners and United Nations organizations.

– Regional and subregional cooperation on EFA galvanized through support to regional conferences, meetings and strengthened networks.

Challenges/lessons learned

• Assert strategic role in supporting national efforts in education, using and implementing the UNESS within the framework of ongoing United Nations country-level reform.

• Strengthening follow-up to regional strategies and coordination mechanisms and maximizing their cost-effectiveness.

Subprogramme 1.2.1 − Universal basic education

Achievements

– Studies, assessments and reviews of the current status, policies, programmes and practices of ECCE conducted in approximately 30 countries, in some cases in partnership with UNICEF.

– Increased government interest in ECCE, and access to ECCE improved in many countries, particularly through policy advice and capacity development in 32 countries, including regional training seminars, national workshops and 12 policy briefs.

– Right to free primary education monitored and supported through the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR).

– Innovation and reform of basic education supported in all regions, notably through linkages between formal and non-formal education targeting out-of-school children.

– Regional gender situation analyses and recommendations on the way forward developed in Asia; regional indicators and tools to monitor progress towards gender parity and equality developed in the Arab States.

– Education policies reviewed and monitored in 24 countries to ensure the inclusion of disadvantaged children in basic education, and toolkits on inclusive learning and policy advocacy on multilingual education developed and disseminated.

Challenges/lessons learned

• Further efforts to advocate for the importance of quality ECCE and forge inter-agency and public-private cooperation for its expansion.

• Lack of local awareness of existing policy frameworks on inclusion in education, as well as misconceptions about inclusive education.

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

Achievements

– Inter-country partnerships and networks forged, fund-raising strategies developed and funds mobilized in 11 first-phase LIFE countries.

–   National budget allocations to literacy increased in LIFE countries (such as Burkina Faso, India, Mali, Nigeria and Senegal) following support to major literacy programmes, campaigns and initiatives.

–   National capacities developed in literacy and non-formal education (NFE), including: NFE facilitators; integrated, community-based and innovative approaches (e.g. Bangladesh, Egypt, Morocco, Niger, Pakistan and Senegal); development of curricula and learning material; and the establishment of monitoring and evaluation systems (including NFE-MIS and LAMP), among others.

–   Over 100 innovative programmes analysed, resulting in identification and sharing of good practices (cost-effective literacy policies and programmes; innovative content; use of technology, life-skills development; intergenerational learning and multilingual education).

–   Momentum built through the UNESCO Regional Conferences in Support of Global Literacy, and the celebration of International Literacy Day and the awarding the International Literacy Prizes.

Challenges/lessons learned

•   Establishing effective monitoring and evaluation systems as well as systematic documentation and reporting practices on literacy in the framework of LIFE at the country level.

•   Stepping up support to Member States, particularly in sub-Saharan Africa, South and West Asia.

Subprogramme I.2.3 – Teacher education.

Achievements

–   Needs of teachers, resources and priorities in 17 first-phase TTISSA countries identified and action plans developed.

–   New national teacher education policies developed and/or implemented and in-service teacher training, including through distance education, supported in a number of African countries (Democratic Republic of the Congo, Guinea and Sierra Leone).

–   Revised pre-service teacher training curricula, integrating cross-cutting issues such as education and HIV/AIDS in TTISSA countries (e.g. Angola, Central African Republic, Nigeria and United Republic of Tanzania) and the active, joyful and effective learning (AJEL) approach in Asia.

–   Quality assurance culture promoted and strengthened at the regional and subregional levels via South-South exchanges and studies on comparative indicators on teaching and teacher policies.

–   Member States and other stakeholders informed on major issues affecting the status of teaching personnel worldwide through studies published jointly with ILO.

–   Member States' capacities enhanced through technical assistance in the application of the 1966 UNESCO/ILO Recommendation concerning the Status of Teachers and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel.

Challenges/lessons learned

- Undertaking TTISSA country analyses in countries with large data gaps and in post-conflict countries.

- Increasing the number of teachers while ensuring their adequate training remains key to achieving EFA goals; significant support to Member States in all regions is required to address issues related to the recruitment, training and retention of teachers.

Subprogramme I.3.1 – Quality education for learning to live together

Achievements

– Best practices and knowledge among experts, practitioners and other stakeholders exchanged through workshops and publications on issues such as: peace-building through innovative textbook design, the integration of violence prevention strategies in schools into policy and practices, and guidelines on education in emergencies.

– Youth leaders and school directors from highly vulnerable areas trained in violence mitigation and interconnection between education, media and violence documented in Latin America.

– Coordination mechanisms (Inter-Agency Committee for DESD and the Monitoring and Evaluation Expert Group) established.

– Capacities of ESD stakeholders strengthened in all regions through training of teachers and community leaders, production and dissemination of ESD materials, and actions aimed at sensitizing decision-makers in ministries as well as businesses, NGOs and community organizations.

– Stakeholders in all regions mobilized towards promoting and implementing various dimensions of the DESD through partnerships and joint actions developed with United Nations organizations, in particular UNEP and UN-Habitat, civil society, the private sector, media professionals and faith-based organizations.

– First pilot test of the Literacy Assessment and Monitoring Programme (LAMP) successfully concluded.

– Ministries of education empowered in assessing learning achievements through a methodology developed by UNESCO and the Latin American Laboratory for Assessment of Quality of Education (LLECE) Network.

Challenges/lessons learned

- Mobilizing the various partners and sustaining momentum in implementing the DESD requires concerted efforts. The recommendation of the Inter-Agency Committee to identify a particular topic for consideration at each annual meeting will help to better coordinate the actions of United Nations agencies on the DESD.

Subprogramme I.3.2 – HIV/AIDS and Education

Achievements

– Comprehensive HIV and AIDS education strategies developed and national priority actions identified in a number of countries for continued follow-up through subregional capacity-building workshops.

–   National capacity for policy development and programme implementation enhanced in EDUCAIDS countries, particularly on addressing the needs of HIV-positive teachers and strengthening the role of schools in HIV treatment, care and support.

–   Key education sector stakeholders informed via wide distribution of state-of-the-art publications on education and HIV and AIDS, including EDUCAIDS Resource Packs.

–   Advocacy Toolkit for Ministries of Education and Teacher Training Manual on HIV and AIDS in Asia translated and adapted in 11 countries and distributed widely.

Challenges/lessons learned

•   UNESCO's clearing houses on HIV and AIDS at Headquarters, in IBE and IIEP, and in Bangkok, Geneva, Harare, Kingston, Nairobi and Santiago augmented the number of available materials and saw increased visits to their websites. Targeted diffusion of publications is necessary to deliver information in the most cost-effective and accessible way. A process is also under way to make these clearinghouses accessible through a single user-friendly website.

Subprogramme I.4.1 – Secondary and technical and vocational education

Achievements

–   Structure of basic education expanded in 16 sub-Saharan African countries to include lower secondary.

–   Decision- and policy-makers informed of best practices in areas of general secondary education reforms, school leadership and secondary education content renewal.

–   National TVET policies reviewed in 20 Member States, systems reformed and countries supported in updating and renewing TVET curricula.

–   Materials containing updated TVET curricula, including for entrepreneurship, research findings and policy guidelines made available to Member States in all regions.

–   Awareness and interest in science and technology education (STE) related issues raised through the production of videos and exhibitions in Africa, and establishment of a science teachers' award in Latin America.

–   Policy dialogue on STE enhanced through the International Science Education Policy Forum.

–   National science curricula and policies renewed in order to ensure better adequacy with student/community needs in 10 countries in Africa, Asia and Latin America and the Caribbean.

–   Capacity of professionals from 20 African countries built on inclusive science education as well as practical science teaching, through partnerships with NGOs such as Forum for African Women Educationalists (FAWE) and the Guidance and Counselling for Youth Development Centre (GCYDC).

–   Gender in STE promoted through training of education personnel from 20 African countries and development of policy guidelines and manuals promoting science education, with a particular focus on girls and promoting scientific literacy for all.

Challenges/lessons learned

- More attention needed to transition schemes and expanding access and quality of secondary education and technical and vocational education.

- Increased and targeted support to eliminating gender disparities in secondary education through policies and strategies aimed at ensuring safe and non-discriminatory school environment, gender-sensitive curricula, unbiased learning content and teacher-based dynamics, the presence of female teachers as well as teacher training in gender issues.

Subprogramme I.4.2 – Higher education for the knowledge society

Achievements

– Higher education policies reviewed in a number of countries in South and South-East Asia as well as in French-speaking African countries.

– Cooperation and information exchange on quality assurance improved through regional frameworks, and Regional Conventions on recognition of qualifications in Africa, Arab States, Asia and the Pacific, and Latin America and the Caribbean reviewed.

– Individual and institutional capacities of some 40 countries and hundreds of higher education institutions in all regions to address various aspects of quality assurance and recognition enhanced through workshops, online courses, networking and development of benchmarks, including through a partnership agreement between UNESCO and the World Bank established in 2007.

– Inter-university and intra-regional cooperation in research and training stimulated through the Asia-Africa University Dialogue for Basic Education, jointly conducted with UNU, University of Hiroshima and JICA.

– Reinforcement of the UNITWIN/UNESCO Chairs programme with an additional 80 UNESCO Chairs and UNITWIN Networks in 45 countries, all with a North-South and/or South-South dimension.

– Cooperation and partnership among UNITWIN members successfully increased on a broad range of higher education-related issues, and other themes such as special education, water and the engineering sciences, and inter-religious and intercultural dialogue.

– Information on ICT-enhanced education made accessible to UNESCO stakeholders and the general public through websites and electronic resources.

Challenges/lessons learned

- A special effort is being undertaken within the framework of the new strategic framework to reorient and align the UNESCO Chairs with UNESCO's priority areas, reduce the existing geographical imbalance and increase the sustainability of the Chairs.

Resources

13. In managing for results, Major Programme I made use of the following:

- Regular programme budget: $109,583

- Extrabudgetary funds: $310,433

- Staff establishment: 256 regular posts, including 197 professionals, 28 of whom are national professional officers (NPOs) located in field offices (excluding staff working in the UNESCO education institutes and in UNESCO-affiliated category 2 centres).

Distribution of total expenditure
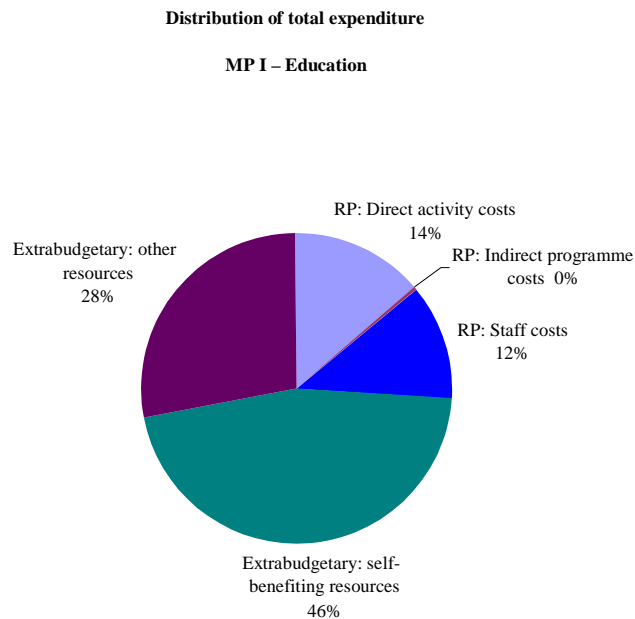
MP I – Education

Conclusions and lessons for the future

14.   At the midway point towards the 2015 EFA target, significant progress has been made in improving opportunities for quality education for children, youth and adults. Nonetheless, there is a need to reinforce efforts in favour of neglected goals: early childhood education, literacy and quality. Building on the considerable successes of efforts to increase enrolment in primary schooling, UNESCO must now focus on improved delivery at the secondary level and of technical and vocational education and training.

15.   During the biennium, the Education Sector drew on lessons learned in implementing and monitoring document 33 C/5 in order to develop a streamlined document 34 C/5 (Programme and Budget) that fully reflects the decentralization imperative. This flexible programming structure will allow the Organization to concentrate efforts on fields identified as priorities by each Member State. Involvement in United Nations common country programming processes was reinforced and the Organization is leading a Thematic Group on Education in one of the "Delivering as One" pilot countries (Pakistan). Building on the success of UNESS in focusing efforts on country needs in education, the Organization will further seek to expand the use of these documents, where appropriate, to inform other common programming processes. Moreover, recognizing that insufficient funds are the major impediment to achieving EFA in many countries, Member States will be assisted to better access existing funding mechanisms such as the Fast-Track Initiative's Education Programme Development Fund (FTI-EPDF). In collaboration with the World Economic Forum, public-private partnerships for education will also be developed as a means for the private sector and national governments to work more effectively together to fill in some of the funding gaps. This will enable the Organization to scale up its role in key areas such as teacher education.

16.   Finally, a reform of the Headquarters structure was undertaken in order to strengthen accountable decentralization and improve intra-sectoral collaboration. In March 2008, some minor adjustments to this structure were made with a view to (i) strengthening UNESCO's leading role in international coordination of EFA and enhancing its communications efforts, and (ii) improving programme delivery, particularly for UNLD and the DESD.

MP I – Examples of major achievements and challenges in carrying out each of UNESCO's five functions		
Laboratory of ideas	**Achievements**	• Cutting-edge research made available through numerous publications (example: "Education under attack" and IIEP study on corruption in education). • Educational innovations developed through fora and expert meetings (examples: Forum on Higher Education; expert meetings example: Stopping Violence in Schools: What Works?).
	Challenges	• Reinforce the potential of increased intersectoral cooperation.
Standard-setter	**Achievements**	• Increased recognition by Member States of the right to education through, for example, the work of the Joint Expert Group UNESCO (CR)/ECOSOC (CESR) on the Monitoring of the Right to Education and the UNESCO Convention against Discrimination in Education.
	Challenges	• Translating normative instruments into practice.
Clearing house	**Achievements**	• Establishment of a common HIV and AIDS in education clearing house. • Exchange of best practices in curriculum development through communities of practice (IBE).
	Challenges	• Lack of coordination, inconsistencies and problem of duplication of websites and systems.
Capacity-builder in Member States	**Achievements**	• Training of educational planners (IIEP and regional bureaux). • Training in education statistics (UIS with the regional bureaux). • The capacity-building activities of the three core initiatives: LIFE, EDUCAIDS, TISSA.
	Challenges	• The need to rethink capacity-building and create common approaches (focus of MLA 2 of document 34 C/5).

Catalyst for international cooperation	**Achievements**	• Strengthening coordination of EFA through:
		  - rearranging the sequence of major EFA events
		  - establishment of the International Advisery Panel (IAP)
		  - development of the Global Action Plan (GAP)
		  - the UNESCO Education Support Strategy (UNESS) process.
		• Profile of literacy raised through regional literacy conferences.

	Challenges	• Translating global commitments into country-level action (e.g. GAP).

Major Programme II – Natural sciences

Major trends and development

17.   During the 2006-2007 biennium, programme interventions built on previous work towards the overall objectives of poverty eradication, peace and sustainable development carried out during the two first biennia of the Medium-Term Strategy, particularly through capacity-building and knowledge-sharing. Increased impact of the programme was achieved through reinforced partnership and synergy with intergovernmental and NGO partners, such as ICSU and its scientific unions. Activities involved both science policy-makers as well as young people, with a special focus on capacity-building in Africa and gender equality.

18.   **Africa**: Capacity-building in Africa received prominent attention. As the convenor of the United Nations Cluster on Science and Technology, UNESCO supported both intellectually and financially the African Union (AU) Commission in elaborating a sectoral programme on science and technology for African development, subsequently adopted by the 2007 African Union Summit as Africa's "Consolidated Science and Technology Plan of Action" (CPA). The role of UNESCO was acknowledged by the Heads of States and Government in their final declaration, which also includes a specific call on the Organization to assist in the implementation of the CPA. UNESCO's contribution to the implementation process led by AMCOST (African Ministerial Council on Science and Technology) encompasses all three pillars of the Plan of Action (capacity-building, knowledge production, and technological innovation), and focuses on the reinforcement or establishment of networks of centres of excellence dedicated to specific R&D and capacity-building programmes.

19.   **Gender equality**: The UNESCO-L'Oréal prizes and scholarships "for women in science" represent initiatives that underline UNESCO's catalytic role in capacity-building and networking to foster gender equality and women empowerment. Participation of women in the basic and engineering sciences was also emphasized through relevant UNESCO networks and Chairs, a new publication on "Gender Indicators in Science, Engineering and Technology", events such as the International Colloquium "Empowering Women in Engineering and Technology" (Tunis, June 2007) and the release of "Science, Technology and Gender: an International Report" prepared in partnership with over 20 leading institutions worldwide. All such actions aimed to spur serious discussion and action in national and international scientific and academic communities in order to increase women's participation in S&T careers, enable sex-disaggregated data collection and rigorous research development, and build public awareness of gender issues.

20.   **Global climate change**: In the context of the renewed emphasis on global climate change (GCC) as a result of the Fourth Assessment Report of the WMO-UNEP Intergovernmental Panel on Climate Change (IPCC), and based on UNESCO's longstanding work on this issue, Major Programme II (MP II) spearheaded efforts within the Secretariat to define a strategic and integrated approach for UNESCO on mitigation of and adaptation to the effects of climate change and their ethical implications and to position the Organization so that it can enhance its contribution to ongoing global and regional efforts, drawing on its comparative advantages and unique competencies. The strategy provided the basis for the articulation of the Organization's input to the CEB-HLCP Report on United Nations System-wide Coordination on Climate Change prepared in the context of the Conference of Parties of the United Nations Framework Convention on Climate Change (UNFCCC), in Bali in December 2007.

21.   **ISPs – new strategic approaches**: The governing mechanisms of the intergovernmental and international scientific programmes (ISPs) adopted new strategic approaches for their respective undertakings during the period covered by the Medium-Term Strategy for 2008-2013 (34 C/4), in light notably of the recommendations of the Overall Review Committee for Major Programmes II and III for improved coordination among these programmes and, also, to optimize the use of resources. The **International Basic Sciences Programme** (IBSP) developed a new strategy to build scientific capacity in both national and regional institutions, with a particular focus on forging partnerships and expanding its networking actions. Interventions specifically targeted

the strengthening of research capacity through projects approved for implementation in all regions. The **International Geoscience Programme** (IGCP) reoriented its research and capacity-building projects from fundamental geology to themes of direct relevance to sustainable development and society, in line with UNESCO's strategic programme objectives. The Strategic Plan of the seventh phase (2008-2013) the **International Hydrological Programme** (IHP) was endorsed by the IHP Council with the addition of a new fifth theme on water education as a contribution to the UNESCO-wide strategy for water education at all levels. Additionally, as centres functioning under the auspices of UNESCO are becoming an increasingly utilized modality for programme delivery, particularly for capacity-building in the water sciences, a common strategy is now in place to ensure that all such entities make a substantial contribution to the implementation of UNESCO's strategic objectives and to better coordinate activities of multiple water category 2 centres for enhanced programme delivery. The **Intergovernmental Oceanographic Commission** (IOC) continued to coordinate the establishment of early and other ocean-related hazards in the Indian Ocean, the Caribbean and the Mediterranean and Northeast Atlantic Ocean and connected Seas, including complementary and sustained activities in tsunami hazard risk assessment, tsunami warning training, emergency response, and preparedness as part of the comprehensive tsunami mitigation programmes that extend the tsunami warning systems as end-to-end systems. The IOC Assembly agreed to address also the issue of the mitigation of the impacts and adaptation to climate change and variability as a high-level objective, as reflected in IOC Biennial Strategy for 2008-2009. Lastly, the **Man and the Biosphere Programme** (MAB) approved 25 new site nominations for biosphere reserve designation, including the first intercontinental one, the Intercontinental Biosphere Reserve of the Mediterranean, spanning Morocco and Spain, and highlighted the biosphere reserves' contributions to sustainable urban development. Additionally, the application of the biosphere reserve concept to urban areas was also investigated to present some of the potential benefits and possible difficulties in the design and management of urban biosphere reserves.

22. **SIDS**: UNESCO's contribution to the implementation of the Mauritius Strategy gave particular attention to often marginalized dimensions such as culture, youth, local and indigenous knowledge, outer islands and the promotion of interregional interaction. Via the Coastal and Small Islands (CSI) platform, wise coastal practices for sustainable human development were exchanged, the voices of small islands were amplified, indigenous knowledge were mobilized for equitable resource governance, and youth were given a say.

23. **UNESCO Science Chairs**: A review of the UNESCO Science Chairs was carried out to ensure more effective utilization of the potential and institutional capacity represented by the Chairs, as recommended by the Review Committee on Major Programmes II and III. A more strategic approach to their mode of functioning was adopted, particularly with regard to subject area coverage and functioning in a network context. It is expected that clustering and networking the Chairs in thematic groups will yield greater synergistic results.

24. **System-wide coordination in the areas of science and technology and the environment**: As part of the overall efforts to make the United Nations system work more coherently and effectively across the world, UNESCO actively participated in United Nations coordination mechanisms in the areas of science and technology and the environment, including the United Nations Environment Management Group, the Environment Consultation of the Secretary-General's High-level Panel on United Nations System-wide Coherence in the Areas of Development, Humanitarian Assistance and the Environment, and the UN Commission for Science and Technology for Development (UNCSTD). Strategic partnership with the Secretariat of the Convention on Biological Diversity (CBD) concerning activities related to the 2010 biodiversity target was also reinforced. In the context of the One United Nations initiative, the results of a mapping exercise of all environment related activities implemented by the United Nations was published ("Diversity in One") to foster closer cooperation on environment issues within the United Nations. Other measures were also implemented to better position UNESCO's natural science programmes in United Nations common country programmes, particularly in the "One United Nations" pilot countries.

25. **Major international events**: UNESCO's scientific programmes contributed to the advancement of scientific knowledge on a number of global and regional issues and to facilitating dialogue on these issues between scientists and policy-makers. Major Programme II used the leverage of high-profile international events as forums for high-level discourse and laboratories of ideas, as well as for advocacy for new paradigms in science and for triggering follow-up actions in these areas. These events involved the ISPs and were organized in association with other United Nations bodies, NGOs or professional associations:

- The Fourth World Water Forum (Mexico City, March 2006) and the launch on that occasion of the Second World Water Development Report highlighted the leading work of IHP and WWAP (World Water Assessment Programme) in the field of fresh water and enhanced the Organization's visibility in this area.

- The regional ministerial conference on "The strategic role of renewable energy in sustainable development in Central Asia" (Kazakhstan, May 2006) spurred capacity-building in this field in Central Asia.

- The "Future of Drylands" Conference (Tunis, June 2006), which reviewed the current state-of-knowledge of dryland ecosystems and the socio-economics of dryland development in order to provide scientific and technical advice to decision-makers and for the implementation of the United Nations Convention to Combat Desertification (UNCCD), resulted in the Tunis Declaration that identifies twelve priority themes for promoting application-oriented science for the sustainable development of dryland regions and for reaching the Millennium Development Goals.

- As the convenor of the United Nations inter-agency platform on knowledge and education, UNESCO also actively contributed to the implementation of the Hyogo Framework for Action on Disaster Resilience, in particular with the launch of the world campaign on education for disaster reduction (June 2006).

- UNESCO partnered with the World Bank "Global Forum: Building Science, Technology and Innovation Capacity for Sustainable Growth and Poverty Reduction" (Washington, DC, February 2007) to discuss strategies that will ensure that potential benefits from globalization of knowledge and technology reach a greater number of developing countries.

- In association with ICTP, Major Programme II led the G8-UNESCO World Forum on "Education, Innovation and Research: New Partnership for Sustainable Development" (Trieste, May 2007), which considered the interconnections between the three components of the so-called "triangle of knowledge" – education, scientific research and technological innovation – from a sustainable development perspective, and identified risks and opportunities both for the industrialized countries as well as the developing and low income countries.

- The Ministerial Round Table on "Science and Technology for Sustainable Development and UNESCO's Role" held during the 34th session of the General Conference called upon UNESCO to assist Member States in their efforts to implement the tenets of sustainable development, especially through policy formulation and capacity-building.

- Side event sponsored at the United Nations Climate Change Conference (Bali, December 2007) to present "UNESCO's strategy for action on global climate change", which seeks to integrate climate change in a coherent manner across UNESCO's work programmes, with particular emphasis on strengthening the social and human science knowledge base, the need for a shared ethical philosophy, and developing better understanding of adaptive and sustainability capacity.

26.   **Communication strategy**: Finally, a new communication strategy for UNESCO's natural sciences programmes was developed. A major challenge of the new communication strategy is to ensure that popular initiatives are clearly branded as being part of the Organization's programmes and that UNESCO as a corporate body receives credit for its endeavours, in order to change perceptions with regard to the relevance and impact of actions carried out under Major Programme II. A highlight was the publication of "Sixty Years of Science at UNESCO: 1945-2005" that traces the role played by UNESCO in the history of international science cooperation.

Subprogrammes

Subprogramme II.1.1 – Managing water interactions: systems at risk and social challenges

Achievements

–   New category 2 water centres established in Australia, the Libyan Arab Jamahiriya, the Netherlands, Pakistan and Paraguay, thus enhancing UNESCO's capacity-building efforts in this field.

–   FRIEND (Flow Regimes from International Experimental and Network Data) cross disciplinary networks on specific issues such as drought, floods or basin sedimentation expanded in Central Asia and Africa.

–   Global map of groundwater resources showing hydrogeological environments and recharge distribution developed.

–   Significant contributions to the knowledge base by G-WADI (global network for water resources management in semi-arid zones) and the groundwater programme through high-quality events on water harvesting and groundwater modelling, which have produced reference case study materials, datasets and modelling tools.

–   Awareness of the complex sociocultural interrelations between water and societies for better water management enhanced, especially on indigenous water cultures and transboundary cooperation, through events, publications and capacity-building activities.

–   Concept of the International Flood Initiative and mapping of the agencies in the consortium, including ICHARM, implemented.

–   Role of water as a major factor for the development and expression of cultural diversity highlighted on World Water Day 2006 under the theme "Water and Culture".

–   Water education techniques improved, water educational materials developed and programmes focusing on continuing education and training for selected target groups strengthened.

–   Knowledge base for the ecohydrological approach further strengthened through the launch of thematic task forces and the implementation of demonstration projects.

Challenges/lessons learned

•   Mobilizing the full range of UNESCO's constituencies (UNESCO science institutes, Chairs, and networks, National Commissions, etc.) and partners in science (e.g. scientific IGOs, NGOs, international and regional research and training centres) has proved to be an effective modality for programme delivery. The category 2 centres, in particular, have demonstrated their value as avenues for capacity-building in the face of scarce human and financial resources. Many of these centres are also loci for effective South-South cooperation.

Subprogramme II.1.2 – Ecological and earth sciences for sustainable development

Achievements

– International conferences on humid tropics (Sri Lanka, December 2006) synthesized knowledge on these ecosystems and proposed directions for programme articulation and development for 2008-2013.

– 20 MAB Young Scientist Grants awarded (out of which more than half to women scientists from LDCs).

– 20 research grants on great apes awarded to young African scientists (out of which 15 from LDCs).

– 24 African specialists in integrated land and resources management from 12 countries enrolled in ERAIFT (Regional postgraduate training school, Kinshasa).

– Partnership established with STAR Alliance network (global airline alliance) to promote the role of biosphere reserves as learning laboratories for sustainable development as well as the sustainable use of natural resources throughout their extensive communications distribution systems, including in flights, on websites and through publications, conferences and events.

– Expanded use by Member States of biosphere reserves for achieving environmental sustainability (MDG 7) at the local level: 25 new biosphere reserves extended the World Network to 507 sites in 102 countries, including the first intercontinental biosphere reserve set up by Morocco and Spain and the first ever sites in Qatar, Oman and the United Arab Emirates.

– Importance of scientific cooperation for peaceful dialogue demonstrated through a South and North Korean joint-project to create a marine peace park along the Korean peninsula, as a UNESCO Transboundary Biosphere Reserve.

– Focus of the Open Framework Agreement with space agencies expanded to include biosphere reserves and broader ecosystem and land/seascapes in the context of efforts to build capacity for earth systems monitoring among Member States.

– Geoparks as educational sites promoted, particularly in Latin America and Asia.

– Closer cooperation between GEOSS (Global Earth Observation System of Systems), IGOS (Integrated Global Observing Strategy) and CEOS (Committee on Earth Observation Satellites) fostered through a ministerial conference (South Africa, November 2007) for enhanced coherence in earth observation and for strengthening capacity-building in earth observation.

– Strong partnership established with "OneGeology", an international initiative of the geological surveys of the world and a flagship project of the "International Year of Planet Earth", to create dynamic geological map data of the world available via the web.

Challenges/lessons learned

• Methodological tools and dynamic approaches tested in biosphere reserves in Africa and in Europe have proven to be effective tools for conflict prevention and for long-term planning.

• The role of biosphere reserves as platforms for dialogue, concertation and conflict prevention regarding biodiversity conservation and sustainable use needs to be communicated.

Subprogramme II.1.3 – UNESCO Intergovernmental Oceanographic Commission

Achievements

–   Policy brief prepared on the uncertainties associated with past and future sea-level rise and variability and on the research and observation activities needed for narrowing these uncertainties, as a result of the IOC-sponsored World Climate Research Programme workshop on Understanding Sea-level Rise and Variability that brought together 163 scientists from 29 countries.

–   Web service ("State of the Ocean Climate") on the state and trends of key physical ocean climate indicators that can be connected to major patterns of climate variability with significant social impact, such as El Niño events, created.

–   Implementation of a GEF-funded regional project on the development of climate change adaptation strategies and measures in five pilot areas of West Africa initiated.

–   ICAM (Integrated Coastal Area Management) Programme completed and "Handbook for Measuring the Progress and Outcomes of Integrated Coastal and Ocean Management" published.

–   As the ocean component of the Global Climate Observing System (GCOS), the global module of GOOS (Global Ocean Observing System) which is designed to improve weather and climate forecasting, monitoring and research and provide the foundation for global operational oceanography, continued to serve the sustained observing needs of the UNFCCC as well as the climate societal benefit area of the GEOSS initiative under the Intergovernmental Group on Earth Observations (GEO).

–   Consolidation of the Indian Ocean Tsunami Warning System (IOTWS) and regional arrangements for coverage in progress after completion of the initial system in July 2006, with a focus on improved data sharing policies to allow for transmission of real-time data to ensure that information is communicated by national authorities downstream to endangered communities.

–   Establishment of tsunami intergovernmental coordination groups for the Northeast Atlantic and Mediterranean, and Caribbean Regions.

–   Capacities of marine science institutes strengthened through training workshops conducted in five regions and attended by 102 institutes from 45 countries.

Challenges/lessons learned

•   Limited human and financial resources of targeted marine science institutes, insufficient experience or training in leadership of scientific organizations, and lack of individuals experienced in the process of developing and submitting competitive funding proposals.

•   Effective communication of the research and policy-relevant results developed through the broad range of activities remains a challenge and should be a priority in the next biennium.

Subprogramme II.2.1 – Basic and engineering sciences, renewable energy and disaster mitigation

Achievements

–   More strategic approach, guided by the analysis and conclusions of the evaluation of the first phase of the IBSP, adopted to strengthen capacities in the basic sciences in all regions based on existing centres of excellence.

– Science education and careers in science promoted through elaboration and dissemination of active learning techniques in physics, support for science curriculum development and translation, training in the use of microscience experiments, and provision of access to scientific journals to scientists in developing countries through ICTP and the biotechnology programme.

– Programmes aimed at university curricula reforms for the integration of HIV and AIDS into engineering and science courses implemented within the framework of UNAIDS-UBW.

– Daimler-UNESCO Mondialogo Engineering Awards promoting international cooperation among young engineers awarded.

– International Disaster Reduction Conference (IDRC) jointly organized with the Global Alliance for Disaster Reduction (GADR), the Global Disaster Information Network (GDIN) and UN/ISDR (Davos, September 2006), and partnerships for the implementation of the Conference Declaration and recommendations on a broad range of issues including integrated risk management and development, gender and disasters, environmental vulnerability, as well as education, knowledge and awareness, actively supported and promoted.

Challenges/lessons learned

• Cooperation with ICSU regional offices has proved very successful. This cooperation will assume a new dimension in view of ICSU's recent involvement in disaster mitigation and prevention.

• Investigations and actions following natural disasters require stimulating multidisciplinary and intersectoral partnership as well as collaborative inter-agency approaches.

Subprogramme II.2.2 – Science and technology policies for sustainable development

Achievements

– National science policies and reform of science systems formulated in Nigeria, Democratic Republic of the Congo, Lesotho, Mongolia and Ethiopia, and initiated in Swaziland, Namibia, Mauritania and Seychelles.

– International collaboration in the area of policy-relevant S&T indicators enhanced through the organization, in cooperation with UIS, of regional training workshops in Europe, Africa, South-East Asia and Central Asia.

– Development and implementation of training programmes for policy analysts in the area of science policy formulation as well as the mapping of science and innovation systems, in the Africa region.

– Capacities of developing Member States in the area of S&T innovation reinforced through university-industry partnerships and training activities carried out in four regions in the area of the development, operation and management of science and technology parks and incubators.

– Regional Science Policy Forum established in South-Eastern Europe (Romania) and another one initiated in South and South-East Asia.

– Thirty-five projects, including eight on HIV/AIDS awareness-raising, implemented in the three SIDS regions, within the framework of the Youth Visioning for Island Living initiative, in partnership with Lighthouse Foundation (Germany), Youth for a Sustainable Future Pacifika, UNAIDS TakingItGlobal, and local youth organizations, among others.

Challenges/lessons learned

- Need to partner more closely with other United Nations agencies working in the area of science, technology and innovation, such as UNIDO and UNCTAD.

- Difficulty in mobilizing consultants of the highest calibre for policy advice to Member States, as UNESCO's terms of remuneration for consultants are deemed not competitive with those offered by other multilateral organizations.

- Implementation of youth activities was slowed by their limited experience in project management. As a result, youth capacity-building became a major undertaking in itself and a major outcome of "Youth Visioning for Island Living".

Resources

27.   In managing for results, Major Programme II made use of the following:

- Regular programme budget: $57,145

- Extrabudgetary funds: $85,670

- Staff establishment: 160 regular posts, including 105 professionals, nine of whom are national professional officers (NPOs) located in field offices, excluding staff working in the Abdus Salam International Centre for Theoretical Physics (the UNESCO-IHE Institute for Water Education and in UNESCO-affiliated category 2 centres).

Distribution of total expenditure

MP II – Natural sciences
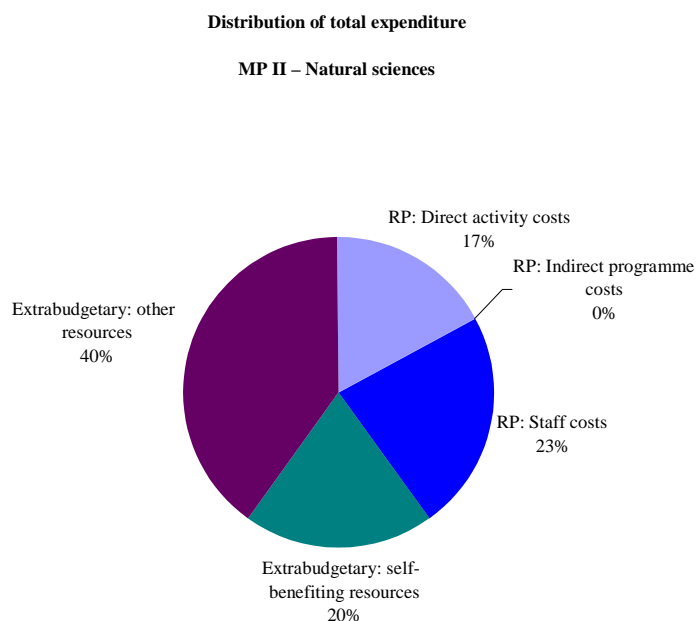
Conclusions and lessons for the future

28.   The most significant and persistent challenge is the perception that interventions under the science programmes make insufficient direct contribution to Member States' progress towards the internationally agreed developmental goals (IADGs), including the MDGs. The contribution of Major Programme II to poverty eradication and peace may not be manifest in the short term as it focuses in the main on human and institutional capacity-building, which is likely to yield concrete benefits to Member States only in the longer term. For example, the training of hydrologists at UNESCO-IHE or physicists at ICTP is an unequivocal contribution to Member States' policy-making and policy-implementing capabilities, and is indeed a significant contribution towards fulfilling the IADGs.

MP II – Examples of major achievements and challenges in carrying out each of UNESCO's five functions		
Laboratory of ideas	**Achievements**	• UNESCO biosphere reserves promoted as learning laboratories for sustainable development as a contribution to UNDESD. • Ecosystem-based marine spatial management jointly promoted by IOC, MAB and WHC, including through enhanced access of Member States to good practices and innovations. • Joint IOC, MAB, IUCN, Canada, Mexico and Australia initiative on the development of biogeographic classification systems in open ocean and deep seabed areas beyond national jurisdiction.
	Challenges	• Inadequate appreciation and understanding of the specificity of the biosphere reserve designation is an impediment to fully realizing the potential of biosphere reserves as learning laboratories for sustainable development.
Standard-setter	**Achievements**	• Cooperation in the GEOSS framework for building the standards to create an operational and harmonized worldwide observation system by 2015. • Establishment of common practices and standards in the development and implementation of ocean-based tsunami warning systems (TWS).
	Challenges	• TWS can only work if a common global data policy is implemented. There is a need, in the Indian Ocean, to adhere to the existing policy for emergency application to ensure utmost effectiveness of the system.
Clearing house	**Achievements**	• Several of the 65 National Oceanographic Data Centres affiliated with IOC's International Oceanographic Data Exchange (IODE) programme manage operational data in real time, and many provide user services. • Data and information about good practices in the use of applied space technologies as support for the conservation and monitoring of UNESCO World Heritage sites and biosphere reserves disseminated worldwide through space partners.
	Challenges	• Key challenges for IODE include Member States' application of "timely, free and unrestricted international exchange of oceanographic data", actively establishing and maintaining national oceanographic data centres and national oceanographic libraries, and the mobilization of funds for ocean data and information management.

Capacity builder in Member States	Achievements	• Water education and capacity-building opportunities for developing countries enhanced through UNESCO-IHE and the expanded network of UNESCO water related centres and chairs throughout the world. In particular, postgraduate education, professional training and institutional capacity-building programmes in the fields of water, environment and infrastructure were carried out to strengthen water sector organizations. Examples of successful institutional capacity-building projects include "Human Resources Development for the improvement and protection of environment in Asia" or "Capacity-building of a China Groundwater Information Centre". • Over 30 IBSP projects and activities implemented, along with workshops and summer schools, to increase capacities in the basic sciences at national and regional level. • 62 ICTP scientific training events in a broad array of fields (not limited to theoretical physics) reached roughly 5,000 scientists from 125 countries.
	Challenges	• More effective coordination of MP II activities towards increasing capacities to enhance synergies.
Catalyst for international cooperation	Achievements	• The PCCP (From Potential Conflict to Cooperation Potential) initiative facilitates multilevel and interdisciplinary dialogues in order to foster peace, cooperation and development related to the management of shared water resources and contributes to the enhancement of water managers' and decision-makers' capacities to understand and solve water-related conflicts. • UNESCO/IOC coordinates international cooperation to systematically and sustainably monitor the world's oceans for climate change and marine and coastal resource management through GOOS and JCOMM. • UNESCO coordinated the United Nations cluster for S&T in support of NEPAD, contributed to the organization of the 8th AU Summit the theme of which was "Science, Technology and Scientific Research for Development" and organized the Southeast Europe Ministerial Meeting on Science.
	Challenges	• Limited national engagement and contributions for GOOS. • To lead United Nations efforts in science, technology and innovation at country level, notably in common country programming exercises.

Major Programme III – Social and human sciences

Major trends and development

29.   To ensure greater impact of UNESCO's work globally, special emphasis was placed on enhancing the link between social science research and policy-making so that emerging ethical and social challenges and the strategies adopted by UNESCO's governing bodies could be

reflected upon and duly taken into account by policy-makers at all levels. In this context, the international forum on research-policy nexus, organized in February 2006, in cooperation with the Governments of Argentina and Uruguay, offered some 2000 social science policy-makers and researchers an innovative space for dialogue at an unprecedented scale.

30. During the biennium youth and physical education and sport programmes were transferred to SHS, thus broadening the scope of activities of the sector, which led to a reorientation of these two programmes with a view to improving impact on policy-making at all levels.

31. In the normative field, action was strengthened (i) to sensitize Member States about the urgent need to address ethical challenges arising from the advances made in science and technology, notably through the dissemination of the three declarations in the field of bioethics he Universal Declaration on the Human Genome and Human Rights; the International Declaration on Human Genetic Data; and, the Universal Declaration on Bioethics and Human Rights) and (ii) to encourage Member States to ratify the newly adopted International Convention against Doping in Sport (2005).

Subprogrammes

Subprogramme III.1.1 – Ethics of Science

Achievements

–	UNESCO, through IBC, IGBC and COMEST, has confirmed its role internationally as the forum for an interdisciplinary, multicultural and pluralist exchange as well as an essential element in programme implementation and promotion of ethical reflection.

–	Efforts were pursued to assist countries in the establishment of national bioethics committees (established in two countries with an additional five countries in process) and the introduction of ethics teaching in universities (four teacher training courses in ethics in three regions were conducted. Also, 173 teaching programmes were introduced in GEObs.).

–	Capacity-building in this field was strengthened by the establishment of the on-line global ethic observatory which is now available in UNESCO's six official languages and has been considerably expanded with five databases (inclusion of 1,019 experts and 211 institutions into the database as well as the addition of 74 legal instruments from five countries.).

–	The principles of the declarations in the field of bioethics were further promoted and translated in various languages to encourage their integration in national legislations.

–	Special attention was given to Africa through the holding of both COMEST and IBC meetings in Dakar and Nairobi, respectively, which enabled an in-depth debate on critical issues of interest to African societies, and strengthened capacity-building perspectives in the continent. Africa's first bioethics centre, in Egerton University of Kenya, was inaugurated in May 2007. Reflection on emerging ethical issues was pursued tackling mostly the ethical issues of nanotechnology.

Challenges/lessons learned

•	Wide translation in national legislations of the principles enshrined in the Declarations must be ensured. This would reinforce the development and dissemination of a core bioethics curriculum to support bioethics teaching in the different regions of the world and to enhance the sustainability of the national committees through the creation of networks.

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

Achievements

– Action focused on the implementation of UNESCO's strategies in the field of philosophy and democracy.

– Emphasis on the research-policy nexus was furthered through the celebrations of the World Philosophy Day in Morocco (2006) and in Turkey (2007), the interregional dialogues between Asia and the Arab world and the elaboration of the report "Philosophy – school for freedom" on the state of philosophy education in the world today. Lessons learned are keys for the implementation of the three pillars of the strategy on philosophy in the coming biennium.

– The implementation of the strategy on democracy was pursued through the International Centre for Human Sciences in Byblos.

– In the field of human security, the six-year programme implemented regionally culminated in the elaboration of a report entitled "Human Security: Approaches and challenges" (to be disseminated in 2008) reflecting the Organization's intersectoral and interdisciplinary response to various key challenges in its fields of competence.

– The launch of the Greater Horn Horizon Initiative in November 2007 in Djibouti offered a platform for researchers, opinion leaders and policy-makers to enhance cooperation and exchange with a view to developing mutually agreed responses to the pressing challenges of the Horn of Africa.

– The programme's action made it possible to increase the Organization's capacity to anticipate developments and emerging challenges in UNESCO's fields of competence and to increase its visibility in the Member States and civil society by implementing four types of projects: (i) holding of international meetings (eight sessions of *Twenty-First Century Talks* and one session of *Twenty-First Century Dialogues*); (ii) dissemination of their results in the form of anthologies published in several languages (most recent volume published: *Making Peace with the Earth*); (iii) promotion of the *UNESCO World Report: Towards Knowledge Societies*; (iv) publication in more than 50 leading journals of articles on future-oriented reflection by the Director-General.

– In order to strengthen UNESCO's intersectorality and interdisciplinarity, the foresight programme endeavoured to respond to the Organization's needs by focusing several of its events on forward-looking themes related to UNESCO fields of competence and to the concerns of the United Nations system (Millennium Development Goals). Those activities contributed to establishing a forum for future-oriented debate where scientists, researchers, intellectuals, experts and eminent persons from many different countries and disciplines were able to bring to the discussion an original perspective from the outside.

– The network of international partners was strengthened and diversified (United Nations Millennium Project, Club of Rome and the International Economic Forum of the Americas, for example).

Challenges/lessons learned

• Elaboration of policy responses by the relevant authorities based on the findings of the reports and conferences undertaken by UNESCO, within its fields of competence, targeting in particular the most vulnerable populations, and concerted action with the United Nations system in this field.

• The main challenges that the foresight programme had to meet concerned, on the one hand, the identification of themes and key personalities likely to enrich the Organization's future-oriented thinking and to contribute to the renewal of its approaches and, on the other hand, the difficulties inherent in initiatives for intersectoral and interdisciplinary cooperation.

Subprogramme III.2.1 – Promotion of human rights

Achievements

– Throughout the biennium, activities focused on implementing the two strategies on human rights and on the fight against racism and discrimination. In this frame, four policy-oriented research networks were created and further consolidated in the different regions to address the rights within UNESCO's fields of competence including women's rights and research. Outcomes of these activities were widely disseminated.

– Training was delivered in the human rights-based approach to programming to approximately 200 UNESCO staff members.

– Capacity-building initiatives were undertaken, especially in the field of women rights with the establishment of a Palestinian Women Research and Documentation Centre and preparatory work for a similar centre in the region of the Great Lakes addressing specifically post-conflict situations.

– The flagship project on the Coalition of Cities against Racism and Discrimination was consolidated with the launch of regional coalitions in Latin America, Africa, and Asia and the Pacific.

– Special attention was given in that context to persistent practices of marginalization of specific groups, ethnical and religious intolerance, the plight of street children and youth, and discriminatory attitudes towards people with HIV/AIDS and other health problems.

Challenges/lessons learned

• Within the context of the commemoration of the 60th anniversary of the Universal Declaration of Human Rights, the focus, in close cooperation with all the other major programmes, will be on the major obstacles identified with respect to the full enjoyment of those human rights that fall under UNESCO's fields of competence and to strengthen action against discrimination given the persistence of discriminatory practices and the emergence of new forms of discrimination resulting from rapid social change in many societies.

• Regarding human rights-based approach to programming, the training of a critical mass of colleagues and other key partners has yet to be achieved to ensure the success and sustainability of this approach especially with a view to enhance joint United Nations country programming.

Subprogramme III.2.2 – Social transformations

Achievements

– Actions focused on strengthening the exchanges between social science researchers and decision-makers. The international Forum on research-policy nexus (Argentina, Uruguay) and the international symposium on the theme "From research to policy to action", in conjunction with the World Social Forum, held in Nairobi (20-25 January 2007) further reduced the gap between social science and policy.

- The regional forums of Ministers of Social Development in Latin America, Africa, South Asia and in the Arab States contributed to the enhancement of peer-learning and horizontal cooperation.

- Policy-oriented research was pursued in different regions, on the basis of regional priorities. The innovative MOST online policy research tool became operational, thus providing support to policy-makers based on the results of research from numerous international, regional and national sources.

- Cooperation with research networks on migration was intensified and strengthened in all regions.

- Policy recommendations were formulated within the European Union , the African Union and other regional communities, based upon policy-relevant research regarding the United Nations International Convention on Migrant Workers' Rights. UNESCO's role in this field has been further acknowledged through the participation of the Organization in the Global Migration group.

- In cooperation with UN-HABITAT, policies and best practices on social integration in urban settings were developed.

- In the field of youth, five regional youth fora were held for the first time representing a major achievement for the Organization. Results of these fora fed into the fifth Youth Forum at the 34th session of the General Conference, which included the participation of 174 delegates from 116 countries and was made possible through the continued support and cooperation of numerous National Commissions.

- In the field of physical education and sport, emphasis was put on the implementation of the International Convention against Doping in Sport which entered into force on 1 February 2007 and was ratified by 75 Member States as at the end of 2007. The Conference of Parties adopted the Rules of Procedure and criteria for the expenditure of the Voluntary Fund and agreed on aspects of the monitoring system; several projects have been concluded with the World Anti-Doping Agency.

- Following up on the recommendations of MINEPS III (Uruguay, 1999) and MINEPS IV (Greece, 2004), focusing especially on Africa, a quality reference Framework for Physical Education and Sports was developed and recommendations concerning policies in favour of traditional games and sports were formulated during several meetings of experts.

Challenges/lessons learned

- The new dynamic of the MOST programme shall continue to need to be sustained, in particular with regard to multilateral and regional cooperation and the appropriate dissemination in Member States of policy-oriented research carried out within the MOST Programme as well as on MOST-related issues in UNESCO's fields of competence.

- UNESCO's interdisciplinary approach should be further underlined, namely in its cooperation with UN-DESA, UNRISD, UNU, UN-Habitat and other relevant international and regional programmes, in order to ensure enhanced synergies and avoid undue overlapping.
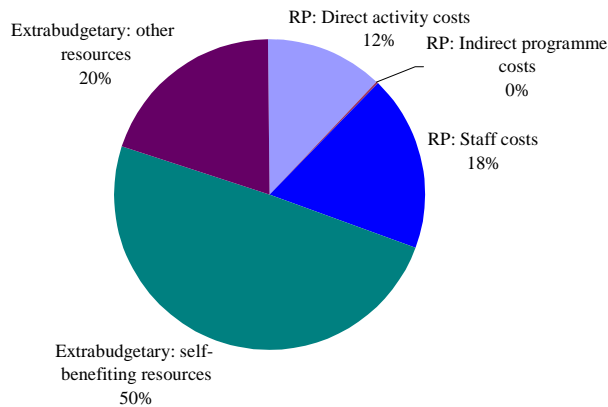
Resources

32. In managing for results, Major Programme III made use of the following:

- Regular programme budget: $30,841

- Extrabudgetary funds: $70,265

- Staff establishment: 86 regular posts, including 61 professionals, five of whom are national professional officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).

Distribution of total expenditure

MP III – Social and Human Sciences

- Extrabudgetary: other resources 20%
- RP: Direct activity costs 12%
- RP: Indirect programme costs 0%
- RP: Staff costs 18%
- Extrabudgetary: self-benefiting resources 50%

Conclusions and lessons for the future

33.   Drawing on lessons learned over the last years, major challenges ahead will mainly concern (a) strengthening of efforts to engage Member States in the implementation of existing normative instruments which fall under the scope of Major Programme III, particularly in the developing countries; (b) the identification of major emerging challenges, notably in the framework of the COMEST, IBC and IGBC which might require focused action from UNESCO in the near future; (c) the mainstreaming of a strong research-policy nexus to all the various fields and disciplines in which Major Programme III is currently engaged, be it in terms of advocacy, research and networking, and this in close collaboration with national authorities, research organizations, ISSC and CIPSH and category 2 institutes and strengthened intersectoral and interdisciplinary cooperation in the framework of the intersectoral platforms in which MP III will be participating, various of which integrate the follow-up to the recommendations of the Review Committee on Major Programme II and Major Programme III.

MP III – Examples of major achievements and challenges in carrying out each of UNESCO's five functions		
Laboratory of ideas	**Achievements**	• Promotion of ethical reflection on science and technology ensured worldwide. • Philosophical reflection fostered with emphasis on issues of relevance to the Organization and philosophical dialogues. • Development of ethical, normative and educational frameworks for human security in the different regions. • Encouragement of future-oriented reflection, dialogue and debate in UNESCO's fields of competence.

	Challenges	• Contribute significantly to identify new emerging ethical and social challenges.
Standard-setter	**Achievements**	• Declarations adopted in the field of bioethics and relevant principles disseminated. • International Convention against Doping in Sport.
	Challenges	• Sustained translation of principles into national legislations.
Clearing house	**Achievements**	• Operationalization of the Global Ethics Observatory manage operational data in real-time, and many provide user services. • MOST online policy tool launched and developed.
	Challenges	• Upgrading of existing clearing-house mechanisms in particular by giving priority to cutting-edge research and its presentation in different languages.
Capacity-builder in Member States	**Achievements**	• Establishment of national bioethics committees and ethics teaching-training courses carried out. • Establishment of regional research-policy networks on rights within UNESCO's competence. • Palestinian Women Documentation and Research Centre established. • Building national capacities for research and policy analysis on poverty eradication through CCT projects. • Worldwide survey on philosophy education.
	Challenges	• Reinforcement of social and human sciences research in national research systems.
Catalyst for international cooperation	**Achievements**	• International forum on the research policy nexus. • Regional fora of Ministers of Social Development. • Regional coalitions of Cities against Racism and Discrimination launched. • Regional youth fora and 34th General Conference Youth Forum.
	Challenges	• Stronger cooperation built with United Nations partners and development of joint research programmes.

Major Programme IV – Culture

Major trends and recent developments

34. The main achievement during the period under consideration was undoubtedly the unanimous confirmation by the international community of UNESCO's central and unique role in the definition of international rules and standards with regard to culture. One of the major accomplishments in the world heritage field over the last three biennia was the achievement of the nearly universal coverage by the World Heritage Convention thanks to its ratification by 20 new States Parties, raising to 185 the total number of States Parties to the Convention. A revision of the working methods of the World Heritage Committee was conducted with a view to improving the

effectiveness of the Convention's implementation and achieving a more balanced World Heritage List.

35.   Two major standard-setting instruments were adopted during that period: the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. In addition to the two Conventions, the UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage was adopted in 2003 and the Second Protocol to the Hague Convention entered into force in March 2004. Similarly, in 2005, the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation had its consultative action strengthened when its mandate was broadened to include mediation and conciliation in post-conflict situations. The proclamation of 2002 as United Nations Year for Cultural Heritage largely contributed to that recognition.

36.   In respect of the Convention on the Protection of the Underwater Cultural Heritage adopted in 2001, efforts were concentrated on its promotion in order to speed up its entry into force. As part of the campaign to combat trafficking in cultural property, an evaluation of the implementation of the 1970 Convention in the Member States was conducted and submitted to the General Conference at its 34th session.

37.   Efforts were made to support activities promoting cultural diversity nationally and locally, notably on the following occasions: 21 May, World Day for Cultural Diversity for Dialogue and Development, World Poetry Day, the World Book Capital celebration and World Book and Copyright Day. Preserving and revitalizing languages also helped to enrich cultural diversity and to protect cultural heritage.

38.   Promoting cultural diversity and intercultural dialogue, which was the main objective of the Culture Programme during the period under consideration, also made it possible to demonstrate the importance of exchange and dialogue for social cohesion and reconciliation. In that regard, special mention should be made of the enhanced interaction with the Alliance of Civilizations, set up by the United Nations in 2005, through the signing of a memorandum of understanding for cooperation between UNESCO and the Alliance in January 2008. The proclamation by the United Nations of 2004 as International Year to Commemorate the Struggle against Slavery and its Abolition, served to give fresh impetus to the cooperation and dialogue initiatives under the Slave Route Project, and to extend its scope to the Indian Ocean region, Asia and the Pacific and the Arab-Muslim world.

Programming framework

39.   Major Programme IV contributed directly to the achievement of MDGs 1 and 7, namely "to eradicate extreme poverty and hunger" and "to ensure environmental sustainability". Efforts focused on the protection and preservation of the heritage in all its forms – monumental, natural, intangible, the development of cultural industries and crafts, and viable cultural tourism policies. The Culture Programme also contributed to United Nations HIV/AIDS prevention efforts and to the achievement of MDG 6 by offering a cultural approach to preventive education.

Mainstreaming issues

40.   Implementation of the Approved Programme and Budget took account of Africa's priorities in the sphere of culture as set out by the African Union in the context of NEPAD (decisions adopted by the African Heads of States Summit on culture (Khartoum, 2006), including the Revised Charter for the Cultural Renaissance of Africa, the African World Heritage Fund, the Plan of Action for Cultural Industries, the Action Plan for the Promotion of Cultural Industries for Africa's Development and the Language Plan of Action for Africa). It also took into account needs for updating cultural policies expressed by the African States in the context of "One United Nations", by the African, Caribbean and Pacific Group of States (ACP) (Santo Domingo, 2006) and by the

Small Island Developing States (SIDS) (Seychelles, 2007). Action with regard to the gender issue focused primarily on strengthening the training of craftswomen, a field in which UNESCO has acquired recognized experience.

Decentralization

41.   Efforts to strengthen UNESCO's country-level presence in the area of culture were stepped up in order to assist the field offices in integrating cultural issues into United Nations Development Assistance Frameworks (UNDAF), Sector-Wide Approaches (SWAp), Joint Assistance Strategies (JAS) and so forth at the time they are drawn up. The end of the Medium-Term Strategy was also marked by a clear show of the Organization's capacity for reaction and adaptation as demonstrated by the decisive role it has played in the current United Nations reform, notably through the formulation and transmission of its key messages, and its active involvement in the "One Pilots", and in the context of establishing the UNDP-Spain MDG Achievement Fund in relation to which UNDP entrusted UNESCO with responsibility for organizing the evaluation of proposed inter-agency cooperation projects. The protection and promotion of cultural diversity has now been included in the Common Country Assessments (CCA) and the United Nations Development Assistance Frameworks (UNDAF) in a number of countries in Asia and Africa.

Partnerships

42.   The World Heritage Partnerships for Conservation Initiative (PACT) was established in 2002 through agreements with governmental and a wider circle of new actors. The World Heritage Centre continued to work closely with African States Parties to develop the African World Heritage Fund designed to help to finance preparatory assistance requests, conservation and management measures and rehabilitation of heritage on the African continent through the mobilization of governments, bi- and multilateral donors, NGOs and the corporate sector. Greater emphasis was also given to partnerships with NGOs and the private sector to address the development of sustainable tourism management policies, which is one of the most challenging conservation issues facing World Heritage properties.

43.   The Global Alliance for Cultural Diversity project, an experiment launched in 2002 to develop new forms of public-private partnerships, was pursued and links were forged with the measures to implement the Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Since diversity and dialogue are key areas for mobilization and cooperation, relations with partners were strengthened and new partnerships were formed to promote shared knowledge and appreciation of the values underlying them. In addition, regular cooperation was maintained with the United Nations Permanent Forum on Indigenous Issues (UNPFII) with a view to promoting the cultural identity of indigenous peoples and encouraging intercultural dialogue as a foundation for sustainable development.

Subprogrammes

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

44.   The World Heritage Centre has ensured a better monitoring of the conservation of World Heritage properties; introduced and developed new documentary management tools for World Heritage properties and developed new strategic policy lines. The World Heritage Convention has been promoted by encouraging Member States to ratify the World Heritage Convention in order to increase the number of States Parties; always with a view of ensuring a more representative, balanced and credible World Heritage List. In implementing the protection of World Heritage properties and in particular properties in danger, national capacities for the management and conservation of properties in danger have been strengthened. The World Heritage Centre should has also increased and/or reinforced its network of partners for the promotion of the 1972 Convention and ensured the coordination of international efforts to safeguard the cultural heritage of Angkor, Iraq and Afghanistan.

Achievements

– Two sessions of the World Heritage Committee have been organized, as well as the 16th session of the General Assembly of States Parties to the World Heritage Convention, and final reports (Decisions and Summary record) of two extraordinary and two ordinary sessions of the World Heritage Committee have been published.

– The World Heritage Committee has examined a total of 294 reports on the state of conservation of properties inscribed on the World Heritage List, including 65 of properties inscribed on the List of World Heritage in Danger. Eight properties were removed from the List of World Heritage in Danger in 2006 and 2007.

– The total number of States Parties to the World Heritage Convention has grown to 185 and since January 2006, 73 nominations were examined and a total of 40 new properties have been inscribed on the World Heritage List.

Challenges/lessons learned

• Implementing UNESCO programmes and actions require the cooperation of field offices and a large number of external partners and adoption of programme promotion tactics to suit those needs. Regional units dealing with state of conservation and on-site missions need to be strengthened and cooperation with field offices for on-site monitoring should be enhanced.

Subprogramme IV.1.2 – Identifying and safeguarding the intangible cultural heritage

45. An important activity has been the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. With an unprecedented pace of ratification (87 Member States), the Convention came into force on 20 April 2006. This was followed by the organization of one regular and one extraordinary session of the General Assembly of the States Parties, and two ordinary sessions and one extraordinary session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. Virtually all of the Operational Directives necessary for the Convention to become fully operational have been developed along with global standards for the effective safeguarding of intangible cultural heritage. Innovative pilot programmes have been launched at the national level, and further supported by national, regional and global workshops and meetings providing further capacity-building opportunities. The small Endangered Languages Programme has been continued and a number of visibility initiatives with broad impacts taken.

Achievements

– Twelve expert meetings at the national, subregional, regional and global level concerning diverse aspects of safeguarding intangible cultural heritage.

– Three expert meetings on safeguarding endangered languages, of which two focused on African languages and support to six pilot projects.

– Fourteen projects of assistance to Member States for safeguarding intangible heritage completed.

– Implementation of safeguarding plans for 45 declared Masterpieces, of which 10 were completed by the end of 2007 and 35 were in progress.

– Twenty-one projects of assistance to Member States for inventorying intangible heritage; 12 projects for strengthening transmission of intangible heritage.

Challenges/lessons learned

- The early entry into force of the 2003 Convention strained the capacity of UNESCO to provide the necessary support to the statutory organs of the 2003 Convention and required that some safeguarding implementation activities be deferred. Safeguarding intangible cultural heritage is a slow and lengthy process that does not allow for rapid assessment of results or quickly drawn lessons.

Subprogramme IV.1.3 – Protecting and rehabilitating cultural heritage

46.   Ten more States have ratified the 2001 Convention on the Protection of the Underwater Cultural Heritage, thereby bringing the number of States Parties to 16, with 20 being required for its entry into force. An evaluation of the implementation of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property was conducted and presented to the General Conference. Since 2006, six new States have ratified it. Basic actions concerning cultural objects being offered for sale over the Internet were prepared with the International Council of Museums (ICOM) and Interpol and sent to all Member States. The 14th 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 took place in June 2007. The Committee for the Protection of Cultural Property in the Event of Armed Conflict held its first meeting in two sessions, in October 2006 and in June 2007.

47.   An intergovernmental meeting held two sessions at Headquarters (July 2006 and March 2007), resulting in a vote on the adoption of a draft declaration of principles relating to cultural objects displaced in connection with the Second World War. At the 34th session of the General Conference, 34 C/Resolution 43 was adopted, inviting the Director-General to convene another intergovernmental meeting to reach a consensus on the basis of the text adopted in March 2007.

Achievements

–   Four new States Parties to the 1954 Convention; five new States Parties to the 1954 First Protocol; 11 new States Parties to the 1954 Second Protocol.

–   102 Member States and more than 700 legislative texts on the computerized database.

–   15 subregional training workshops on the 1954, 1970 and 2001 Conventions were held.

–   New Object ID Form prepared by UNESCO approved by ICOM, Interpol and the J. Paul Getty Trust and being disseminated.

Subprogramme IV.1.4 – Protection of cultural property

48.   Training manuals, in particular for museum professionals in least developed countries (LDCs) and post-conflict and post-natural disaster countries, were prepared, published, disseminated, used, translated and placed online for consultation. A particular effort was made to support trials of community museums and to encourage new approaches to museum studies. Sixteen museum-to-museum partnerships were established and many training and technical support activities regarding museums in LDCs were implemented, in conjunction with, among others, ICCROM, ICOM, ICOMOS-ICUCH, ILAM, AFRICOM and PIMA. The activities carried out focused on priority groups, with considerable importance given to Africa and the participation of professional women in training activities.

Achievements

–   Manuals for museums translated into a dozen or so languages.

– 16 partnerships established between museums; 40 digital inventories of collections made; and 45 training courses organized.

– Some 40 museums equipped with Internet and networked.

– Publication of 8 editions of *Museum International*.

Challenges/lessons learned

• The main difficulties encountered related to the lack of human and financial resources of countless museums the world over. Training tools and activities will continue to be developed and implemented in many countries.

Subprogramme IV.2.1 – Developing cultural policies

49. The UNESCO Universal Declaration on Cultural Diversity (2001), World Summit on Sustainable Development (2002), World Day for Cultural Diversity for Dialogue and Development (2002) and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005) have shaped the formulation of cultural policies in the past biennium. Genuine progress has been made by taking account of the principles of diversity in the United Nations Decade of Education for Sustainable Development, the cultural approach to HIV and AIDS, linkages between cultural and biological diversity, the role of indigenous people in safeguarding the environment and transmission of traditional knowledge. One example of taking those principles into consideration is provided by the report of the Alliance of Civilizations (2006). The statutory meetings under the 2005 Convention took place and the number of ratifications stood at 78 by the end of the biennium.

Achievements

– 10 feasibility studies on the role and possible operation of observatories on cultural diversity.

– Elaboration of research publications, studies and surveys at regional or international level, reviewing the notion of cultural diversity, establishing a state of the art worldwide as well as indicating evaluation practices.

– Cultural Diversity Programming Lens further developed updated and regional presentation and training workshop initiated.

– Publication of *UNESCO and the Issue of Cultural Diversity – Review and strategy, 1946-2004*.

Challenges/lessons learned

• Increased demands regarding this theme and, in particular, the 2001 Declaration and 2005 Convention, ranging from straightforward basic information to more complex political and legal implications in (re)formulating cultural policies and the review of the institutional structures concerned.

Subprogramme IV.2.2 – Promoting intercultural dialogue

50. Priority was given to the need to respect both freedom of expression and sacred beliefs and values and religious and cultural symbols, in the context of the Universal Declaration of Human Rights and the UNESCO Universal Declaration on Cultural Diversity. UNESCO acted alone or with partners (African Union, Council of Europe, ALECSO, ISESCO, Alliance of Civilizations, ASEM, United Nations Permanent Forum on Indigenous Issues, Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures, United Cities and Local Governments, UNESCO Chairs and several NGOs). The finalization of the last volumes of the *History of Humanity*, *General*

History of Latin America and *General History of the Caribbean* with a view to completing the whole series of histories was speeded up. In the framework of the Slave Route Project, UNESCO strengthened activities under this project in the Indian Ocean region, Asia and the Arab-Muslim world.

Achievements

–   Increased demands for the establishment of new cooperation agreements and UNESCO Chairs on dialogue, a corollary of cultural diversity (Memorandum of Understanding with the Alliance of Civilizations and with the World Public Forum "Dialogue of Civilizations").

–   Inventorying good intercultural practices, with the assistance of the network of UNESCO Chairs, in particular in the Arab world and Africa.

–   Strengthening of capacities, in particular through cooperation with the academic world (training seminars and establishment of UNESCO Chairs on intercultural dialogue).

–   Partnerships with NGOs and interfaith associations were strengthened (East Africa).

Challenges/lessons learned

•   Enhancement of a shared understanding within UNESCO (field and Headquarters), with DESD partners as well as Member States on the meaning and implication of mainstreaming cultural diversity and intercultural dialogue principles into national policies.

Subprogramme IV.2.3 – Sustaining cultural industries and crafts

51.   Inter-agency cooperation developed considerably, research linked to cultural industries was carried out in the Asia and the Pacific region, and a Plan on Cultural Industries for Africa's Development of the African Union was prepared. The priority given to languages and translation also led to the strengthening of actions in favour of books (World Book and Copyright Day, World Book Capital). With regard to crafts and design, the stress was placed both on training women craftworkers and strengthening quality crafts with the Seal of Excellence (which is to become the UNESCO award in recognition of excellence). With regard to copyright and combating piracy, the experiment of workshops for training trainers was continued. The Global Alliance for Cultural Diversity was continued and a network with more than 500 members was established. The World Conference on Arts Education held in Lisbon, in March 2006, produced a "roadmap" to assist States when drawing up education policies.

Achievements

–   The priority placed on Africa was extended to South-South cooperation for cultural industries, notably in the context of the support provided to seven festivals and markets.

–   Online publication of the *Copyright Bulletin* in all six languages; growth of the *Index Translationum*: the number of notices registered and published rose from 1,500,000 to 1,700,000 and the rate of monthly visits rose by an average of 1,400 visits a month.

–   Member States' willingness to integrate recommendations aimed at taking into account the artistic dimension in school curricula which was a result of their participation in the Lisbon Conference.

–   Promotion of the social status of artists through the World Observatory on the Social Status of the Artist enriched on a regular basis by new contributions.

–   Reinforcement of craftspeople's professional capacities, particularly craftswomen, and promotion of young craftspeople and designers through cooperation with trade fairs and salons and the extension of the Seal of Excellence in three regions.

Resources

51.   In managing for results, Major Programme IV made use of the following:

- Regular programme budget: $52,842

- Extrabudgetary funds: $78,945

- Staff establishment: 163 regular posts, including 114 professionals, 12 of whom are national professional officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).

Distribution of total expenditure

MP IV – Culture

RP: Direct activity costs
13%

RP: Indirect programme costs
0%

RP: Staff costs
26%

Extrabudgetary: other resources
50%

Extrabudgetary: self-benefiting resources
11%
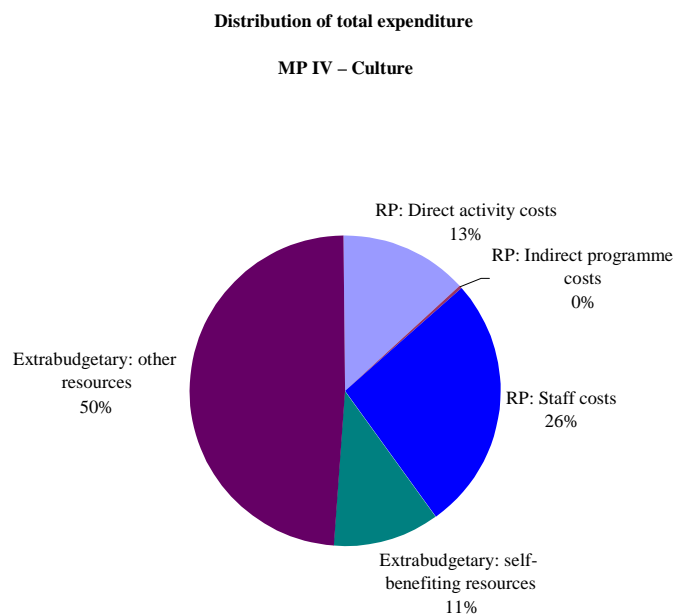
Conclusions and lessons for the future

52.   The main challenge concerns the need to ensure the implementation of the seven conventions in the field of culture that constitute the global framework for the protection and promotion of cultural diversity, more particularly those of 1972, 2003 and 2005. With regard to expectations related to the implementation of the 2005 Convention, which has been ratified at an especially rapid rate, in particular by the European Community as a whole, it abounds in promise and opportunities, in particular regarding the involvement and contribution of civil society in its implementation, as well as the promotion of international cooperation, fundamental pivot of the Convention, which will include in particular the integration of culture in sustainable development, cooperation for development and the establishment of innovative partnerships as the international experts mentioned at the expert meeting on international cooperation, which took place in Madrid (Spain) from 10 to 12 July 2007.

53.   Another challenge to meet concerns measurements of the diversity of cultural expressions, where everything must be invented, as was emphasized at the expert meeting on the statistical measurement of the diversity of cultural expressions held at the UNESCO Institute for Statistics, on 27 and 28 September 2007, in Canada. Efforts have been made with a view to the application of the operational directives for the 2003 Convention and, particularly, the first inscriptions on the

Lists related to it (Representative List of the Intangible Cultural Heritage of Humanity and List of Intangible Cultural Heritage in Need of Urgent Safeguarding). For the first time, at its 31st session (Christchurch, 2007), the World Heritage Committee carried out the first "de-listing" of a site on the World Heritage List and adopted a mechanism of "reinforced monitoring" aimed at ensuring the proper implementation of its decisions related to the state of conservation of World Heritage properties. The years to come will be a major challenge for the States Parties to the 1972 Convention in ensuring the management and conservation of their inscribed sites in line with the operational guidelines and the decisions of the Committee.

MP IV – Examples of major achievements and challenges in carrying out each of UNESCO's five functions		
Laboratory of ideas	**Achievements**	• The World Heritage List is becoming more representative, balanced and credible; Community participation is now a fifth strategic objective in the World Heritage processes; Impacts of climate change on World Heritage properties, investigated. • UNESCO's support to innovative pilot programmes in safeguarding intangible cultural heritage (ICH) at the national level, encouraging creative approaches to ensuring the viability of ICH within the communities to which it belongs.
	Challenges	• The evolving nature of the concepts related to the protection and conservation of World Heritage. • Safeguarding ICH is a process that does not easily allow for rapid assessment of results or lessons to be drawn quickly.
Standard-setter	**Achievements**	• UNESCO's leadership in implementing the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage has been confirmed by its rapid ratification and early entry into force. • Adoption by the UNESCO General Conference of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)
	Challenges	• Quantifiable results in this domain are difficult to obtain and efforts to achieve them hamper innovation and experimentation. • To ensure adequate geographical balance of Parties to the 2005 Convention and increase the number of ratifications in the Asia-Pacific and Arab regions.
Clearing house	**Achievements**	• A global database of all statutory documents, World Heritage processes and publications have been developed. • Good intercultural practices and case studies, with the assistance of the UNESCO Chairs network. Organization of information meetings and institutional representation at the highest levels in at least 50 different fora (2005 Convention).

	Challenges	• Maintaining and expanding the informational resources available on the 2003 Convention's website and huge information needs on the political and legal implications of the implementation of 2005 Convention. • New cooperation agreements and UNESCO Chairs must be harmonized so as to arrive at a typology presenting "good practices" as transposable to many different environments.
Capacity-builder in Member States	**Achievements**	• UNESCO's multiple safeguarding programmes implemented in Member States all focus on enhancing the operational capacity within those States rather than depending on external implementers. • Strengthening of capacities for the inclusion of the principles of cultural diversity and intercultural dialogue in policies for sustainable development and mutual understanding.
	Challenges	• Capacity-building is a long-term effort and its achievements are often realized in ways that may not be directly identifiable with a given intervention. • An interdisciplinary approach, based on case studies, is required so as to identify and acquire the skills needed in these new fields of action, in particular with the assistance of the tool "Cultural Diversity Programming Lens".
Catalyst for international cooperation	**Achievements**	• Ratification of the 2003 Convention by 87 Member States from all regions of the world, and their active participation in the General Assembly of the States Parties and the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. • US $1 million pledged for the future *International Fund for Cultural Diversity* and partnerships with research centres and organizations in the area of international cultural cooperation.
	Challenges	• Increased networking and information exchange is needed to maximize the potential for international cooperation in safeguarding ICH, especially through direct South-South and North-South-South collaboration. • The growing demand for new cooperation agreements and new UNESCO Chairs on dialogue among cultures raises conceptual, logistical and financial problems.

Major Programme V – Communication and information

Major trends and developments

54.   Information, communication and knowledge are at the core of human progress, endeavour and well-being. These principles which were highlighted in the United Nations Millennium Declaration were further articulated in the Declaration of Principles and the Plan of Action developed during the two phases of the World Summit on the Information Society (WSIS) held in Geneva (December 2003) and Tunis (December 2005). In a global environment where knowledge is being recognized as a driving force for social transformation and development, traditional and

new information and communication technologies (ICTs) open challenging opportunities to foster development and to contribute to poverty eradication and the preservation of peace.

55.   By setting up targets and designing new approaches to harness the potential of information and communication for development, WSIS reaffirmed the need for concerted efforts towards building "a people-centred, inclusive and development-oriented information society" and provided a framework for strategies, programmes and actions for the entire international community. The outcomes of the Summit were fully integrated in planning and implementation of Major Programme V and constituted a significant part of the activities of the Communication and Information Sector (CI) during the biennium.

56.   The concept of knowledge societies which UNESCO has been advocating – based on the four principles of freedom of expression, universal access to information and knowledge, access to quality education and the promotion of cultural diversity – is increasingly recognized as essential for attaining the Millennium Development Goals (MDGs), and progressively taken on board in United Nations system approaches for harnessing communication for development. The fact that UNESCO was being assigned one of the leading roles in the WSIS implementation process was recognition of its contribution as a significant actor in the area of communication and information for development.

Programming framework

57.   The implementation of MP V helped to consolidate progress made in the two previous biennia towards the 31 C/4 strategic objectives. Efforts with regard to the principal priority, "Empowering people through access to information and knowledge with special emphasis on freedom of expression", which was assigned 76% of the regular programme resources, focused on creating an enabling environment that is conducive to and facilitates universal access to information. The emphasis placed on "freedom of expression" is recognition of the fact that the issues of freedom of expression and of universal and affordable access to information and knowledge are interrelated. The Organization also supported media development by strengthening international cooperation and encouraging ICT applications in all its domains.

Mainstreaming issues

58.   The mainstreaming of the needs of Africa and least developed countries (LDCs) was a key concern throughout the programme, especially in areas such as capacity-building, development of policy frameworks for fostering universal access to information and promoting public service broadcasting. In Africa, LDCs and SIDS, most efforts were geared towards enhancing community access and participation, especially through community multimedia, libraries and information centres and networks, and the production of local content.

59.   While gender was mainstreamed in all programmes, particular emphasis was placed on activities aimed at women empowerment and gender equality, especially through training of women professionals, increasing women's participation in decision- and policy-making initiatives, and promoting their access to and use of ICTs for development. Similarly, participation of young people was encouraged by supporting training and networking initiatives, including through the INFOYOUTH Programme. Priority was also given to enhancing access to information of peoples with disabilities as well as disadvantaged and vulnerable groups.

Decentralization

60.   Decentralization continued to be a key feature in the planning and implementation of Major Programme V. In 2006-2007, decentralization of programme resources reached 54.5%, with the largest share devoted to Africa (17.4%). High priority was placed on the provision of policy advice by field offices, in such areas as universal access to information and knowledge, media legislation, as well as press freedom and media independence and pluralism. Enhancing the impact of

communication and information on sustainable development, especially in the context of United Nations common country processes was another key feature.

Intersectoral activities

61. Intersectorality was a strategic element of Major Programme V, with substantial efforts geared towards enhancing literacy, teacher training and quality education in the context of education for all (EFA) – jointly with Major Programme I and UNESCO Institutes; broadening access to scientific information through media and ICTs, in collaboration with Major Programmes II and III; advancing the use of ICTs in education, science and culture; and, jointly with Major Programme IV, reinforcing the contribution by the media to the dialogue among cultures. Intersectoral collaboration was further reinforced through the implementation of the 15 cross-cutting projects dealing with the CI-led cross-cutting theme on "the contribution of ICTs to the development of education, science, and the construction of a knowledge society". The results attained by some projects clearly demonstrate the potential impact of ICTs as a key tool for the delivery of information and services in all UNESCO's domains, and as catalyst for development and social change.

Participation in United Nations common country processes

62. The 10th United Nations Inter-Agency Round Table on Communication for Development, hosted by UNESCO in Addis Ababa in February 2007 was an important step in the development of a "Common United Nations system approach for harnessing communication for development to achieve the Millennium Development Goals". The approach developed to integrate Communication for Development principles and methodologies into programme planning and execution, monitoring and evaluation will in the long run contribute to ensuring greater coherence and coordination of action by United Nations agencies at the country level.

Partnerships

63. Building partnerships and achieving greater integration of efforts among the donor community and multilateral institutions in responding to development challenges in the field of ICTs remained a priority. Efforts resulted in increased synergies with the Global Alliance for ICT Development (GAID), the Global Knowledge Partnership, and regional initiatives such as the AU/New Partnership for Africa's Development (NEPAD). Efforts also helped to enhance the Organization's own intergovernmental cooperation mechanisms, the International Programme for the Development of Communication (IPDC) and the Information for All Programme (IFAP).

64. The collaboration forged with civil society, the private sector, especially IT industry, non-governmental organizations, professional associations and major institutions working in the communication and information areas was also reinforced, resulting in a number of new partnerships and alliances set up and a better prioritization of activities. Cooperation with international and regional NGOs and professional organizations continued to be an important feature of the Organization work especially with regard to the promotion of freedom of expression and media independence and pluralism. One of the significant achievements was the development of a holistic approach to strengthen UNESCO partnerships in assisting the reconstruction of independent and pluralistic media sectors in post-conflict countries.

Subprogrammes

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

65. A principal objective was to foster freedom of expression and universal access to information and knowledge as interdependent goals of strategic importance for building knowledge societies. Actions contributed to promoting the role of the media, including new media, as platform for

dialogue in a democratic governance framework. The celebration of World Press Freedom Day (3 May) and the outcomes of the international conferences on "Media development and poverty eradication" and on "Press freedom, safety of journalists and impunity" held on that day in Colombo (2006) and Medellin (2007) were prominent in raising public awareness of press freedom as was the award of the UNESCO/Guillermo Cano World Press Freedom Prize.

66.   UNESCO contributed to the creation of an international strategic partnership to reduce the digital divide and develop strategies for universal access, particularly by focusing on the implementation of the outcomes of WSIS. In the framework of the Information for All Programme (IFAP) and its three strategic priorities – information literacy, information ethics and information preservation, actions to promote policies and standards to raise awareness and monitoring progress towards universal access were consolidated and an evaluation of IFAP was carried out in 2006 recognizing IFAP as a potential "cornerstone for UNESCO and the multilateral system in addressing the issues of the 21st century arising from the emerging ICT", but requesting a strategic reorientation of the programme.

Achievements

–   Awareness of the importance of press freedom, freedom of expression, and the safety of journalists raised among decision-makers, media professionals and the public at large through the World Press Freedom Day, international conferences, regional and local monitoring mechanisms on press freedom violations and the World Press Freedom Prize.

–   Technical expertise provided on media legislation and regulatory frameworks for public service broadcasting through publications and advisery services to 20 Member States.

–   UNESCO's lead role in implementing the WSIS outcomes – including the facilitation of the implementation of six Action Lines in its areas of competence – clarified and consolidated.

–   Broader recognition by policy- and decision-makers of the ethical challenges of emerging knowledge societies achieved through publications and regional consultations.

Challenges/lessons learned

•   To raise awareness of national authorities on the need to adapt freedom of information and expression legislation and to address press freedom in cyberspace.

•   To promote media accountability, ethical standards and enabling a free, independent and pluralistic media sector.

•   To engage more actively Member States and other stakeholders in IFAP through review of its mission, strategic plan, and priority areas taking account of funding considerations and the role of IFAP National Committees.

Subprogramme V.1.2. – Fostering community access and diversity of content

67.   Capacity-building needs of communication and information professionals and related training institutions were addressed primarily through training of trainers, networking of institutions and the design of collaborative programmes. Activities included training of educators from developing countries in e-learning and establishing partnerships for training next generation ICT professionals. Training also focused on public service broadcasting as a provider of quality content on major development and societal issues.

68.   The development of infostructures, including libraries, archives, community multimedia centres (CMCs) and information service providers and the provision of information processing tools formed another focus of action. Significant progress was achieved through the CMCs programme

providing a successful platform for poverty eradication and sustainable development, governance, social inclusion and participative democracy.

69.   Major developments with respect to creation and preserving diverse content included the launch of an online platform for open content in non-formal education. The Memory of the World Programme (MoW) continued to develop as the international reference framework for information preservation. The World Digital Library was launched that will make significant collections of all cultures globally accessible and increase the presence of new languages on the Internet thus increasing digital representation in cyberspace as called for by WSIS.

Achievements

–   Institutional and professional capacity of communication training and broadcasting institutions including on basic safety measures and reporting on HIV and AIDS enhanced and more than 1,200 media professionals, including 30% women trained; nine regional training institutions supported.

–   Through mapping 96 African media/journalism training institutions, a database, criteria and indicators for defining potential centres of excellence established and model journalism curricula for journalism education launched.

–   Guidelines on best practices of PSB legislation and regulatory frameworks published and followed by capacity-building and awareness raising initiatives.

–   Over 130 pilot community multimedia centres (CMC) and community radio established or upgraded, in 32 countries, and 950 community volunteers, CMC staff and local leaders trained, including "scale-up" initiatives in Cameroon, Mali, Mozambique and Senegal.

–   More than 16,000 requests for information processing tools (CDS/ISIS, Greenstone and IDAMS) fulfilled and information specialists trained in use of software packages.

–   Thirty-nine new items inscribed on the Memory of the World (MoW) Register and human and institutional capacities to safeguard analogue and digital heritage enhanced.

–   Quality audiovisual productions from more than 80 developing countries and training modules on AV content supported, produced and distributed through the UNESCO Audiovisual Platform expanded to 4,000 users.

Challenges/lessons learned

•   To ensure long-term international cooperation to sustain training institutions and to develop a critical mass of training manuals and material in local languages.

•   To develop better enabling environments and clearer strategies for the implementation of CMC as one of the most effective community access model focusing on increased participation of women and building on intersectoral synergies with other UNESCO's community media initiatives, such as community learning centres.

Subprogramme V.2.1 – Fostering media development

70.   A principal goal of the programme was to strengthen communication media capacities in Member States and to enhance the impact of communication and information on community development by encouraging participation of citizens in media operations, mainly through the Intergovernmental Programme for the Development of Communication (IPDC) supporting the development of independent and pluralistic media, media pluralism and capacity-building of media professionals.

71. In post-conflict areas and post-disaster situations, UNESCO consolidated its holistic methodology for assistance to media development. A flexible system of collaboration was established with the main United Nations organizations active in this field (OCHA and UNDP) as well as with media development and press freedom organizations, enabling the Organization to be active in many countries despite its limited resources. The newest and very positive development in this field is the growing application of the triangular South-South-North model for capacity-building. Overall, the Organization's action has fostered the role that media can play in securing peace, in particular through a special initiative launched in January 2007 with the Power of Peace Conference in Bali, Indonesia, exploring the potential of ICTs for promoting tolerance and mutual understanding thereby contributing to dialogue and peace.

Achievements

– UNESCO's role as a major facilitator for international cooperation in the field of media development successfully consolidated through its regular programme and IPDC and 115 media development projects implemented in 80 countries totaling $2,750,000.

– Media development indicators and indicators for defining excellence in media training developed as a basis for interagency collaboration within UNDAF and other common country programming processes.

– Media's role strengthened in peace-building and reconciliation processes, developing dialogue activities with media professionals from conflicting sides and establishing joint exchange production programmes.

– Assistance provided to media in open and post-conflict situations in Afghanistan, Central African Republic, Democratic Republic of the Congo, Iraq, Liberia, Nepal, Somalia, Sudan and Uganda.

– Framework of the creation of the Power of Peace Network established to utilize the new media tools to enhance cultural self-expression and mutual understanding and tolerance.

– Development and strengthening of news exchange and co-production networks among media outlets and professionals (East Europe, Portuguese-speaking countries in Africa).

Challenges/lessons learned

• To continue to ensure an effective complementary funding of activities and projects by regular programme and extrabudgetary funds.

• To build sustainable local capacity as essential for successful media development in post-conflict situations and the reconstruction of an independent and pluralistic media landscape in post-conflict situations and to ensure that UNESCO remains involved in peace-building activities from the very first outset of international assistance.

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

72. As the impact of ICTs on teaching and learning has been steadily increasing providing opportunities for expanding traditional education processes and systems action aimed at enhancing literacy, teacher training and quality education at all levels through media and ICTs, providing innovative solutions towards the integration of ICTs in teaching and learning.

73. By deploying open source solutions for the learning management systems, developing portals for open educational resources, and evaluating the usability of open courseware resources, UNESCO has facilitated the development and availability of high-quality e-education content and resources in local languages, including promoting quality e-education services, open and virtual universities, digital libraries of learning objects, and advancing the use of robust FOSS solutions in

education. As the critical lack of high quality science content in the media and on the Internet continued to hamper access to knowledge in many parts in the world, action focused on broadening access to scientific and technological information through media and ICTs.

Achievements

–   Complete set of standards for ICT competencies of teachers prepared in collaboration between UNESCO and key private sector partners.

–   Miftaah project launched to develop and disseminate FOSS in the Arab region and establishment of a Moodle-based university portal in three universities in Central Asia.

–   Forty-six science documentaries acquired through a UNESCO-BBC World Trust Partnership distributed to national broadcasting services in 41 African and nine Asian countries.

–   Training needs of science journalists identified, syllabus on science journalism prepared as part of the model curricula for journalism education and science journalism capacities of media trainers and journalists in Africa, Asia and Latin America enhanced.

Challenges/lessons learned

•   To ensure availability and networking of trained professionals science journalists, and adequate financial and human resources for local production of science documentaries.

•   Need of state-funded broadcasting services to consider science communication as a public service remit.

Resources

74.   In managing for results, Major Programme V made use of the following:

•   Regular programme budget: $32,955

•   Extrabudgetary funds: $36,446

•   Staff establishment: 88 regular posts, including 63 professionals, 12 of whom are national professional officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).

Distribution of total expenditure

MP V – Communication and information
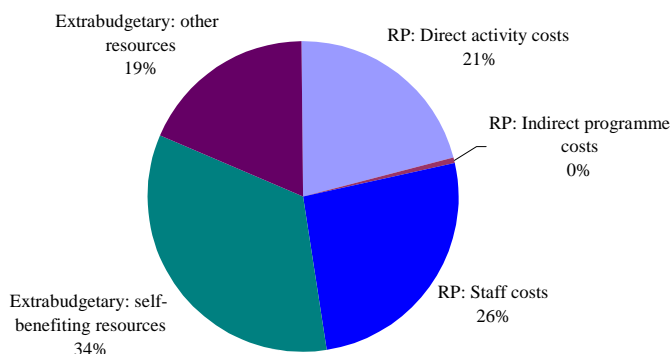
Conclusions and lessons for the future

75.   The results achieved during the biennium contributed to further promoting the free flow of ideas and universal access to information while at the same time fostering the expression of pluralism and cultural diversity in the media and the information networks and increasing access to them for all. Among the lessons learned is the need to continue linking upstream and awareness-raising campaigns, for example, for freedom of expression and information literacy, with concrete capacity-building initiatives, preferably at the institutional level. Another lesson learned is the importance on building on agreed instruments, such as the "Promotion and use of multilingualism and universal access to cyberspace" (2005) and the "Charter on the preservation of digital heritage" (2003), in devising strategies for enhancing universal access and preservation.

76.   Multidisciplinary approaches and intersectoral collaboration are also essential in fostering communication and information for development and building knowledge societies – in line with the recommendations of the UNESCO *World Report*. One of the critical challenges for the CI Sector and for UNESCO as a whole will be to fulfil its mandate with regard to the implementation of WSIS outcomes.

MP V – Examples of major achievements and challenges in carrying out each of UNESCO's five functions		
Laboratory of ideas	**Achievements**	• UNESCO's proactive position and contribution as well as strengthened cooperation with stakeholders such as the European Commission, Göteborg Clearing House allowed promoting and enhancing media education. • Power of Peace initiative launched to explore the potential of media and ICTs for promoting tolerance and mutual understanding thereby contributing to dialogue and peace.

	Challenges	• Media literacy is embryonic in most of the developing countries: introducing it in schools curricula would require appropriate teacher-training strategies. • Power of Peace initiative requires multidimensional strategies, multistakeholder support, and large-scale funding.
Standard-setter	**Achievements**	• Collaboration between UNESCO and key private sector partners resulted in standards for ICT competencies of teachers that is expected to have a global impact on teacher-training practices after undergoing expert review/validation.
	Challenges	• Strategic partnerships with key private sector players have significantly boosted ability to both deliver to Member States and impact on the practices of the private sector. However, these require new and innovative modalities regarding the management of private sector partnerships and extrabudgetary funds.
Clearing house	**Achievements**	• As profound violations of the right to free expression and freedom of the press continue around the globe, the International Freedom of Expression Exchange (IFEX) – created in 1992 with initial support and funding from several organizations, including UNESCO, through its IPDC – has emerged as a strong and growing force providing for a rapid, world wide and coordinated response to these violations. Comprised of 81 organizations – from all geographic regions – IFEX draws together a tremendously diverse and dedicated global community. The Action Alert Network is one its central component.
	Challenges	• Challenges include maintaining relationships with key organizations, supporting, and strengthening fledgling freedom of expression organizations in all parts of the world.
Capacity-builder in Member States	**Achievements**	• More than 1,200 media professionals have been trained in partnership with important stakeholders; UNESCO has finalized a unique mapping of 96 African media/journalism training institutions, a database and a consensus-originated set of criteria and indicators for defining potential centres of excellence among these institutions and launched a model journalism curriculum for journalism education.
	Challenges	• A wide range of networking possibilities and other benefits could arise, such as collaborative programmes, curriculum development, textbook development and exchanges. A system of quality assurance for media development and training is an important challenge.
Catalyst for international cooperation	**Achievements**	• UNESCO-led resolution adopted at the 10th United Nations Inter-Agency Round Table on Communication for Development provides that United Nations agencies will promote and enhance a "Common United Nations System

		Approach for Harnessing Communication for Development to Achieve the Millennium Development Goals", integrate Communication for Development principles and methodologies into programme planning, execution, monitoring and evaluation, incorporate them into CCA/UNDAF guidelines and engage greater coherence and coordination of Communication for Development at the country level.
	Challenges	• The challenge is to further build up and consolidate UNESCO's position and role in the field of media, to strengthen partnerships with major stakeholders and to internalise the processes of communication for development at country level United Nations teams and to establish a regular mechanism to coordinate at the Headquarters levels.

UNESCO Institute for Statistics (UIS)

77. The UNESCO Institute for Statistics (UIS) was established in November 1999 in order to foster a culture of evidence-based policy both nationally and internationally through the collection and use of high quality and timely data in education, science and technology, culture and communication. In 2006-2007, UIS underwent an external evaluation, which was extremely positive and timely. It confirmed the relevance of the UIS work programme as well as the high quality of its activities and results. Yet it also provided critical insight on ways to improve the functioning of the Institute.

Achievements

–   Based on this evaluation and consultations with stakeholders, UIS implemented a series of initiatives developed internally in 2006-2007. This has included centralizing all data-processing activities within a single unit. The streamlining enables UIS to make considerable gains in efficiency by introducing greater standardization and automation in the collection and verification of data across all programme areas.

–   As a result, UIS has been able to devote greater resources to improving data quality. The section responsible for educational outputs has been reinforced in order to improve the relevance, comparability, timeliness and completeness of education indicators. For example, UIS data are being analysed in relation to a wide range of data sources to reinforce their consistency and reliability.

–   This focus on data quality has also led UIS to seek greater regionalization across key programme areas. Education staff are responsible for specific regions and countries and now link directly to UIS regional advisers in field offices with the objective of forging closer relations with national producers and users of data in order to deliver more relevant data.

–   UIS is therefore seeking to expand its network of regional advisers, notably by securing funding for the Arab States with a team based at the UNESCO Regional Bureau in Beirut. This proposal is considered a priority given the growing demand for statistical assistance in the region and for better quality data.

–   In response also to problems raised by the evaluation, UIS has adopted a new approach to deliver statistical capacity-building (SCB) projects. UIS also began the completion phase of a major SCB programme undertaken in 11 countries and funded by the European

Commission. In addition, detailed needs assessments were produced for 15 countries as well as several tools to monitor progress in statistical capacity-building and data quality.

– A new partnership-based approach has also been applied to the Literacy Assessment and Monitoring Programme (LAMP). While assisting the remaining three out of six pilot countries to complete their field tests, UIS will work with a range of partners to expand the programme.

– The Institute continues to take a proactive approach to data quality by developing new statistical concepts, methodologies and standards. For example, through the World Education Indicators (WEI) Programme, national statisticians designed and completed the first international survey of primary-school conditions. In addition, a new series of reports enables WEI countries to compare their results with data from countries of the Organisation for Economic Co-operation and Development (OECD).

– UIS education and literacy data were featured in reports and international databases, such as the EFA *Global Monitoring Report*, the *World Development Indicators* (World Bank), the *Human Development Report* (UNDP), the *State of the World's Children* (UNICEF), and the Millennium Development Goals.

– The UIS publication, the annual *Global Education Digest*, presented new indicators on the mobility of tertiary students (2006) as well as a range statistics on education finance (2007).

– The UIS report, entitled *Teachers and Educational Quality: Monitoring Global Needs for 2015* (2006), continues to spur considerable interest among the international community. A special database is being set up in follow-up.

– To improve the quality of literacy data, UIS introduced a new forecasting model and more consistent methodology.

– More than 800 national statisticians and policy planners were trained on the use of data for education policy-making purposes through regional workshops. In the field of science, more than 200 statisticians from 67 countries were trained on the use and development of international survey instruments.

– In 2006, UIS launched a special project to improve education finance statistics in nine sub-Saharan African countries. Following UIS site visits, six countries continue to report these data without assistance.

Challenges/lessons learned

• Given the limited resources for the non-education fields, UIS has sought to focus on core sets of indicators while working closely with Member States to ensure that international survey instruments properly reflect their needs and contexts. Following up on this work remains as a challenge.

B. Participation Programme (PP)

78. The transparency and intersectorality of the Participation Programme continued to improve.

Achievements

– 1,033 requests were approved for 147 Member States and Associate Members, and 63 requests for international non-governmental organizations, representing a total amount of $18,312,800.

– Fifty-one requests for emergency assistance had been approved for a total amount of $1,687,200.

– A number of OECD Development Assistance Committee member countries replied positively to the call from the Director-General to favour the least developed countries by abstaining from proposing Participation Programme requests. These countries include: Belgium, Canada, Finland, Greece, Ireland, Italy, Japan, Luxembourg, Norway, Portugal, Spain, Sweden, Switzerland, United Kingdom and United States of America. In addition to these countries, India, who is not an OECD-DAC Member State, also decided to abstain in favour of LDCs, developing countries, and countries in transition.

Challenges/lessons learned

- To speed up the review and approval processes for the Participation Programme request.

C. Programme-Related Services

Coordination of action to benefit Africa (AFR)

79. The Africa Department ensured that, in UNESCO's fields of competence, the national development needs of the African Member States and the priorities of the New Partnership for Africa's Development (NEPAD) were taken into account, and that of the programme objectives laid down by the governing bodies with regard to Africa were achieved.

80. Thanks to its efforts to promote, coordinate and monitor action for Africa, the Department contributed to a better integration of UNESCO's activities in favour of Africa, the improvement of the delivery of UNESCO's programme in the region, reinforced cooperation between the Organization and its African Member States, and finally to the promotion of Africa as a major priority for the Organization, as reflected in the Medium-Term Strategy for 2008-2013 (34 C/4) and the Approved Programme and Budget for 2008-2009 (34 C/5 Approved). In both the development and the execution of UNESCO's programme in the region, the Department argued for a "concentric circles" approach, based on subregional economic communities as the pillars of integration, in accordance with the exigencies of regional integration articulated by the African Union.

81. The Department also facilitated the establishment of a strategic partnership with the African Union (AU) in the implementation of its programmes related to the Organization's fields of competence. That was also the case for the implementation of the AU/NEPAD plans of action pertaining to (i) the Second Decade for African Education, (ii) the scientific and technological development of Africa, (iii) African languages, and (iv) cultural industries and the African World Heritage Fund.

Achievements

– Cooperation with the African Member States strengthened, including at the regional and subregional levels, especially on the occasion of the ten visits made by the Director-General to the region and regular audiences with African officials;

– Closer relations with Permanent Delegations to UNESCO (notably the Africa Group) and our African institutional partners, through regular thematic or sectoral information meetings;

– Recommendations of FOSRASUN (Forum of the Regional and Subregional African Organisations in support of cooperation between UNESCO and NEPAD) and of the UNESCO Committee for NEPAD implemented, helping to make UNESCO a privileged partner of the African Union in the implementation of its programmes related to the Organization's fields of competence.

Challenges/lessons learned

- Reinforce intersectorality as an approach to the development and implementation of the Organization's initiatives for Africa.

Fellowships Programme (FP)

82.   UNESCO fellowships remain in high demand.

Achievements

–   During the last biennium, UNESCO awarded 336 short-term fellowships in areas closely aligned to its priority programmes and strategic objectives, under both regular and extrabudgetary programmes, for a total value of $4,975,140, including 271 fellowships awarded through cost-sharing with donors and funds-in-trusts arrangements.

–   Progress in coordination with other United Nations agencies to harmonize fellowships administration policies and standards and to share information on best practices.

Challenges/lessons learned

•   A significant challenge or difficulty is to have more female candidates designated by Member States, particularly in the Africa region.

•   UNESCO should be represented regularly at the biennial United Nations Senior Fellowships Officers Meeting.

Public information (BPI)

83.   BPI provides the public at large with information on and about UNESCO and does this through direct contact with the media worldwide. The comprehensive communication plan (at Headquarters and in the field), outlined in 2006-2007, served to determine more clearly, upstream, the most appropriate information actions in line with programme priorities and, downstream, to improve information products through the setting of quality standards and the putting into place of support services for the sectors.

Achievements

–   Rationalization of the communication function and enhancement of the Organization's visibility through the adoption of new working methods, utilization of new communication systems and systematic use of the partnerships entered into by the Organization as vectors for UNESCO's image (of its name and emblem), resulting in:

       •   a doubling of the number of articles devoted to UNESCO in the international press (112,968 articles in 2007);

       •   a growing number of radio and television programmes; and

       •   a doubling in two years of the audience of the Internet portal with peaks reaching over 7 million visitors per month.

–   Development of performance indicators for the press, television and Internet so as to objectivize the concept of the Organization's "visibility" and monitor its evolution.

–   New publications policy initiated, henceforth covering publications for sale and free-of-charge publications subjected to joint programming and to comparable quality criteria.

–   Transition from the paper version of the "UNESCO Courier" to its monthly online version in the General Conference's six working languages (with more than 22,000 subscribers).

–   New internal communication tools, whose relevance and effectiveness were illustrated by surveys conducted among users, put in place: integrated calendar of events,

UNESCOMMUNICATION bulletins (266 issues produced and sent by email), "60 minutes" weekly information discussion/meetings (more than 100 meetings).

Challenges/lessons learned

- Establishment, in each programme sector, of a pole of expertise in information and communication to liaise with BPI in order to ensure programming monitoring and exercise quality control on the basis of the standards set for the entire Organization.

- Refinement of performance indicators so as to obtain sharper appraisals of the Organization's reputation and understanding of its action among representative audiences, a limiting factor being the high cost of the studies which would be necessary.

- Development of multilingualism in respect of contents as a key factor for reaching wider audiences.

Strategic planning and programme monitoring (BSP)

84.   The Bureau of Strategic Planning (BSP) continued to develop UNESCO's programming policies and reform, among others through the preparation of documents 34 C/4 and 34 C/5, aiming at coherence of the Organization's action involving all its programme sectors, stronger intersectoral engagement and enhanced programme concentration, complemented by a systematic application of the RBM methodology. In addition, BSP strengthened its monitoring of programme implementation, especially through the EX/4 and C/3 documents.

85.   BSP intensified the Organisation's involvement in all programme-related interagency coordination mechanisms such as CEB and UNDG and their subsidiary bodies, in the context of United Nations reform and the "Delivering as One" process, seeking to strengthen coherence of the United Nations system and to promote gender mainstreaming. BSP took active part in shaping UNESCO's positions, provided backstopping to the eight pilot countries, managed the disbursement of UNESCO programme funds benefiting participation by field offices in common country programming, established a dedicated website and launched and coordinated the preparation of the UNESCO country programming documents (UCPD). BSP also delivered extensive training on United Nations reform as well as on country-level programming processes, fostering the linkage between United Nations reform and UNESCO's methodology for RBM and programme monitoring through SISTER.

86.   In the area of gender equality and women empowerment, one of two global priorities of document 34 C/4, BSP continued to (i) sharpen UNESCO policies and programmes, (ii) reinforce UNESCO's capacities, (iii) raise UNESCO's profile and visibility within the United Nations system and with other intergovernmental organizations, (iv) contribute to interagency cooperation and coherence, (v) offer gender mainstreaming training to Headquarters, field offices and National Commissions, and (vi) strengthen the political support for gender equality and women's empowerment at the national, regional and global levels.

87.   Finally, BSP supported the mainstreaming of culture of peace and youth throughout UNESCO's programmes, as well as activities dedicated to the dialogue among civilisations, cultures and peoples.

Achievements

–   Preparation and development of draft document 34 C/4 and draft document 34 C/5, and of four statutory reports (EX/4 Part I, C/3) on the execution of the approved programme.

–   Publication of the first series of UNESCO country programming documents (UCPD).

–   Preparation of UNESCO strategic documents on the United Nations reform process, including gender equality issues, and on special themes such as the UNESCO strategy on climate change, and of documents for thematic debates by the Executive Board.

–   Delivery of comprehensive training/coaching workshops for Headquarters and field office staff on RBM and results formulation, on United Nations reform, on common country programming with emphasis on UNDAF (202 staff members trained in seven regional, subregional and national workshops) and gender mainstreaming (250 participants) and formulation of related guidelines (such as the newly issued *Guiding Principles on Results-Based Programming, Management and Monitoring (RBM) at UNESCO*).

–   Management of SISTER as part of the Steering Committee, and delivery of training to staff from Headquarters and field offices.

–   Gender equality issues integrated more systematically into UNESCO's key policy documents as a result of targeted training.

–   Innovative public-private partnership with Sony Ericsson Women's Tennis Association (WTA) Tour established.

–   Promotion of women's leadership through international events, such as the International Conference on Women's Leadership for Sustainable Development (Israel, November 2007).

–   Promotion and coordination of the intersectoral approach to the dialogue among civilizations, cultures and peoples, including multi-stakeholder involvement and gender dimension, with emphasis given to regional approaches such as the annual summits of presidents from south-east Europe or an African regional conference.

–   Resources for the UNESCO/Daimler public-private partnership "Mondialogo" to promote dialogue among students from diverse cultural backgrounds secured through extrabudgetary funding to the end of 2009.

–   Coordination of UNESCO's intersectoral contribution to the United Nations Counter-Terrorism Implementation Task Force.

–   Awareness raised about the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) and coordination of global progress reports to the United Nations General Assembly on the implementation of the Programme of Action on a Culture of Peace. Peace-building dimensions integrated in DPKO (United Nations Department for Peacekeeping Operations) training guidance and material.

–   Coordination of UNESCO's contribution to the implementation of the Programme of Action for the LDCs and organization, jointly with the Education Sector, of a meeting of ministers of education from least developed countries (LDCs) leading to the identification of priority needs.

–   Youth concerns and issues promoted and mainstreamed into programmes and monitored, including the provision of practical tools and the organization of five training sessions for staff at Headquarters and in the Arab, Africa, Latin America and Caribbean regions.

Challenges/lessons learned

•   Intensification of intersectoral approach.

•   Broad-based and consistent RBM application with well-articulated and measurable results.

•   Improved monitoring and timely corrective actions.

- Critical need of adequate training on insertion in United Nations system efforts to enhance coherence of action at country level and to enhance UNESCO's timing and quality of delivery.

- Importance of consistent involvement in the United Nations reform process for proactive formulation of policy frameworks, deliverables and modalities of action.

- Stronger integration of gender equality in key programming documents must be matched with concrete activities in Gender Equality Action Plan, under preparation, and must attract a critical mass of resources to attain objectives.

Budget preparation and monitoring (BB)

88.   The Bureau of the budget provided advice to the Director-General and acted as liaison on budgetary matters to the various sectors, bureaux, offices and institutes as well as to Member States and other United Nations organization and entities, such as the High-Level Committee on Management (HLCM) of the Chief Executives Board (CEB).

Achievements

–   Budget administered in accordance with the approved work plans, including the preparation of regular monitoring reports for the Director-General, the College of ADGs, the Committee of Budget and Finance (CBF) and the Organization's governing bodies.

–   Director-General's preliminary budget proposals for draft document 34 C/5 prepared for review and final approval by the Executive Board and the General Conference.

–   Contribution to the design of the new integrated management information system within the framework of UNESCO's reform process, including STEPS and SISTER.

–   Integration of regular programme and extrabudgetary operations enhanced.

–   UNESCO's cost recovery policy implemented and active involvement in inter-agency consultations to share and harmonize cost recovery practices.

Challenges/lessons learned

- Continuing efforts are required to ensure that all costs to be incurred by the Organization in the implementation of extrabudgetary projects are duly budgeted for under these projects.

- Further efforts need to be invested in the customization of UNESCO's Enterprise Resource Planning (ERP) systems and of their related IT facilities in order to better adapt these tools to the management needs of the Organization.

General Policy and Direction

A.   Governing bodies

Secretariat of the General Conference (SCG)

89.   The Secretariat of the General Conference was responsible for the preparation, holding and follow-up of the 34th session of the General Conference (Paris, 16 October-2 November 2007). The main services provided were the servicing of the activities of the President of the 33rd session, notably in the implementation of responsibilities assigned to him under 33 C/Resolution 92 (establishment and backstopping of an ad hoc Working Group on the "three organs"), as well as the organization of the session proper. This was done in the context of severe resource constraints and called for innovation and streamlining in the logistical and technical planning operations, including the suppression of some services and the restriction of pre-session documentation.

Achievements

–   34th session of the General Conference held in good conditions from the technical point of view despite resource constraints and a further increase in the number of delegates (3,463 from 185 Member States were registered, including 279 ministers, vice-ministers and secretaries of state, some 400 IGO and NGO observers; the Conference also received visits from nine heads of state, two prime ministers and one spouse of a head of state).

–   Documentation falling within the terms of the statutory deadline dispatched on time.

–   Delegates' Information Services and facilities revamped under the responsibility of BPI, and information guidance greatly improved.

Challenges/lessons learned

•   Density of organizational concerns and the short period between the end of the autumn session of the Executive Board and the beginning of the Conference.

•   Coping with the maximum capacity of the Plenary Hall (Room I).

•   Conflict between an ever-heavier agenda and the gradually shorter duration of the session.

•   Density of events during the first week of the Conference.

•   Existence of organizational concerns regarding events outside the SCG planning processes but yet major features of the Conference (ministerial round tables, youth forum, civil society forum; exhibition).

Secretariat of the Executive Board (SCX)

90.   The Secretariat of the Executive Board (SCX) serviced meetings of the Executive Board and provided the support needed for the follow-up to its decisions, in particular by liasing between the Chair of the Board and the Secretariat. SCX thus assisted the Executive Board in its reflections on its working methods, in particular to ensure the follow-up to 33 C/Resolution 92 on relations between the three organs of UNESCO.

Achievements

–   Technical support provided for the proper functioning of the sessions of the Executive Board and the meetings of its ad hoc working groups, including during the intersessional periods.

–   Communication and information destined for the Members of the Board and the Permanent Delegations improved.

Challenges/lessons learned

•   Particularly heavy agendas for Executive Board sessions, the number of days of which remains unchanged.

B.   Direction

Office of the Director-General (ODG)

91.   The Office of the Director-General (ODG) coordinated the development and implementation of the Organization's policies, and contributed to strengthening relations with Member States as well as the United Nations system and to enhancing the Organization's visibility.

Achievements

–   Rational policy-making and collegial responsibility enhanced through increased regularity and efficiency of the College of ADG and Directorate meetings.

–   Leadership provided on key strategic issues such as overall review of Major Programmes II and III, review of the decentralized field network and guidance provided for UNESCO's positions and insertion in United Nations reform activities.

–   Major political issues managed effectively through improved working methods with programme sectors and central services.

–   Implementation of the Director-General's decisions facilitated by the efficient organization and follow-up of the Director-General's bilateral meetings and official visits and the more direct involvement of decentralized bodies in the implementation of the Director-General's commitments.

–   Enhanced communication of the Director-General's messages and position on key issues of global political concern, especially in key programme areas.

Internal Oversight (IOS)

92.   The Internal Oversight Service (IOS) provided a consolidated oversight mechanism covering internal audit, evaluation, investigation and other management support. IOS is functionally and organizationally independent of the primary control and accountability mechanisms and reports directly to the Director-General.

Achievements

–   Risk management proposals developed, including an action plan, a risk management policy and a risk management guide, as well as training material.

–   Oversight Committee reconstituted to consider ways and means of further improving internal controls.

–   Sixteen evaluations conducted and completed, 14 of which presented to the Executive Board.

–   A total of 12 audits undertaken (three field offices, three institutes, six Headquarters units).

–   Results of IOS evaluations and audits used by management to improve programme delivery and operational processes, for example: (i) remedial actions planned to address the critical deficiencies identified in the Organization-wide security review of the UNESCO IT network. (ii) restructuring of the Statistical Capacity Building Programme and of the Literacy Assessment and Monitoring Programme, as a result of the evaluation of UIS.

–   Evaluation handbook for UNESCO staff and key stakeholders, as well as six evaluation tools and a CD-ROM for UNESCO staff, prepared to support the evaluation process and improve the quality of evaluations.

–   Training of field and institute staff, including during field audits, on policy and internal control issues.

Challenges/lessons learned

•   Need for clearer articulation of expected results and more specific performance indicators and benchmarks to facilitate subsequent monitoring, evaluation and reporting.

- Slow action in implementing audit and evaluation recommendations by some units.

- Disseminating key lessons from evaluation and working with management teams to help guide the action that needs to be taken to address the key issues raised.

- Advocating for the full integration of evaluation into the results-based management process.

International Standards and Legal Affairs (LA)

93.   Legal advice was provided for the formulation of decisions and resolutions, and the finalization of legal instruments and documents, in particular for questions relating to the application and interpretation of the Constitution or other statutory and legal texts of the Organization, the legal status and privileges and immunities of the Organization, the conclusion and application of agreements with Member States or other organizations, and contracts pertaining to the execution of UNESCO's programme.

Achievements

–   Ongoing legal assistance to the General Conference, the Executive Board and their subsidiary bodies, especially the Committee on Conventions and Recommendations of the Executive Board and the Credentials Committee of the General Conference, and to intergovernmental bodies responsible for monitoring the conventions and meetings convened by UNESCO.

–   More than 280 instruments of ratification examined.

–   Preparation of a succinct comprehensive report on the Organization's standard-setting activities and contribution to the promotion of its standard-setting instruments through the organization of a symposium on 60 years of standard-setting action by UNESCO, and on the achievements and future challenges of standard-setting.

–   Ongoing legal assistance to the programme sectors and to other Secretariat services, making it possible also to ensure a strict application of the rules and procedures concerning the Organization's activities.

–   The Organization's name and emblem protected against unauthorized uses.

–   The interests of the Organization defended against legally unfounded claims, in particular on the part of contractors (savings estimated at nearly $2.5 million).

–   Contribution to the dismissal or amicable settlement of several claims brought by staff members against the Administration before the Appeals Board and Administrative Tribunal of the ILO (savings of more than $4 million compared to the initial claims).

Challenges/lessons learned

- Maintain the quality of legal advice and services in the face of an ever-growing number of requests for legal advice and human resources that remain unchanged.

Support for Programme Execution and Administration

Field management and coordination

94.   The Bureau of Field Coordination (BFC) provided managerial and administrative backstopping to field offices (FOs), catalysed improved communication, cooperation, networking and resource sharing among the different types of FOs (regional bureaux, cluster and national offices), supported UNESCO's participation in joint United Nations responses to post-conflict and

post-disaster situations and increased awareness of field security issues. Particular emphasis was placed on FOs' accountability and participation in joint United Nations initiatives at country level.

Achievements

–   Financial procedures (for field office Directors/Heads and Administrative Officers and support staff), post-conflict and post-disaster responses and field security, implemented.

–   Institutional training, benefiting all types and level of personnel and providing overall insight on UNESCO's mandate, priorities, structure and working methods, implemented in 10 FOs.

–   Reviews of 15 selected FOs conducted jointly with the Bureau of the Comptroller (BOC) to provide in-depth mentoring and training, and assistance for implementation of pending audit recommendations.

–   Enhanced administrative and substantive backstopping provided by Headquarters for FOs to effectively engage in common country programming exercises (21 FOs participated in these processes in 31 Member States), as a result of advocacy work carried out in cooperation with BSP.

–   UNESCO Office in Sudan established, with main premises in Khartoum and an antenna in Juba, as authorized by 175 EX/Decision 25.

–   Security crisis situations promptly managed and effectively coordinated to ensure safety of staff.

Challenges/lessons learned

•   Adapting UNESCO's decentralization setup and strategy to the country focus of the United Nations reform.

•   Stronger advocacy work required to ensure that UNESCO's role in joint United Nations recovery, reconstruction and reconciliation responses to post-conflict and post-disaster situations is fully recognized by United Nations partners and donors.

•   Adherence to security procedures and lines of authority needs to be consolidated through further training and other measures that will be implemented in the 2008-2009 biennium.

External relations and cooperation

95.   The Sector for External Relations and Cooperation has continued its efforts to: (i) strengthen UNESCO's relations with its Member States, Associate Members and observers; (ii) improve coordination with the United Nations system and with other intergovernmental organizations; and (iii) further mobilize civil society and extrabudgetary funding sources, thereby contributing to strengthen the impact and outreach of UNESCO's activities and programmes.

Achievements

Relations with Member States

–   Cooperation with Member States enhanced, including at regional and subregional levels, as well as at the highest political level, notably on the occasion of the Director-General's official visits to 50 Member States.

–   Close relations maintained with Permanent Delegations and the established groups of Member States at UNESCO through the organization of 46 thematic or sectoral information meetings.

– Continued progress towards universality in UNESCO membership with 193 Member States now: Montenegro joined and Singapore rejoined the Organization respectively on 1 March and 8 October 2007.

National Commissions for UNESCO

– Training and networking events for new secretaries-general and other National Commission staff across the regions carried out to strengthen the operational capacities of National Commissions for efficient and effective outreach activities and to foster a knowledge-based and proactive approach by National Commissions to their statutory role in programme planning and implementation.

– 111 out of 193 National Commissions registered and provided access to the database on National Commissions, as well as training materials to facilitate access and data updates.

– Practical Guide for National Commissions updated.

– About half of the National Commissions have developed their own websites, several using the software designed and provided by the Secretariat.

Partnership with elected representatives

– Cooperation with the Interparliamentary Union pursued to strengthen the legislative, political and financial support for UNESCO's programme priorities.

– Regional thematic parliamentary meetings held, notably to discuss support to education policies.

– 72 parliamentary focal points for UNESCO established in national parliaments.

– Cooperation between UNESCO and the United Cities and Local Governments (UCLG) further strengthened through the signature of a cooperation agreement and the adoption of a joint programme of cooperation for 2008-2009.

UNESCO Clubs

– Support provided to the UNESCO Clubs Movement, notably the European youth meeting of the UNESCO Clubs Movement in Athens and the second ad hoc meeting for UNESCO Clubs in the Latin America and the Caribbean in Kingston.

Non-governmental organizations

– Contribution of international NGO partners to the work of UNESCO assessed, and recommendations for improvement endorsed by the 34th session of the General Conference.

– NGO Committee strengthened and given new vigour by the organization of a number of thematic meetings, including the "Round Table on EFA", the "Open Forum for Youth", the "Round Table on Regional Cooperation with NGOs" and an "Open Forum on Cooperation with National Commissions".

– International Forum of Civil Society held during the 34th session of the General Conference brought together more than 500 participants representing various non-governmental partners of UNESCO and Member States.

– Review of statutory relations with foundations and NGOs resulted in the admission of seven organizations to operational relations and of five foundations to official relations, while two NGOs were reclassified to consultative relations.

United Nations

–   Cooperation with the United Nations (including its programmes, funds, commissions and other bodies) and other specialized agencies with a view to increasing programmatic coherence, synergies and complementarity reinforced, in particular through regular reporting, notably to ECOSOC and the General Assembly, and active participation in coordination meetings.

Other intergovernmental organizations

–   Close working relations maintained with interregional IGOs, as well as interregional groups of Member States at UNESCO (e.g. Commonwealth, Francophonie, Group of 77, Non-Aligned Group, Organization of the Islamic Conference, Russian-speaking countries and ASEAN) through participation in meetings of their governing bodies and the organization of joint activities in areas of common interest.

Extrabudgetary resources

–   Steady increase in the volume of extrabudgetary resources and further diversification of funding sources.

–   Action plan developed and comprehensive information and training material prepared to strengthen the capacity of programme sectors and field offices for resource mobilization and project preparation and management.

New ERC portal "UNESCO Communities"

–   New ERC portal developed and launched (new features of the portal include information on donors and partners and on the functioning of the Participation Programme).

Challenges/lessons learned

•   Increased use of ICTs for meetings to minimize travel expenditure.

•   To maintain information on all Members of the UNESCO family and their cooperation activities with the Organization up to date.

•   Quality control of extrabudgetary programmes needs to be reinforced.

•   In parallel to achieving United Nations-wide coherence, UNESCO should also improve its inhouse coordination and coherence.

Human resources management

96.   HRM pursued the implementation of the medium- and long-term staffing strategy (2005-2010) aimed at ensuring that UNESCO will achieve the staff profile that responds to current and future needs of Member States as reflected in the Organization's programmes and strategic orientations.

Achievements

–   Significant organizational changes made in the structures/staffing of the Education and Culture Sectors, with a resulting shift of resources towards priority programmes.

–   Field work force increased by 62 posts in document 34 C/5, notably in the Education, Social and Human Sciences and Culture Sectors, bringing the regular programme (RP) field staff establishment to a total of 673 posts, i.e. 35% of the total number of RP posts (against 25% in 2000-2001).

–   Performance agreement for senior managers (D and above) aimed at assessing results achieved in programme planning and delivery and in staff and financial management tested for implementation in 2008-2009.

–   Phase 1 (payroll) of the human resources module of the integrated management information system (STEPS) implemented.

–   Learning framework for 2006-2007, comprising both corporate and delegated training plans, implemented, benefiting some 8,000 participants.

–   Delays in reimbursements and direct payments to healthcare providers under the Medical Benefits Fund (MBF) reduced as a result of the outsourcing of the processing of medical claims.

Challenges/lessons learned

•   To facilitate the mandatory rotation for all international professional staff.

•   Geographical, functional and inter-agency mobility should be given more emphasis in job descriptions and promotion criteria.

Administration

97.   During the 2006-2007 biennium, the Administration Sector (ADM) provided the necessary managerial, logistical and administrative support for UNESCO's operations in such areas as finance, information systems and general services, ensuring in particular that adequate and integrated management and reporting systems are in place for all resources managed by the Organization. A modernization process, also entailing the development and updating of staff skills, was engaged in order to (i) increase service levels and performance, (ii) make the various ADM services more client-oriented, and (iii) further UNESCO's alignment with United Nations common management practices.
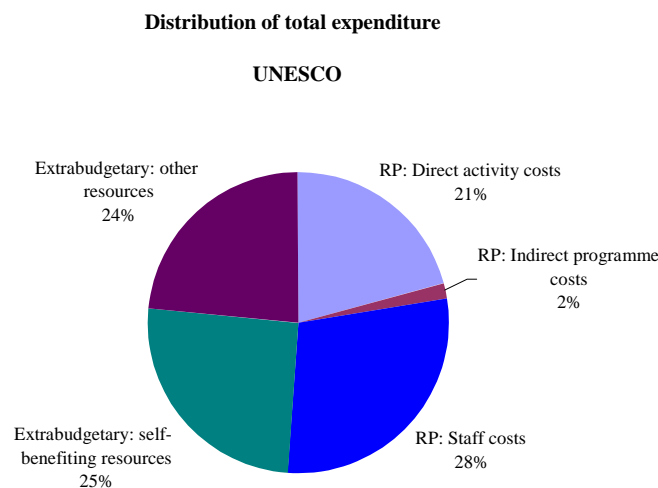
Achievements

–   Managerial capacity and accountability reinforced through the adoption of tables of delegated authority and accountability covering human resources management, security management, finance, official travel, procurement and contracting of goods and services, and through the training of staff involved in internal control processes or financial management.

–   Financial statements issued to External Auditors within required timeframe and certified as true and fair (obtained clean bill of health).

–   All available cash balances invested in accordance with the investment policy guidelines in terms of risk and return.

–   International Public Sector Accounting Standards Project (IPSAS) launched with the objective for UNESCO to be compliant with these standards by 2010.

–   Integrated financial system improved and roll-out of the Finance and Budget System (FABS) to field units expanded and accelerated, including through a scoping study for the integration in FABS of the remaining category 1 institutes and preparations for the roll-out of the Travel and Material Management modules of SAP.

–   Phase 1 (payroll) of the human resources module of the integrated management information system (STEPS) implemented.

–   Procurement procedures clarified and improved and staff trained on those procedures.

– Upkeep and operation of the technical facilities and installations of Headquarters premises maintained at an acceptable level despite budgetary constraints.

Challenges/lessons learned

• The newly established direct functional reporting line of Administrative Officers to the Comptroller is critical for a house-wide internal control framework anchored in prudent financial risk management.

• Exponentially increasing IT usage (both in quantity and complexity) (with resources unchanged) and forward planning of sectors' IT needs are major challenges.

• Current level of resources available for ensuring a proper long-term maintenance and conservation of buildings and installations.

Budgetary execution

Distribution of total expenditure

UNESCO

Extrabudgetary: other resources
24%

RP: Direct activity costs
21%

RP: Indirect programme costs
2%

Extrabudgetary: self-benefiting resources
25%

RP: Staff costs
28%

➢ *Staff costs*: Costs for staff on established posts.

➢ *Direct programme costs*: Costs for implementing programme activities.

➢ *Indirect programme costs*: Costs that are not linked to specific activities.

➢ *Self-benefiting extrabudgetary resources*: Funds provided by Member States and intended for the implementation of activities for the benefit of the funding source.

➢ *Other extrabudgetary resources*: Funds outside Member States' assessed contributions and intended for the implementation of activities benefiting recipients other than the donor.

Regular programme execution by parts of the
33 C/5 Approved

Part IV
Anticipated Cost Increases
2%

Part III
Support for Programme
Execution and
Administration
Part II.C9%
Programme Related Services
5%

Part II.B
Participation Programme
3%

Part I
General Policy and Direction
6%

Part II.A
Programmes
55%
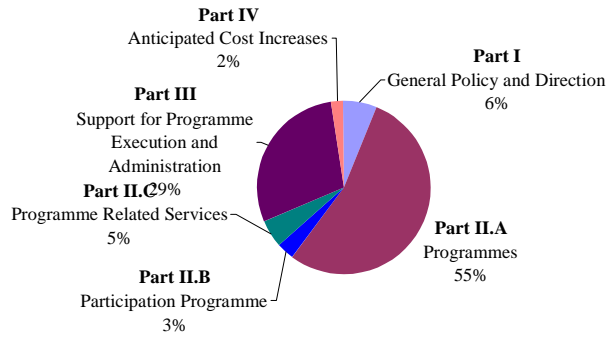
Expenditures as at 31 December 2007

Part III
Support for Programme
Execution and
Administration
30%

Part II.C
Programme Related Services
5%

Part II.B
Participation Programme
3%

Part I
General Policy and Direction
7%

Part II.A
Programmes
55%
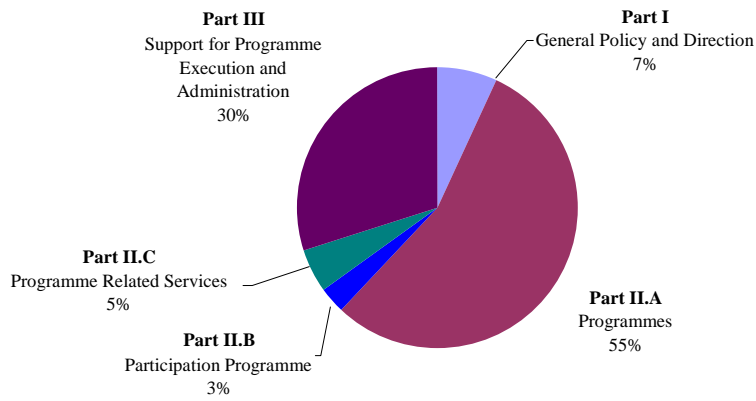
Part of the budget		33 C/5 Approved		Expenditure as at 31 December 2007	
		(in thousands of US dollars)	*%*	*(in thousands of US dollars)*	*%*
Part I	General Policy and Direction	38,660	6.3	40,777	6.6
Part II.A	Programmes	327,993	53.8	337,628	54.6
Part II.B	Participation Programme	20,000	3.3	19,960	3.2
Part II.C	Programme-Related Services	30,399	5.0	32,519	5.3
Part III	Support for Programme Execution and Administration	179,182	29.4	187,277	30.3
Part IV	Anticipated Cost Increases	13,766	2.3	-	0.0
	Total	**610,000**	**100.0**	**618,161**	**100.0**

Part II – Summary and conclusion

Introduction

98. **Background**: This Part II of the report discusses the exercise undertaken by IOS, in liaison with BSP, to verify the information in document 35 C/3. It gives a brief analysis of the overarching issues of programming and reporting emerging from the implementation of the Organization's programmes during 2006-2007. It is divided into the same three sections used in document 34 C/3 in order to provide, as far as possible, comparative information between the two biennia, namely: 2004-2005 and 2006-2007, namely: (i) analysis of overarching issues relating to programming and reporting; (ii) implications for programming and reporting; and (iii) enhancement to C/3 reporting.

99. **The verification process**: The verification was undertaken primarily to verify whether the activities reported had taken place; whether they gave rise to "results"; and whether the expected results, as stated in document 33 C/5 at the main line of action level, had been attained. To this end the verification teams reviewed the submissions made by the sectors and services, discussed with staff members responsible for the various MLAs, and reviewed relevant empirical evidence.

100. **Sampling and scope**: The sample for verification included: for each major programme, at least one MLA contributing to the principal priority of the sector; at least one flagship project; and one cross-cutting theme (CCT) project. The sectors were invited to select two additional MLAs: namely one that the sector considered to have been particularly successful and the other considered most challenging. One unit from the support sectors and central services was also selected for verification. Hence, the sample contained a total of 38 elements, namely: 15 MLAs (randomly sampled), 10 MLAs suggested by the sectors, five cross-cutting theme projects, five flagship projects, and two services plus one institute. The sample size has therefore been further increased when compared to those for document 33 C/3 (12 elements), and document 34 C/3 (26 elements).

Analysis of issues relating to programming and reporting

Achievements

101. **Results-based management (RBM) approach**: The Organization continues to make progress with the application of the RBM approach. In fact, a comparative study conducted by the Secretariat of the High-Level Committee on Programming (HLCP) of CEB in 2006 found that UNESCO is in the upper quartile among United Nations agencies in terms of successful application of RBM. Document 33 C/5 contained some 80 main lines of action (MLAs) divided into some 585 expected results. Fifty percent of the expected results have explicit performance indicators, with some 60% of the performance indicators having benchmark targets attached, where applicable. Corresponding figures for the 32 C/5 were: 75 MLAs and 657 expected results, with some 53% of the expected results assigned performance indicators. Benchmarks were first introduced in document 33 C/5, and this represents a milestone in the progress being made with the RBM approach in providing an increasingly clearer framework for managing for results.

102. **Achievements of results**: The verification teams examined the extent to which the 49 expected results in the 15 randomly sampled MLAs were attained and found that extensive activities were undertaken – workshops, conferences and forums, for example. Over 75% of the achievements reported for the expected results planned under these 15 sampled MLAs were confirmed through the following: (i) the achievements highlighted for the said expected results in the contributions for the 35 C/3 link directly to the planned expected results; and (ii) the verification teams were able to review results and examine relevant documentation (publications, news releases, photographs, correspondences, reports, etc.). Without exception, all the programme sectors pointed to major achievements in the areas of the five UNESCO functions, confirming the relevance of these functions in the areas of UNESCO's mandates. By way of illustration, the next six paragraphs highlight some of the achievements found during the verification process.

103. **Education, example of an achievement:** The Global EFA Monitoring Report (GMR) was found to be a good example of an achievement. The verification team performed an Internet search for citations of the GMR and found that it is widely cited as a key source in global analyses of education and EFA. Evidence indicates a growing impact of the GMR in terms of global and regional demand for the report and its use in national, regional and global policy-planning and -making. The printing of the GMR runs on a largely "just-in-time" model after an initial run of approximately 6,000. In 2006-2007 GMR distribution was 21,270, with the distribution of the summary being 33,192 and that of the CD being 19,564. Use of the GMR spans professionals working in education policy and planning not only in Members States, but also in several other international and multinational organizations.

104. **Natural sciences, example of an achievement**: An example from the area of science and technology policy was among the verification sample. Earlier in the biennium, the sector undertook an advisory mission on science policy to a given Member State. Among the findings was the fact that the then Ministry of Higher Education, Science and Technology routinely allocated the bulk of its resources to higher education, with minimal attention paid to science and technology. The mission recommended that the Member State might consider splitting up the ministry, so as to afford science and technology the increased attention it deserves. A cabinet reshuffle in the early part of 2008 actually created a new Ministry of Communication, Science and Technology. It remains to be seen whether there will be increases in the resources allocated to science and technology in the said Member State. What can however be inferred is that UNESCO's interaction with the said Member State did contribute (among the many other contributions from other sources) to the decision taken concerning a better positioning of science and technology in the governmental organization.

105. **Social and human sciences**, example of an achievement: The Global Ethics Observatory (GEObs) was identified as an excellent source of information for MS and those working in the field of ethics/bioethics. It consists of five comprehensive databases in all six official languages of UNESCO. The Sector reports that since its launch in December 2005, over 5,500 users have accessed GEObs, with a 110% increase in the number of users from the end of 2006 to the end of 2007. GEObs have been visited approximately 19,500 times. Over 60 announcements of ethics activities and publications by UNESCO and other international organizations have been made through the GEObs mailing list, generating over 900 requests for publications and participation through the GEObs mailbox.

106. **Culture, example of an achievement**: Discussions during the verification in the Sector highlighted the "Convention for Safeguarding of the Intangible Cultural Heritage", adopted during the 32nd session of the General Conference as an example of an achievement. During the 2006-2007 biennium, 59 Member States ratified the Convention, bringing the total number of States Parties to 87 by the end of 2007. The number of ratifications exceeded the anticipated number by almost a factor of three. The exceptional rate of ratifications brought about the entry into force of the Convention in a little more than two years.

107. **Communications and information, example of an achievement**: Concerning the processes undertaken by the sectors in assembling the data and information which were submitted as their contributions for the completion of the C/3 report, the CI Sector indicated that information pertaining to various training events, seminars, book launches, etc., were already being collected on an ongoing basis, under the banner of "news events" reported from CI staff in field offices, and uploaded onto "Web World", the CI portal. Hence, in response to the call for submissions of contributions to document 35 C/3, the Sector got the field offices and the various sections to "update" their respective entries, and for the responsible staff member at Headquarters to undertake the necessary compilation of the material submitted to BSP and IOS. This is an achievement, in the sense that the Sector was able to efficiently respond to the call for submissions made by BSP and IOS.

108. **Bureau of Public Information, example of an achievement**: BPI reported the organisation of some 100 "60 minutes" meetings with presentations by over 350 colleagues and guest speakers. These meetings have greatly enhanced internal communication and understanding of the range of UNESCO's activities. Fact sheets were produced for each meeting, and slide shows and the audio recordings provide valuable online resources. Opinion polls conducted yearly show high satisfaction rates for the "60 minutes" activities. Outside the Organization, some 112,968 articles were identified with coverage of UNESCO in the world's press, during 2007. This is almost double the total of 61,440 in 2006.

109. **Extrabudgetary funding (EXBF)**: The total value of extrabudgetary projects for 2006-2007 came to over $592 million ($594 million in 2004-2005). EXBF continues to play an important role in the implementation of the Organization's programme. For example, during the biennium, some 74% of the funding in the Education Programme came from EXBF; the corresponding figures for the other Sectors were as follows: Natural Sciences: 60%; Social and Human Sciences: 70%; Culture: 60%; and Communications and Information: 53%. Overall EXBF accounted for just over 48% of the funding of the Organization in the biennium under review.

Challenges

110. **Challenges with the RBM approach**: As noted under achievements, not all the expected results in document 33 C/5 had performance indicators attached to them. Staff members interviewed during the verification process expressed some uncertainty concerning the use of performance indicators and benchmark targets. It is expected that such uncertainties will diminish as many more staff members, supported by ongoing BSP-led training, continue to improve their knowledge and skills in the RBM approach. A fundamental challenge found by the C/3 team was that of a lack of details relating the achievement of the various expected results in document 33 C/5 and their relationship to the overall achievement of the outcomes of document 31 C/4. There is therefore a need for the development of a suitable methodology for assessing the achievements of the objectives of the Medium-Term Strategy through subsequent C/5 exercises. Both BSP and IOS will need to address this challenge with priority.

111. **Challenges with "results" not achieved**: The verification found that, in the majority of cases, the contributions contained in the MLA forms clearly described the many activities undertaken by the Organization. For several of the approximately 25% of cases (from the sample) where the expected results were not achieved, it was noted that the activities reported could not possibly have led to the said expected results. As an example: A particular expected result was given as: "Policies, plans and/or strategies for 'standards' … in place in MS". The accompanying performance indicators were given as: (i) Countries with the said plans or timetables in place, and (ii) Countries where the said "standards" have been applied. The submission on achievements of this expected result emphasized training conducted, and studies undertaken to review "standards", but made no mention of countries which, by the end of the biennium, have plans or timetables in place, and/or countries which had applied (or at least commenced applying) the said standards. The reported activities here are clearly of an initial set, and not enough to deliver the said results in the biennium under consideration. The implication is that the planned expected results are more likely to be achieved in the following biennium provided additional necessary activities are undertaken.

112. **Challenges with cost effectiveness**: Conscious examination of cost-effectiveness of given programmes, where applicable, is a new aspect in the organization's programmes. As such, reporting on cost-effectiveness presents challenges. For instance, there are no entries for cost-effectiveness in some 50% of the expected results reported in the MLA forms. There is therefore a need for increased efforts to be made with regard to reporting on the cost-effectiveness of various programmes.

113. **Challenge with enhancing capacities**: Overall the verification found that the most common challenge encountered with results not achieved related to "enhancing capacities". This

shortcoming had already been identified in document 34 C/3. It was rarely possible for the C/3 team to verify whether capacity had indeed been strengthened by/through the various training workshops organized by UNESCO in the absence of baseline information pertaining to the level of "capacity" prior to given training activities. There is therefore a need for increased efforts at addressing questions of baselines, particularly in the area of capacity-building.

114. **Processes adopted for reporting**: The verification team solicited views on the processes undertaken by the Sectors in assembling the data and information which were submitted as contributions for the completion of the C/3 report, and found the following: Headquarters divisions, after receiving the call for submissions, passed these on to the field offices with requests for inputs from the field. The field offices in turn responded by submitting the requested information to Headquarters. In most cases the required information had to be assembled "from scratch", rather than by just updating the latest "biennium-to-date" (as, for instance, commendably happened in the CI sector). This was particularly demanding at a time when the Sectors were busy completing their new work plans. Further, the non-availability of SISTER for reporting purposes compounded the difficulties experienced by the Sectors in completing their contributions to the report. The foregoing challenges, for instance, resulted in a situation in which the Sectors' Executive Offices were unable to provide information for the biennium, such as: (i) the number of workshops held, (ii) the number of participants trained (by gender), (iii) the number of publications released, and so on. The overall challenge here is the urgent need for functional and effective monitoring systems and the necessary automation to improve efficiency in the reporting process, including various aggregations.

115. **Feed-back from stakeholders**: The verification found a lack of "evidence" of feedback from stakeholders readily at hand with respect to such details as: participants' end-of-training evaluations for the various training activities; the use of the knowledge and skills acquired through UNESCO's training activities; and the usage of the various tools, guidelines, policy briefs, and so on, delivered by UNESCO. A positive development in this respect, however, is that, in several cases, the staff members responsible for given activities were able to solicit feedback and provided these to the verification team several days after the initial verification discussions. A major challenge here is that of adopting a user-friendly and cost-effective system of soliciting and receiving feedback from stakeholders with regards to activities undertaken by UNESCO.

Implications for programming and reporting

116. **Tackling challenges with the RBM approach**: Continued support (guidelines, training, mentoring, etc.) is to be provided by BSP to facilitate further improvements in the understanding and the consistent and coherent application of the RBM approach by sectors, bureaux and offices. This will also empower UNESCO to contribute more fully to country-level programming exercises, such as CCA, UNDAF, PRS, and particularly the United Nations "Delivering as One" efforts.

117. **Achievement of the objectives in the Medium-Term Strategy**: There is an urgent need for the development of an approach for assessing the achievement of the objectives in the Medium-Term Strategy. BSP and IOS will work on a suitable approach to address this need for the new Medium-Term Strategy (34 C/4).

118. **Functioning monitoring system**: It is expected that the long-delayed completion and launch of a recasted SISTER will provide the needed tools for monitoring programme implementation and assembling policy-relevant information, and thus increase the efficiency of programme delivery and the related reporting process. It would be advantageous for appropriate baseline data and information to be systematically assembled for the various programmes, as these would provide the bases from which improvements can be judged as the Organization manages for results. The development of an appropriate user-friendly and cost-effective system of soliciting and receiving feedback from stakeholders might usefully complement a functioning monitoring system.

119. **Web-based approaches and clearing house**: UNESCO's dissemination of information via web-based approaches, which was already recognized as a positive development in document 34 C/3, was also recognized as an important and successful area during the verification for document 35 C/3. Web-based approaches are included among the success cases highlighted under achievements above. Web-based approaches still constitute important opportunities for the organization to build on its standing as a clearing-house for information in its areas of competence.

Enhancing C/3 reporting

120. **Joint C/3 and EX/4**: It makes sense to produce a joint EX/4-C/3 document at the end of the biennium, capitalizing on the synergy between the EX/4 and C/3 documents. However, synthesizing the first three EX/4 documents towards producing the final EX/4 document and hence the C/3 document at the end of the biennium has to date not been quite successful, in that the sectors still have to make submissions for the joint EX/4-C/3 report "from scratch". Increased efforts will therefore be invested by BSP and IOS in this area. BSP and IOS will continue their proven collaboration in the production of the report, making appropriate use of printed and web-based versions.

121. **Timeliness of the report**: The joint EX/4-C/3 report has again been produced prior to the Spring session of the Executive Board immediately following the biennium to which it refers. This practice will be continued, while the overall production process will steadily be improved. Timeliness can also be expected to be improved when SISTER 2 is online and used for the production of the EX/4 documents and the collation/synthesis of the EX/4 documents of a given biennium into the final EX/4-C/3 report increasingly automated.

Conclusions

122. **Programming and the RBM approach**: There is clear evidence that the use of the RBM approach is spreading in the Organization and that there is a more strategic approach to programme planning and delivery. This is particularly evident with the increased clarity in the set of expected results, performance indicators and benchmark targets, as progress was made from document 31 C/5 through document 32 C/5, and now to document 33 C/5. It is expected that this progress will continue in the future.

123. **Achievements of results**: The verification found clear evidence that the activities reported in document 35 C/3 have actually taken place (as required by document 162 EX/6). Further, there is ample evidence of the achievements reported for the majority of expected results planned (for more than 75% of the expected results examined during the verification). Efforts in the areas of web-based approaches are increasing, and the achievements in this area are clearly evident. All the programme sectors pointed to landmark achievements in the areas of the five UNESCO functions.

124. **Challenges**: Challenges found in the implementation of the programme and budget include the need for an approach to systematically assess the achievement of the objectives in the Medium-Term Strategy; the need for a functional programme monitoring system, including facilities for obtaining feedback from stakeholders, and for improving the efficiency of the C/3 reporting processes; and the need for the systematic introduction of cost-effectiveness considerations by various programmes. The Organization is engaged in a continuous effort to improve its programming, implementation and reporting processes to this end.

Executive Board

Hundred and seventy-ninth session

179 EX/4 Add.

Item **4** of the provisional agenda

REPORT BY THE DIRECTOR-GENERAL ON THE IMPLEMENTATION
OF THE PROGRAMME AND BUDGET (33 C/5) AND ON RESULTS ACHIEVED
IN THE PREVIOUS BIENNIUM (2006-2007) (DRAFT 35 C/3)

ADDENDUM

SUMMARY

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

The addendum presents salient developments in field offices (41) participation in United Nations common country programming processes and the main results achieved with regard to UNESCO's insertion in these processes.

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AFRICA

UNESCO Office in Abuja

1.   The biennium witnessed a step change in the partnership between UNESCO and the Federal Republic of Nigeria with the signing of two major Agreements between the Director-General and the President of the Republic:

(a)   a Special Plan of Action for Cooperation between Nigeria and UNESCO in the fields of education and the natural sciences (June 2006);

(b)   a Memorandum of Understanding on Culture, including a self-benefiting trust fund of $3 million to promote cultural activities in line with Nigeria's national priorities and UNESCO's new Medium-Term Strategy (May 2007).

2.   In pursuance of the Special Plan of Action, UNESCO made upstream interventions for policy reform in science, technology and innovation through the establishment of an International Advisory Board (IAB) comprising of internationally renowned scientists and experts. A significant outcome is the proposed legislation for a National Science Foundation (NSF), with an initial endowment of $5 billion, to promote state of the art scientific research as an engine of Nigeria's economic growth to achieve the National Vision of 20:20.

3.   At the operational level UNESCO, in partnership with the Federal Ministry of Education, launched and coordinated a self-benefiting pilot project of $3.1 million in all 36 states and the Federal Capital Territory (FCT) to improve the teaching of science and mathematics in primary and secondary schools through the use of kits and the training of teachers in Effective Learning Techniques (ELT). Monitoring and evaluation reports suggest that the project has served a useful purpose in popularizing science, in the adoption of a practical hands-on approach to teaching of science and mathematics, in stimulating innovative teaching methods in collaboration with the associations of science and mathematics teachers in Nigeria and in influencing several state governments to provide better support to science education in their schools.

4.   Further, the Federal Ministry of Education has adopted a model developed by the Education Sector at Headquarters for cost-simulation of Education Sector Plans and Strategies (EPSSIM). This is now being applied to three states of the Federation in partnership with UNICEF, DFID and the World Bank.

5.   UNESCO has played a key role in the ongoing implementation of UNDAF I and the preparatory process of UNDAF II (2009-2012) through contributions to the UNCT strategy retreats, its thematic groups, task teams and the peer evaluation group. UNESCO has provided analyses of Nigeria's National Economic Empowerment and Development Strategy (NEEDS), with a particular focus on the education sector.

6.   In the spirit of the Paris Declaration on Aid Effectiveness, Harmonization and Alignment, UNESCO took the initiative to revive the International Development Partners Forum on Education with the support of other United Nations agencies and donors resident in Nigeria. UNESCO co-chairs the Forum with USAID and also provides its secretariat. The Forum provides an opportunity for information-sharing on educational programmes and projects, exchange of views on key issues and convergence of approaches in supporting government plans and policies in the education sector.

7.   In the context of efforts to shape a United Nations framework for strengthening partnerships with civil society in Nigeria, UNESCO is co-chairing the United Nations Group on Civil Society. However, with its limited human and financial resources, the Office has been stretched to the limits in ensuring a minimum level of representation and participation in joint United Nations fora and

programmes. The incorporation of sectoral programmes, other than the education sector, in UNDAF II has proved to be challenging.

8.   The need to better orient professional staff to broad issues in development and poverty alleviation and to enhance their capacity to link UNESCO's programme interventions to the UNDAF agenda in a meaningful fashion is manifest. The fact that UNESCO programme and budget cycles are shorter and not in synchronization with United Nations programmes and funds, which are in the forefront of the UNDAF process, poses difficulties for UNESCO, not least in making financial and other commitments to joint programmes.

9.   Another challenge is posed by the planned move towards joint programmes in selected States in the Nigerian Federation in UNDAF II, as the scope for making interventions at state level remain rather limited due to the fact that UNESCO is essentially involved in upstream work for the provision of policy advice and technical assistance mainly at the federal level.

UNESCO Office in Accra

10.   All the countries of the cluster are engaged in the UNDAF process and are at various stages. Education is a priority in all the UNDAFs of the cluster countries. Environmental and natural resources, water and sanitation are other priorities in the different UNDAF. ICT is also considered as priority in some UNDAFs such as Ghana. Social and human sciences issues related to governance and conflict resolution appear implicitly in some UNDAFs (Sierra Leone and Liberia). Culture did not appear explicitly in the majority of UNDAFs, but could be considered indirectly in some priorities such as tourism promotion or good governance.

Ghana

11.   After the completion of the first UNDAF for which UNESCO co-led the education component, the implementation of the second UNDAF framework for the period 2006-2010 is ongoing. UNESCO has been greatly involved in the preparation of that second UNDAF but was not in a position this time to take the lead of the education component because of a temporary lack of capacity in education in the office. UNESCO is nonetheless involved in a joint programme on HIV/AIDS.

Togo

12.   The UNDAF for 2008-2012 has been finalized and signed. Although UNESCO is not physically present in Togo, the Office was able to contribute in the area of education and will participate in the implementation of the UNDAF.

Benin

13.   UNESCO was fully involved in all the steps of the preparation of the Benin UNDAF (2009-2013) through the regular participation of our staff in Benin to the process. The Organization will contribute to the implementation of the UNDAF in the areas of education and the natural sciences.

Liberia and Sierra Leone

14.   The UNDAFs of Liberia and Sierra Leone covers respectively the periods of 2008-2011 and 2008-2010. As part of the Organization's contribution to the implementation of both UNDAFs, a needs assessment with respect to the sustainable management of the environment will be conducted in the two countries during the first quarter of 2008. Other science priorities identified in these two UNDAFs will also be addressed and will form the subject of specific project proposals for donors' consideration.

UNESCO Office in Addis Ababa

15. The Office worked closely with the Ministries of Education within the framework of supporting the national education policies and priorities. UNESCO played a pivotal role within the Education Development Partners Group, which includes United Nations agencies and donors who provide technical, financial and advisory support to the education sector in Ethiopia and Djibouti, and was instrumental in coordinating engagements between the Ministry of Education, the Education Development Partners Group and the UNCT. The Organization, in cooperation with UNDP and other partners, developed, identified and implemented projects within the pooled fund process. In Ethiopia, the UNDAF II and PASDEP were developed simultaneously and jointly with the UNCT and governmental sector representatives. UNESCO and UNICEF co-sponsored national education sector needs assessment which provided the basis for the PASDEF and UNDAF. UNESCO also supported the harmonization of governmental education quality improvement programmes and served as team leader in the implementation of the joint review missions for national monitoring and evaluation. The Office, in cooperation with UIS, Ministry of Education and UNICEF has established an Education Management Information System (EMIS) in Ethiopia. The EMIS supports ongoing monitoring and evaluation as well as evidenced-based policy. These efforts have translated into improvements that support the attainments of MDG objectives.

16. UNESCO assisted the Ministry of Culture and Tourism in the reformulation of the National Cultural Policy of Ethiopia and provided technical advice and support for its implementation, notably with respect to the preservation and restoration of natural and cultural heritage, the promotion of cultural industries and cultural tourism, the use of handicrafts and cultural industries for poverty alleviation, the development of museums and libraries, as well as the promotion of intercultural and interfaith dialogue. UNESCO's most visible contribution are reflected in the ongoing works for the re-erection of the Aksum Obelisk, restoration of the rock-hewn churches in Lalibela and support for the establishment of the Dr Abdalla Al Sharif Museum in Harar. Other ongoing activities include preparations for the launch of a culture and development project within the framework of the UNDP/Spain MDG Achievement Fund.

17. Through its presence in the advisory committee to the government's Ethiopian ICT Development Authority, UNESCO is supporting the implementation of the national ICT strategy and its alignment with key sectoral activities (rural development and agriculture, education, access to social services, etc.) identified as vital to socio-economic growth. Within the UNDAF process, UNESCO contributed to the mainstreaming of ICT and is involved in the monitoring and evaluation of the UNDAF.

18. In the area of the science and technology, the office assisted the Ethiopia National Science and Technology Agency to organize the process of reformulating and updating of the National Science and Technology Policy.

UNESCO Office in Bamako

19. In the framework of the United Nations system in Mali, UNESCO is acting as chair of the thematic group and is coordinating the execution of the Common Initiative for the Promotion and Protection of Human Rights project (Action 2 Mali), the main objective of which is to draw up a joint programme for the period 2008-2012. In addition, in partnership with United Nations system agencies, including UNDP and UNFPA, the Office organized the first African Youth Forum in Ouagadougou, which led to the preparation of a five-year plan of action.

20. With regard to culture, the cross-cutting theme project "Sahara of cultures and peoples" was implemented in cooperation with several United Nations system agencies, in particular UNDP. This project is part of a fresh reading of the Poverty Reduction Strategy Papers (PRSPs) using a culture-based approach.

UNESCO Office in Bujumbura

21.   The year 2007 was marked by the official launching of the United Nations Integrated Office in Burundi, whose mission is to support the Government of Burundi in its efforts to achieve long-term peace and stability in the peace consolidation phase, including by seeking to ensure coherence and coordination among the United Nations organizations in Burundi under the leadership of the Executive Representative of the Secretary-General of the United Nations. It was in that context that the UNESCO Office took part in the process of drawing up a new Common Country Assessment (CCA) and a United Nations Development Assistance Framework (UNDAF), and in the preparation and finalization of reference documents for the country's poverty reduction strategy, namely the Strategic Framework for Poverty Reduction (CSLP) and the Priority Plan for Peace-Building. The UNESCO Office made its main contribution in the field of education within the context of basic social services, the culture of peace, human rights and gender equality, and the fight against HIV/AIDS.

22.   The following are among the inter-agency partnerships in which the UNESCO Office in Burundi plays an active role:

- UNESCO-UNDP-UNICEF-UNIFEM for the long-term rehabilitation of disaster and war victims: the Office is responsible for efforts to raise awareness with regard to peaceful cohabitation between repatriates and host populations and those relating to adult literacy;

- UNESCO-OHCDHB for the World Programme for Human Rights Education;

- UNESCO-UNFPA in the context of a project for young people: UNESCO is responsible for the segments on culture and the culture of peace;

- UNESCO-UNICEF-UNFPA: close cooperation established among the three agencies with a view to ensuring the coordination and complementarity of all training activities for youth in the areas of life skills or HIV/AIDS.

UNESCO Office in Dar es Salaam

Comoros

23.   Although a non-resident agency, UNESCO played a major role in advancing the UNCT joint priorities which are focused on disaster risk management, the development of a national development information database, and the formulation of sector-wide strategies for key intervention areas, namely education, health, agriculture, water and sanitation. The Galawa Declaration of May 2007 sets out the roadmap for all the above issues.

Mauritius and Seychelles

24.   The office of the United Nations system covering Mauritius and Seychelles faces the double challenge of limited United Nations field presence in both islands, combined with uneven degrees of country-level programmatic activity among the various agencies, funds and programmes represented in the Indian Ocean region. This configuration led UNDG to classify Mauritius and Seychelles as "non-harmonized cycle"/Category C countries, for which case the use of CCA-UNDAF instruments remain optional. In 2007, collectively taking stock of this reality, the UNCT, including the non-resident agencies (NRAs) among which UNESCO plays a major role, agreed on the necessity of adopting a new model of inter-agency coordination.

25.   The UNDP-UNESCO Joint Programme initiated in 2006 in support of the "Zones d'Education Prioritaires" (ZEP) project launched by the Mauritian Ministry of Education to address the low performance level of primary schools located in socially deprived regions was expanded, with additional support provided by UNESCO towards inclusive pedagogy, remedial education and the

development of parenting programmes. UNDP and UNESCO also cooperated closely to advocate for and support the implementation by Mauritius of the World Programme for Human Rights Education (WPHRE) Plan of Action, which led to the participation of UNESCO's International Bureau of Education (IBE) in the assessment of the national curriculum from an "HRE" perspective, and the formulation of recommendations for the inclusion of human rights education in primary and secondary schools.

26. The Office of the UNRC facilitated contact between UNESCO's Institute for Lifelong Learning, based in Germany, and the Mauritius Qualifications Authority (MQA) for the conduct of an initial consultancy aiming to support the promotion of lifelong learning and the design of "Recognition of Prior Learning" (RPL) policies/mechanisms-cooperation, which paved the way for the preparation of a broader cooperation agreement between the two institutes, expected to be formalized during the first quarter of 2008.

27. The Government of the Republic of Seychelles hosted a milestone UNESCO interregional conference on the theme: "Island as crossroads: Cultural diversities, identities and industries in small island developing States". The Conference, which was attended by high-level researchers and experts from the Caribbean, Indian Ocean and Pacific regions, had as its main objectives to improve understanding of issues relating to cultural diversity within and between these regions, ensure an effective follow-up to the Mauritius Declaration, guide UNESCO policy orientation and activities from a "cultural diversity for sustainable development in SIDS" perspective, and contribute to UNESCO's World Report on Cultural Diversity.

United Republic of Tanzania

28. The UNDAF for the United Republic of Tanzania (2007-2010) involves 17 United Nations participating agencies, including one non-resident agency. It is an upstream policy influencing tool, which seeks to support the United Republic of Tanzania's development aspirations and priorities as outlined in the Visions 2025 (mainland Tanzania), Vision 2020 (Zanzibar), the National Strategy for Growth and Reduction of poverty, the Zanzibar Strategy for Growth and Reduction of Poverty, and the Joint Assistance Strategy (JAS). The United Nations response focuses on six crosscutting themes, i.e. gender, youth, children, HIV/AIDS, employment, and the environment. It addresses both the humanitarian and development concerns of the country, including the transition from humanitarian to development concerns in the refugee hosting areas of north-western Tanzania.

UNESCO Office in Kinshasa

29. The activities carried out in the context of the education programmes were fully aligned with the national priorities reflected in the Growth and Poverty Reduction Strategy Paper, which is moreover the source for the country team's programme of action. The fact that UNESCO has chaired the thematic group on education since it was established has helped promote the idea of the need to develop a Sector-Wide Approach (SWAp). The Office's participation was also crucial in developing the Country Assistance Framework (CAF) and the one-year (2008) Priority Action Programme (PAP) derived therefrom, under which UNESCO will contribute to improving the quality of education and to making available, through the Educational Management Information System (EMIS) component of the Education System Support Project, up-to-date, reliable statistical data for decision-making by the ministries responsible for education. The survey of the academic achievements of pupils in the fourth year of primary school, conducted in cooperation with UNICEF, has already given a more accurate picture of the quality and relevance of the education provided at that level, and should help decision-makers take remedial action.

30. With regard to culture, the most important event in the period was the General Assembly to Review Culture (États-généraux de la culture), on which the Office worked from start to finish. Encouraged by the Office and with its technical support, the Government of the Democratic Republic of the Congo, acting through its Council of Ministers, approved the proposals to ratify the Convention for the Safeguarding of the Intangible Cultural Heritage, the Convention for the

Protection of Cultural Property in the Event of Armed Conflict, and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

31. With regard to communication and information, UNESCO's support was of great importance, especially in the electoral and post-electoral period, through the training courses and forums held and the development and distribution to all national media of a "code of consensual good conduct". The Office also supported the organization by the Congolese Media Observatory of a workshop on the theme "Media for the consolidation of peace, democracy and good governance". In addition, distance training using information and communication technologies (ICTs) and involving five universities in Kinshasa, in which the Education Sector (ED) and the Communication and Information Sector (CI) took part, has been a promising innovation in the programme, and is certain to raise the Office's profile in the 2008-2009 biennium.

32. Overall, HIV/AIDS and gender were given special attention, notably in education and communication/information activities. These two cross-cutting themes are taken into account in the CAF and PAP. The Office played a very active part in all the activities planned by the country team under the leadership of the Joint United Nations Programme on HIV/AIDS (UNAIDS), in accordance with the distribution of tasks among agencies.

33. Lastly, the intersectoral mission led by the Chair of the Working Group for the Reconstruction of the Democratic Republic of the Congo from 18 to 28 May 2007 gave the Organization an opportunity to reaffirm to all its partners that the country enjoys the full attention of UNESCO, which is accompanying the country on its path to reconstruction and development, and is constantly listening to national priorities.

UNESCO Office in Libreville

34. The United Nations system in Gabon, which would like to see the country selected in the near future as a pilot country in which to test the United Nations reform policy (Delivering as One) has already adopted a joint approach to planning and strategy development. UNESCO has been given responsibility for developing a communication strategy for the United Nations system, and consequently for supervising the preparation of the communication plan for 2008. The Office is also taking an active part in the following thematic groups: education and culture, HIV/AIDS, human rights, poverty eradication, and promotion of good governance.

UNESCO Office in Maputo

35. As co-lead agency in education, UNESCO Maputo supported the Mozambique capacity-building effort for EFA planning and implementation, focusing on literacy, teacher training and HIV/AIDS in line with the national plans and the UNDAF. Activities involved Government institutions, CSO's, teachers and the academic community. The Office, which was entrusted with the implementation of two major projects on "Building capacity of cultural institutions" and "Rehabilitation of the fortress of S. Sebastian" for $3 million and $1.8 million respectively, also gave substantial support to the Ministry of Education and Culture to prepare the Strategic Plan of Culture, as part of the national Action Plan for the Eradication of Absolute Poverty.

36. UNESCO Maputo participated regularly in all steps of the UNDAF process. All activities of the regular programme as well as those funded through extrabudgetary resources have been integrated into the four UNDAF pillars: human capital, governance, economic development and HIV/AIDS, with clear statements of outcomes and outputs in both the results and M&E matrices of the UNDAF. UNESCO took an active part in the work of the technical groups set up within the UNCT, notably those dealing with HIV/AIDS, teacher training, literacy and adult education, planning and management, and culture. Within the framework of the "One United Nations Programme", UNESCO participates in five joint programmes and is lead agency for the Spanish MDGs funds, with $5 million involving six United Nations agencies. UNESCO, together with the

Government, was successful in developing partnerships and mobilizing resources from different international development partners to complement regular programme funds.

37. Finally, relevant contributions were made to the Operations Management Team, where various issues of common concern – procurement, security, staff matters, dispensary, and travel agency – are discussed, strategies and policies laid out, technical solutions found, before submission to the Country Management Team for endorsement.

UNESCO Office in Nairobi

38. Support of United Nations agencies to the cluster countries was guided by the existing UNDAF documents, which are aligned on national development strategies and priorities towards poverty reduction and other internationally agreed development goals. During the period, the Office participated actively in the formulation of new UNDAFs in Eritrea, Rwanda and Kenya.

39. In Eritrea, the Office contributed to the identification of the outcomes in vocational and higher education. In Rwanda, which is one of the eight pilots of the "One United Nations" initiative, the UNDAF formed the basis for the "one Programme", known as the Country Operation Document (COD). Although a Non-Resident Agency (NRA) in Rwanda, UNESCO was able to follow all the discussions and planning process leading to the development of the COD and the annual work plan through the work of the recently appointed NRA coordinator, based in the UNDP office in Kigali. UNESCO Nairobi Office will be involved in activities in all five areas of the UNDAF results matrix: good governance, maternal and child mortality and HIV/AIDS, basic education, environment and social protection.

40. All activities of the UNESCO Office during the period contributed to the national development priorities as elaborated in the UNDAF documents and government strategy papers. For instance, several of the UNDAFs in the region emphasize promotion of activities for poverty eradication. Some of these activities include agriculture. In addition there are also social welfare issues such as health and sanitation in several of the UNDAFs in the region. These activities (i.e. agriculture, health and sanitation) require a reliable supply of water. The scarcity of water and the consequent threat to health and food security make it necessary to promote alternative sources of water supply such as ground water and rain harvesting, as well as innovative water resource management techniques. Accordingly, the Office implemented activities to enhance the supply and demand management of water resources, as well as the assessment of the quality of water supply. Activities included capacity-building of government officials, support for research activities to understand the water cycles in the east African rift region and ground water management. The dissemination of the information obtained from various research reports was also a major activity.

41. Likewise, the use of ICTs as a tool for enhancing the delivery of education and good governance was in great demand in the region and was part of several UNDAF action plans. UNESCO responded providing advisory services to two countries to introduce literacy and teacher education through media and ICT-enhanced solutions. Several ICT education kits were distributed to training institutions. In addition the Office facilitated the broadening of access to scientific knowledge through the distribution of BBC scientific documentaries. The role of the media in good governance and poverty eradication was also promoted through activities to raise the awareness of decision-makers at the executive, legislative and judiciary levels about freedom of expression and freedom of the press.

UNESCO Office in Windhoek

42. Participation in UNDAF processes needs the physical presence of the programme staff and/or the National Commission in the countries, as planning, contributions and negotiations take place within the scope of thematic group meetings. Insufficient resources and/or lack of adequately experienced and qualified national staff has curtailed meaningful participation in UNDAF processes in Angola, Lesotho, Namibia and Swaziland.

43.   In South Africa, culture was successfully integrated into UNDAF in 2007. This was due to the Windhoek Office's deliberate strategy to facilitate the process: the Culture Specialist regularly attended thematic and other important UNDAF-related meetings. In addition, efforts were made to involve staff from the National Commission in the thematic groups. But this was not sustainable due to limited human resources. UNESCO's close involvement in the monthly meetings resulted in the first joint programme in the Economic, Investment and Employment Group (UNESCO/UNIDO/ILO), with culture at the heart of the programme.

44.   With regard to Lesotho, discussions are under way for joint UNESCO/UNDP activities during the 2008-2009 biennium thanks to the successful implementation of a high profile Norway FIT programme in Lesotho implemented in close collaboration with the Department of Culture and the National Commission.

45.   Formulating a concept note for the UNDP/Spain MDG funds contributed to building United Nations team work as was experienced for the culture window proposals for Angola, Namibia and South Africa. The UNDAF proved to be a useful tool in project formulation with the potential of helping the United Nations raise its profile and strengthen its voice in the development dialogue with Member States. The UNDAF outcomes, being one of the starting points for the formulation of the concept, the elaboration of joint proposals helped United Nations agencies in rationalizing, realigning, identifying synergies and highlighting each agency's core tasks in the UNDAF.

46.   To all intents and purposes, effectively having a say and participating in the UNDAF and its processes are likely to contribute to overall better United Nations performance, on condition that national authorities are closely involved in those processes and accept the UNDAF as a basis of United Nations interventions in the country. In South Africa, the United Nations has had difficulties in using the UNDAF as a tool in dialogue with sector ministries for the implementation of joint programmes. Although the document was developed jointly at the planning level, sector ministries still question how far South Africa's priorities were considered.

UNESCO Office in Yaoundé

47.   The activities carried out by the Office came within the development policy frameworks set by the States and the priorities identified in the UNDAFs of the countries of the cluster. In particular, the Office played an active part in the round table of partners of the Central African Republic and in the elaboration of the Country Assistance Framework (CAF) for the Central African Republic, under which UNESCO activities were proposed for the strengthening of dialogue in post-conflict zones by means of community radio stations.

48.   As leader for the sectoral strategy on education in Cameroon, the Office brought together partners, supported the elaboration of the sectoral strategy, and facilitated the eligibility of the country for the Fast-Track Initiative (FTI). The same was true in the Central African Republic, where the strategy was elaborated with a view to endorsement in February 2008 and a move to FTI in April 2008.

49.   In the field of culture, in addition to providing support for the elaboration of sectoral strategies in the Central African Republic and Cameroon, it should be noted that for the first time ever, the three countries of the cluster have a Tentative List of World Heritage sites.

ARAB STATES

UNESCO Office in Amman

50.   The period saw the beginnings of a perceptible change in the cumulative approach of the United Nations agencies towards programme development and implementation. The Government released the national Agenda (2006-2015) which is a visionary document outlining the government's priorities for the next ten years. This was followed by the Common Country

Assessment of the United Nations system and the 2008-2012 UNDAF which was focused on the priorities of the national agenda. While the United Nations system endeavoured to hone its energies within the scope of a coherent common programme, there were many areas in the work of each of the 16 agencies present in Jordan that were left outside the scope of the UNDAF.

51.   However, UNESCO participated in all the common United Nations exercises and either led or co-chaired the education groups. An approach of maximizing resources was followed, emphasizing capacity-building, followed by policy advocacy, technical support and dissemination of best practices. Partnerships were sought with other United Nations agencies and matured especially with UNIFEM. UNICEF, UNDP, UNU and WHO also worked together with UNESCO. The approach in these programmes was not common programming but co-funding of common activities where one or the other agency was able to enrich the work of the other. UNESCO participates in donor/lender coordination meetings on education, environment and social development as a key mechanism for sharing of information on various donor-funded projects implemented by the United Nations and donor/lender agencies at country level. Relationships were also established with international and local NGOs and national institutions to broaden the base of consultations and seeking synergies. The United Nations system as a whole prides itself on its convening power and UNESCO used it to advantage in areas like universal literacy, water and environmental management, cultural heritage, social policy, scientific research, communication and information.

UNESCO Office in Doha

52.   The UNESCO Doha Cluster Office remains the only United Nations Office in Qatar. Therefore, the overall responsibility and the load of logistical supports required by United Nations agencies remain on the shoulders of the Office. As a result also, there exists no UNDAF and among the other countries served by UNESCO Doha, only Bahrain started a consultation process to that end.

UNESCO Office in Rabat

53.   In its country and subregional programming, the Office referred mainly to the development goals arising from the United Nations Millennium Declaration, the different United Nations Development Assistance Frameworks (UNDAFs), various national development strategies and initiatives, and the strategic objectives adopted by the UNESCO General Conference.

54.   In the field of education, the Office's main lines of action were national capacity-building, the accompaniment of reforms to improve the quality of education on offer, literacy, citizenship education, and the development of the psychosocial skills of young people. Moreover, these fields reflect the national priorities set for the countries of the subregion, in particular those related to improving people's living conditions, access to social services concerning health and social welfare, education and training.

55.   In the field of the sciences, the popularization and promotion of an approach to water management, the environment and sustainable development were highlighted. The main subregional activities carried out to benefit North Africa were intended to build national capacities in science, technology and engineering, and to mobilize resources to raise the awareness of decision-makers with a view to giving priority to the use of renewable energies and the development of related policies.

56.   As regards the social and human sciences, the fields relating to human rights, gender equality, social development, philosophy and young people were prioritized. One example is the launch and establishment of the ARADESC network (UNESCO/ISESCO Arab Research-Action Network on economic, social and cultural rights) aimed at promoting research on cultural rights in order, in particular, to strengthen links with policy-makers, develop a subregional database on human rights in a gender perspective, promote the use in Morocco and Mauritania of radio in activities to raise awareness of human rights and gender equality, as well as strengthen capacity-

building for NGOs. Moreover, the capacity of Member States to formulate policies on the social and human sciences was strengthened, thanks, in particular, to the establishment of the Forum of Ministers of Social Development of the Arab States. The aim is to encourage social development and poverty reduction by enabling an exchange of experiences and efforts undertaken by various public and private, national and regional institutions.

57. In the field of culture, priority was given to questions regarding the enhancement of the cultural heritage, intercultural dialogue, cultural diversity, the development of creative industries and cultural tourism and crafts. Cooperation with Algeria focused on building the capacities of national professionals in the various fields of culture in a participatory approach within a framework of sustainable development, which is in line with the first strategic objective of the UNDAF. Accordingly, the activity developed in conjunction with UNDP Algiers as part of the intersectoral project "Sahara of cultures and peoples" was designed to contribute to the development of cultural tourism which respects and enhances the cultural and natural heritage, ensures the long-term improvement of living conditions, and empowers local communities to achieve integrated, sustainable development. Cooperation with Morocco, which takes into account the A result of the UNDAF focused on building the country's capacities in the field of culture. Several activities to safeguard, enhance and promote the cultural heritage were implemented in an approach aimed at ensuring continuity between all the elements of that heritage and sustainable development.

58. In the field of communication and information, priority went to media development, capacity-building for journalists, creation of multilingual content through information and communication technologies, and development of access to information. In Algeria, for instance, the emphasis was mainly on the importance of access to public information. UNESCO's actions in the field of institutional communication fall within the framework of the results expected in the UNDAF matrix. In Mauritania, a series of four training courses for women journalists were held so as to underscore the role of women journalists in citizenship education. After the training courses, a network of women journalists was set up to enhance their status in the media in Mauritania, in line with the logic of the UNDAF effect on good governance.

UNESCO Office in Ramallah

59. During the period, the United Nations continued cooperation with the relevant PA line ministries. UNESCO provided human and institutional capacity-building to the Ministry of Education and Higher Education, the Ministry of Tourism and Antiquities, the Ministry of Culture, the Ministry of Information and the Ministry of Women's Affairs. UNESCO also continued to act as technical adviser for the Sector Working Group on Education, which ensures aid coordination in the field of education in the Palestinian Territories.

60. The United Nations mobilized direct humanitarian assistance to the populations most affected by the Palestinian situation, notably through the OCHA-led annual Consolidated Appeals (CAPs) for the Palestinian Territories. UNESCO participated in the 2006 and 2007 editions of the CAP but did not succeed in mobilizing extrabudgetary funding for the educational projects proposed in this United Nations framework. However, by directly mobilizing $15 million from the Saudi Committee for the Relief of the Palestinian People, UNESCO succeeded in maintaining opportunities of accessing higher education institutions for Palestinian students during this critical period. As a result of the project, "Supporting an equitable and efficient funding mechanism for the Palestinian higher education", student fees for more than 19,000 needy students studying in Palestinian institutions of higher education were waived during the academic year 2006/2007.

61. It should also be noted that the UNESCO Ramallah Office also participated in a joint United Nations programme developed by the United Nations Country Team (UNCT) for the Palestinian Territories and aimed at improving the human security of 14 vulnerable communities in the area of Nablus. The UNESCO component of this programme funded by the "Human Security Trust Fund", comprised educational, cultural and media activities benefiting in particular women and young people in the communities. The programme initiated in 2006 was completed in autumn 2007.

62.   New pledges by the international community aim at supporting the "Palestinian Reform and Development Plan" (PRDP) for 2008-2010, a three-year reform agenda focusing on capacity development of PA institutions in the areas of good governance, law and order and the delivery of basic public services throughout the Palestinian Territories. Of particular relevance to UNESCO is the emphasis the PRDP puts on quality education, in particular teacher training, curriculum development and technical and vocational training. Also, the PRDP identifies tourism, including cultural tourism, as a priority for Palestinian economic and private sector development.

63.   In response to these new developments, UNESCO reactivated a high-level dialogue with the Palestinian Authority so as to consult line ministers concerned on strategic cooperation priorities within UNESCO's fields of competence in the new context of the PRDP. Important steps in this renewed high-level dialogue were a Deputy Director-General-led intersectoral mission to the Palestinian Territories in December 2007 and the next UNESCO/PA Joint Committee at UNESCO Headquarters scheduled in early March 2008. The meeting will serve to identify a selected number of new flagship projects, in line with the priorities spelled out in the PRDP, where UNESCO would focus its assistance during the biennium.

64.   It should finally be noted that it is expected that 2008 will be marked by increased integration of United Nations activities in the Palestinian Territories, as a first United Nations work plan is to be developed in spring 2008 by the UNCT. This process, as well as the MDG Achievement TF, creates new opportunities for inter-agency cooperation along the priorities of the PRDP. In this context, the UNESCO Ramallah Office intends to build on existing positive experience gained from United Nations joint programming on activities benefiting Palestinian institutions and communities (cf. in particular Human Security Trust Fund programme described above).

ASIA AND THE PACIFIC

UNESCO Office in Almaty

65.   During the reporting period, the Office focused on few strategic areas derived from the national development strategies of Kazakhstan, Kyrgyzstan and Tajikistan as well as the UNDAFs for these countries.

66.   UNESCO participated in all thematic and working groups in Kazakhstan and chaired the theme group on Governance, Human Rights and Civil Society. In other countries, it was a virtual member of the UNCTs, and shared information with its partner agencies mainly through theme specific electronic networking.

UNESCO Office in Bangkok

Lao People's Democratic Republic

67.   The Round Table Meeting (RTM) between the Government of the Lao People's Democratic Republic and development partners held from 28 to 30 November 2006 provided an opportunity for United Nations agencies and bilateral donors to assess the social, economic and political situation in the country and to solidify commitments and support of the partners in the implementation of the Lao People's Democratic Republic's Sixth Five-Year National Socio-Economic Development Plan covering the period 2006-2010. The Vientiane Declaration on Aid Effectiveness that was signed during the meeting made it possible to take appropriate, monitorable actions with a view to making aid more effective and assist the country in achieving the Millennium Development Goals (MDGs) by 2015 and the long-term development goal of exiting the status of least developed country by 2020 (the 2020 goal).

68.   In light of the commitments in the Paris Declaration and the Vientiane Declaration, the United Nations began taking steps to harmonize and simplify its approach to ensure more effective and efficient development results. The United Nations Development Assistance Framework for 2007-

2011 (the UNDAF) was prepared in close consultation with the government and in direct support of the National Five-Year Socio-Economic Development Plan. This document strongly urges partners to harmonize and prioritize in line with national priorities.

69. UNESCO shared lessons learned from a joint programme in Mongolia with other United Nations agencies in Lao PDR following which UNESCO was invited to be part of the Working Group on Sustainable Livelihoods in Lao PDR with a pilot in Oudamxay Province. The project mobilizes both the Education and Culture Units of UNESCO Bangkok in tandem with other United Nations agencies in Lao PDR. UNESCO has also prepared a UNESS document for Lao PDR which was presented to the Lao Ministry of Education in January 2007 as well as to other development partners based in Vientiane.

Myanmar

70. The years 2006 and 2007 were challenging ones for development partners working in Myanmar following the government announcement in early 2006 of the Guidelines for United Nations agencies, International Organizations and NGOs and INGOs, which stipulated further decrease in the operable space for humanitarian actors in the country.

71. UNESCO's cooperation with resident agencies in Myanmar started off well with UNESCO attending the first in a series of Education Discussion Group Meetings in Myanmar in July 2006, where gender was the main topic. Following this, UNICEF and UNESCO agreed to work together for a possible gender training workshop for the curriculum/textbook people in MOE. However, other planned activities were put on hold due to events in Yangon in the latter part of 2007. In the area of training professionals in heritage and tourism management, follow-up training for Myanmar officials in the area of visitor management at cultural heritage sites and tourism guiding is planned in cooperation with UNESCAP.

Thailand

72. UNESCO Bangkok continues to be actively involved in UNCT activities in Thailand, particularly with regard to the UNPAF process covering the years 2007-2011. UNPAF, or the United Nations Partnership Framework, affirms Thailand's emerging role as a donor country that helps its less developed neighbours. The Thai UNPAF focuses on six priority areas (theme groups): decentralization and local governance; poverty reduction and social protection; mobile populations/migration; HIV/AIDS; environmental protection and natural resource conservation, and education of which UNESCO Bangkok is the chair of the Thematic Working Group. A list of potential joint activities with other agencies has been prepared and will be discussed at the UNPAF consultations with all partners including government and civil society groups in early 2008.

73. UNESCO, through joint support from United Nations partners via the Regional Thematic Working Group on EFA, is working with the Thai Ministry of Education in undertaking the Mid-Decade Assessment of Education for All. Thai Ministry of Education staff have been trained in EFA monitoring, evaluation, and policy analysis through several workshops organized by UNESCO and United Nations partners. The same training has been provided to education staff of Lao PDR and Myanmar ministries of education. UNESCO also extended financial support to the Thai MOE for the preparation of its national report through the Japanese funds-in-trust. The Thailand EFA Mid-Decade Assessment report will be finalized in early 2008 and will be used as basis to recommend policies towards meeting the EFA goals and the Millennium Development Goals.

74. In the area of training professionals in heritage and tourism management, UNESCAP and UNESCO, with support from the UNESCO-ICCROM Asian Academy for Heritage Management (AAHM), collaboratively organized the national training-of-trainers workshop on cultural tourism sites management and guiding in Bangkok and the Historic City of Ayutthaya, Thailand, from 31 July to 3 August 2007. Experts from the Tourism Authority of Thailand (TAT) and the Fine Arts Departments (FAD) were invited to lecture about issues surrounding cultural heritage sites in

Thailand. This workshop is one of a series of national workshops organized through the national tourism organizations throughout the Greater Mekong Subregion (GMS). Follow-up training at the national level is being planned, with the translation of all training materials into Thai in early 2008.

UNESCO Office in Beijing

China

75.   UNESCO was active in the implementation of UNDAF (2006-2010) through the United Nations Theme Group on Basic Education and Human Resource Development, for which UNESCO was the Chair. The Theme Group and the Government organized in December 2006 the 3rd National EFA Forum, which discussed the EFA Mid-Decade Assessment, in particular the issues of indicators and statistical data on education. China participated in the case studies on: Good Practices and Successful Innovation in EFA for Sustainable Development of Rural Areas: Scaling up for Achievement of EFA Goals", organized by the International Research and Training Center for Rural Education (INRULED), the Chinese NatCom and UNESCO.

76.   UNESCO was an active member of the Theme Group on HIV/AIDS, which is the front runner of United Nations Joint Programme. The Office implemented HIV/AIDS preventive education programmes using extrabudgetary funding from UNAIDS, OPEC and private donors. UNESCO particularly focuses on disadvantaged groups such as female migrants and ethnic minorities. UNESCO also promotes a society without stigma and discrimination against HIV/AIDS affected patients and families through cultural approaches and training of broadcasters.

77.   United Nations China was successful in getting funds from the Spanish MDG Fund: $12 million for environment and climate change (UNESCO is responsible for water) and $6 million for culture and development (UNESCO is the facilitator).

Mongolia

78.   UNCT and the government co-signed the UNDAF for 2007-2011. The Parliament approved the Education Sector Master Plan to the preparation of which UNESCO made substantive contribution. UNESCO produced the UNESS document for Mongolia. The Science and Technology Master Plan of Mongolia for 2007-2020 was approved by the Government of Mongolia in January 2007, in the preparation for which UNESCO assisted the Ministry of Education, Culture and Science since 2003.

79.   As the UNDAF places emphasis on the western region of Mongolia, where linguistic and ethnic minorities live in economically less developed conditions, UNESCO, within the framework of IPDC, completed the establishment of FM radio station and multimedia centres for reindeer minority and of community radio stations in Kazakh minority, as well as multimedia centres and radio station for Tsaatan and Darkhad minorities.

80.   Upon the request of and with the encouragement from the Government, UNESCO/UNICEF/WHO/UNDP prepared a United Nations inter-agency project "Comprehensive Community Services to Improve Human Security for the Ethnic/Linguistic Minorities in Rural Mongolia" with the funds from the United Nations Trust Fund for Human Security. The Project will start early in 2008. UNESCO is the coordinating agency.

Democratic People's Republic of Korea

81.   The UNCT issued CCA in February 2003. Since then, no UNDAF documents were produced. In January 2006, the UNCT composed of WHO, FAO, UNDP, UNICEF, WFP and UNFPA as resident United Nations agencies and UNESCO as a non-resident United Nations agency held a joint United Nations and Government strategy workshop. As a result, a paper "Strategic Framework for Cooperation between the United Nations and the Government of the Democratic People's Republic of Korea for 2007-2009" was signed between the Government and the United

Nations in September 2006. The United Nations will shift the humanitarian assistance to the development assistance. Five national priorities were identified, among which sustainable energy, environmental management and basic social services are the areas where UNESCO will contribute.

UNESCO Office in Dhaka

82. Even with the limited staff and financial resources at our disposal UNESCO Dhaka has made significant contributions principally in the education sector under the UNDAF priority 6 – Education and pro-poor growth. Specifically we have initiated the debate on the necessity for a national Early Childhood policy as an important area in the achievement of Quality Primary Education and Basic Education for all Children, and a national survey has been completed to assess the quality, educational qualifications and other environmental factors which would help the national efforts to improve the quality of teachers throughout the country.

UNESCO Office in Hanoi

83. Viet Nam is one of the eight "Delivering as One" pilot countries. The reform process, which aims at ensuring the alignment of the United Nations' programme with the five-year Socio-Economic Development Plan (SEDP) and the Hanoi Core Statement on Aid Effectiveness, is carried out in close cooperation with the Government of Viet Nam and the donor community, together constituting the Tripartite National Task Force (TNTF).

84. In 2007, UNCT decided on making the One United Nations initiative in Viet Nam more inclusive and on preparing a revised One Plan, in line with the HLP recommendations on "Delivering as One". United Nations agencies interested to join the initiative were invited to send a Letter of Intent to the Government. By August 2007, letters had been received from FAO, IFAD, ILO, UNESCO, UN-Habitat, UNIDO, UNODC, and WHO and the revision of the One Plan 2006-2010 has since started and will be completed by January 2008.

85. Participating in the One Plan requires a greater strategic focus, building on UNESCO's comparative advantages, which includes fostering greater intersectorality within its own fields of competence to maximize the impact of the activities. Linked to the rapid development of the country, there is a growing demand to assist in upstream policy advice and capacity-building and it is the specific request from the Government and the donor community for the United Nations to adapt its programme to this changing need. As a result, the UNESCO Education Sector Strategy (UNESS) for Viet Nam will be redrafted to provide a shared analysis and a common framework for cooperation at the country level with the active involvement and engagement of other United Nations agencies.

86. The One United Nations initiative also invites for joint programmes, a mechanism for better coordinated support to nationally-led programmes, for reduction of duplicative activities between agencies, for sharing of knowledge and expertise. UNESCO participates in the following three joint programmes: Gender Equality (involving 12 agencies with a funding of $4.5 million from the Spanish MDG Fund), HIV/AIDS (involving 11 agencies and the UNAIDS Secretariat), and on Youth (involving six agencies; a concept note for a project of $3 million was submitted to the Spanish MDG Fund). The Joint Programme on Gender Equality aims at assisting the government in the implementation of the Gender Equality Law, particularly with regard to education and media.

87. UNESCO has also been actively involved in the development of project proposals and partnerships with other United Nations agencies to further address the linkages between culture, tourism and craft industries.

UNESCO Office in Islamabad

88.   UNESCO Islamabad activities were aligned with the national development goals and priorities set forth in the PRSP, the MTDF (Mid-Term Development Framework), the PDF (Pakistan Development Forum), the National Education Policy (1998), the National EFA Plan of Action, and the UNDAF.

89.   Only three months after the 2005 earthquake, the Office formulated and mobilized resources for a comprehensive Earthquake Response Programme. The biennium thus started with intensive action to build back a better education system in the earthquake areas without losing focus on the standard Sector programmes and projects. Continued cooperation from counterparts, especially the Pakistan National Commission for UNESCO and the Ministries of Education and Culture, helped UNESCO to cope with the resource and time constraints.

90.   With regard to the UNDAF, UNCT discussions showed that the efforts invested had not increased the impact of United Nations work on national development challenges. Underlying barriers remain: institutional "disincentives" for inter-agency coordination; limited engagement of the Government, donors and CSOs, and difficulties to set priorities among United Nations agency programmes. Considering the above, the UNCT decided to undertake a rigorous strategic review of UNDAF starting by mid-2007 to be completed by April 2008. In the process, the UNDAF was extended until 2010 to align it with the national planning cycle (Paris Declaration on Aid Effectiveness).

91.   Five Thematic Working Groups (TWGs) were created for the review and development of joint outcomes leading to joint programmes. The five Joint Programmes and the agency-specific interventions will constitute the One Programme. UNESCO participates actively in each of the TWGs namely (a) Agriculture, Rural Development and Poverty Reduction, (b) Education (UNESCO co-chairs), (c) Health and Population, (d) Environment, and (e) Disaster Risk Management. Joint Programmes will serve as the basis for resource mobilization for the One Fund. Four issues cut across all joint programmes: gender equality; human rights; civil society participation; and refugees.

92.   UNESCO Islamabad assumed the co-chairmanship of two working groups: the UNCG (United Nations Communications Group) with UNIC, and the Education TWG with UNICEF. In addition, UNESCO leads the working group in charge of preparing the rules of governance for the "One Budget Framework" and "One Fund".

93.   Of particular notice, the Education TWG used UNESS and extended its scope as a United Nations Education Sector Strategy. Subsequent updates and improvements of UNESS have been regularly shared with the TWG. Thus far, the following joint programmes where UNESCO plays a key role have been identified with national counterparts and United Nations agencies: (a) pre- and elementary education; (b) adult literacy and non-formal education; (c) institutional capacity-building; (d) secondary education with emphasis on TVE and life skills; and (e) higher education.

94.   Finally, the UCPD for Pakistan has proven helpful, as it has allowed the Office to provide relevant and specific inputs for the formulation of the joint programmes of the One Programme, notably with regard to MAB, cultural industries, tourism and eco-tourism, early-warning systems, education in emergencies, ESD, education to combat HIV/AIDS.

UNESCO Office in Jakarta

95.   The UNESCO Jakarta Office has embarked on a medium-term strategy which aims at maximizing programme delivery in cluster countries and science region (ASPAC) in terms of effectiveness, impact and visibility. The main elements of the strategy are:

(a)   The development of coherent demand driven country-based programmes. The aim is to create "space" in terms of implementation period, budget and partnerships (with United Nations agencies and others). The intention is to trigger a gradual shift in the office portfolio from the current large number of small and punctual actions towards a coherent and consolidated programme. A pioneering UNESCO Country Programming Document was produced for Indonesia with a view to articulate UNESCO's role within the country's Development Plan and within a "One United Nations" scheme. This I-UCPD was launched during the General Conference in October 2007. Similar UCPDs will be prepared for Timor-Leste (July 2008) and the Philippines (September 2008).

Under the Regional Science Bureau function of the office, the programme identifies a limited number of well-selected strategic programme focus areas, which are in line with the UNESCO Medium-Term Strategy, relate to Global Challenges and which are of main relevance to the Asia and the Pacific region. The choice of programme focus areas has also been such that it positions Science more strongly in direct support to the attainment of internationally agreed development goals, including the Millennium Development Goals (MDGs).

(b)   The quality of programme delivery will be ensured via the development of strong partnerships in the region. This includes Partnerships at National level (with Government, National Commissions, stakeholders and donors) and at regional level (*inter alia* AIT, ICSU, strong universities, SEAMEO, ASEAN, UNESCO category 2 centres, university networks). In the absence of country offices in many countries, a Partnership approach could be instrumental to boost UNESCO's programme delivery, visibility and, last but not least, its impact for the benefit of Member States. UNESCO JKT actively contributes to the establishment of such strong partnerships, and will for instance link activities to the category 2 regional centres. In September 2007, UNESCO JKT organized a workshop with the directors of category 2 regional water-related centres in which it was agreed to engage in collaborative programmes (e.g. on water education and capacity-building, water and climate, and urban water management). In the field of water, cooperation will also be developed with the Asia Pacific Water Forum. Of particular interest is the ICHARM in Japan, which focuses on water-related disasters. Also of interest is the newly established UNESCO Regional Centre for Biotechnology in New Delhi, India, and the proposed UNESCO centre on South-South cooperation on science and technology for sustainable development in Malaysia. Other strategic partners in the region include selected Universities, the Asian Institute of Technology in Bangkok (AIT), the SEAMEO Centres, ASEAN, ADB, ICSU and other United Nations agencies.

(c)   Improvement of programme effectiveness. In order to achieve optimal effectiveness, programme implementation will consider, wherever possible, to engage in co-financing modalities. Such co-financing will strengthen and expand the regular programme activities and will invite additional partnerships (including other United Nations agencies). One approach that could contribute to effectiveness is to engage via the regular programme in pilot projects and feasibility studies, which could lead to the development of larger donor-funded initiatives.

96.   The above strategy should lead, over the coming two to three years, to country presence in all cluster countries (via project teams), strengthened cooperation with other United Nations agencies in these countries, and more visible and tangible impact in the field.

97.   There exist major differences in the level of interaction and cooperation with other United Nations agencies in the five cluster countries of the Jakarta Office. UNESCO participates actively in the UNCT in Indonesia and in Timor-Leste. UNESCO is not effectively represented in the national United Nations consultation and information sharing mechanisms in the Philippines and Malaysia. We receive the minutes of UNCT meetings in Manila, but it appears difficult to establish

a role for UNESCO whenever cooperation or funding opportunities arise (e.g. Spanish MDG). The DIR/JKT Office has sent several communications on this to the RC. Malaysia is clearly an "exit country" and United Nations operations there are very modest. Brunei has no United Nations presence.

98.   In Indonesia, UNESCO has intensified its effort to build a higher profile within the UNCT, through more active participation in joint programmes, especially in HIV/AIDS, Education, and in the comprehensive programme for disaster reduction, including prevention and preparedness. UNESCO Jakarta has developed several projects and initiatives with other United Nations agencies. One example is the cooperation with UNICEF on Creating Learning Communities for Children (CLCC), with funding of $6.8 million from NZAid. The office is exploring options to attract additional funding from AusAid. A high-level meeting on United Nations reform was held in Jakarta in March 2007, and the CLCC project was mentioned as a good example of United Nations agency cooperation. In Indonesia, UNESCO is the lead agency for two UNDAF sub-outcomes, those relating to Education and Culture. UNESCO participated actively in various UNCT initiatives such as United Nations Joint Programming in East Nusa Tenggara and in Papua. UNESCO has established excellent working relations within the United Nations Theme Group on HIV/AIDS. However, we might have to scale down our work in HIV/AIDS because of the cut in funding from the UBW funds for HIV/AIDS programmes in the Education Sector.

99.   In Timor-Leste a new CCA/UNDAF exercise has started in November 2007, with active involvement of UNESCO. The UNESCO Antenna office in Dili, Timor-Leste is back in operation with Mr Remegio Alquitran as the newly recruited Manager of the Programme Implementation Unit (PIU). With the re-establishment and activation of the PIU, it is hoped the UNESCO presence on the ground would be strengthened. The Timor-Leste-UNESCO Country Programming Document (TL-UCPD) will be developed in parallel with the UNDAF process to ensure synergy between the two.

100. In Indonesia and Timor-Leste, we participated in various UNCT organized events such as the United Nations Day exhibition and MDGs Stand-Up Campaign.

UNESCO Office in Kabul

101. Afghanistan, one of the most visible and challenging post-conflict countries, has been striving for reconstruction and development of a peaceful, democratic and sustainable nation since the wars ended. Afghanistan Millennium Development Goals (2005-2020), Afghan Compact (2006-2011) and consultations on the Afghanistan National Development Strategy (to be completed in 2008) had set a solid framework within which the interventions of the international community were planned and UNDAF (2006-2008) was designed. The four UNDAF strategic priorities to support the country's pursuit of the MDGs and compact benchmarks include (1) governance, rule of law and human rights, (2) sustainable livelihood, (3) health and education and (4) environment and natural resources. "Health and education" has been the most relevant area to UNESCO's interventions.

102. With a view to contributing to the attainment of the UNDAF goals (to be extended until 2009) as well as Afghanistan compact benchmarks, UNESCO Kabul worked in cooperation with the Afghan authorities and bi-/multi-laterals, NGOs and private sectors to plan, coordinate and implement activities in the field of education, culture, and communication and information. UNESCO also strived to promote cross-cutting subjects in particular, gender and environment. In particular, UNESCO Kabul led a joint programme on "functional literacy" and actively participated in other joint programmes concerned with "girl's education" and "youth".

103. The Office, in close collaboration with the UNESCO International Institute for Educational Planning (IIEP), also provided technical assistance to the Ministry of Education to prepare the National Education Strategic Plan for Afghanistan (NESP) (2006-2010). NESP was completed and officially announced by President Karzai in January 2007 as the first national comprehensive

education strategy in the modern history of Afghanistan. Since then, United Nations agencies and development partners have been designing their plans and strategies to help to attain NESP goals in eight priority areas: general education; teacher education and working conditions; education infrastructure rehabilitation and development; curriculum development and learning material; Islamic education; technical and vocational education and training; literacy and non-formal education; education administration reform and development. Kabul Office continuously supported the MoE in coordinating the assistances of the United Nations agencies and development partners as well as in implementing NESP.

104. In order for the United Nations agencies to be more coherent and effective in supporting the NESP implementation and monitoring UNESS was introduced as "United Nations Education Support Strategy" in a UNCT meeting and to the Ministry of Education. The Education Minister supported UNESCO to develop UNESS as United Nations strategy and United Nations partners showed interest in the joint development.

UNESCO Office in Kathmandu

105. The Government of Nepal worked on a Three-Year Interim Plan (TYIP) 2007-2010, which was approved on 6 December 2007. Within this evolving "framework", the UNCT completed the Common Country Assessment (CCA) and drew up a United Nations Development Assistance Framework (UNDAF), which was formally unveiled on the United Nations Day. UNESCO Kathmandu actively participated and contributed to the United Nations Country Team in the development of all these documents. Furthermore, UNESCO has also taken an active part in inter-agency working groups and theme groups on various issues. UNESCO Kathmandu has taken the lead in United Nations inter-agency EFA coordination, emphasizing one voice and concerted action of all Kathmandu based United Nations-EFA partners, which was appreciated by the donor community. The outcomes of these exercises have been incorporated in the preparation of the UNESCO National Education Support Strategy (UNESS) 2008-2013 and the development of the work plan for 2008-2009 for all sectors – education, culture, communication and information and natural sciences.

106. Despite the years of conflict, Nepal remained firmly committed to achieving its national development priorities. However, policy commitments have been difficult to achieve due to rapid political changes during times of conflict and state of emergency. Now, since the country has emerged from conflict to post-conflict situation, further enhanced cooperation with the government and civil society organizations is required for intensifying national efforts, both for achieving the development goals and consolidating peace and democracy.

UNESCO Office in New Delhi

India

107. UNESCO took a lead in the formation of UN-Water India, a coordinating arrangement for all United Nations agencies with activity in water in India and co-sponsored an interactive session to discuss groundwater depletion, management and United Nations system-wide response. In order to promote capacities in science, engineering and technology education, the Office also developed a computer-based training on environmental physics, a biogas manual for rural farmers and a field guide on earthquake engineering in Kashmir, as well as educational materials for DRM for neo-literate communities, both under UNDAF-India.

108. The Office also led the joint United Nations support to the Ministry of Information and Broadcasting in the organization of a National Consultation on Community Radio for Practising and Potential Community Radio Operators in March 2007. An IPDC project to assist in setting up the first eight community radio stations is being executed with support from the UNCT. UNESCO's expertise and knowledge in community radio and multimedia initiatives allowed for their inclusion in

the UNDAF as a tool for governance and poverty alleviation in Madhya Pradesh and other UNDAF focus states.

Maldives

109. UNESCO spearheaded policy advocacy for community radio with an orientation and workshop on community radio in support of the Ministry of Information and Arts, and included this tool in support of development activities in the UNDAF. Working in the Maldives has however been very challenging due to lack of local counterpart support.

Sri Lanka

110. In order to popularize UNESCO-led United Nations WWAP activity in the region, the Sri Lankan Government organized a launch ceremony for the recently prepared Sri Lanka National Water Development Report (SLNWDR). Inclusion of the SLNWDR as a UNDAF activity in Sri Lanka was agreed upon during an intersectoral mission in October 2007. Efforts were made in Sri Lanka to bring United Nations agencies together to form UN-WATER Sri Lanka. A briefing note will be discussed in early 2008. Commitment to jointly prepare the Sri Lanka Water Development Report was made and a fund-sharing arrangement with United Nations agencies was agreed upon.

UNESCO Office in Phnom Penh

111. The Office has been providing support to the Ministry of Education Youth and Sports in for the EFA-Fast Track Initiative, improvement of the qualification of teachers, training on planning and management in education, capacity-development of teachers and school administrators, HIV/AIDS, etc. EFA-fast track initiative, coordinated by UNESCO, raised $57 million for Cambodia to support MDG goals. As part of the United Nations inter-agency joint programming activities, the Office has implemented HIV/AIDS activities, including the publication and wide distribution of an HIV Media Guide on AIDS in both English and Khmer.

112. UNESCO is an active member of the United Nations Country Team and has played a major role in the design and implementation of UNCT joint policy and programming activities. The Organization currently assumes the Secretariat of the Education Sector Working Group (ESWG) which comprises 23 members including NGOs, Diplomatic missions, and bilateral and multilateral donors. Since the establishment of the Secretariat, UNESCO Office in Phnom Penh has been the chair of the programme and most of the education policies, programmes and framework for the country are coordinated through the Secretariat.

UNESCO Office in Tashkent

113. The UNDAF was compiled in Uzbekistan in February 2004 covering an implementation period 2005-2009. During the Regional Director's Team meeting on 11 September 2007, it was agreed that, instead of the UNDAF evaluation as stipulated in the UNDAF guidelines, the UNCTs could opt for a more in-depth UNDAF annual review. To this end a CCA/UNDAF Steering Committee (SC) has therefore been set up, comprising of the representatives of UNDP (Deputy Representative), UNICEF (Deputy Representative), UNESCO (Representative), UNAIDS (Representative) and WHO (Representative to oversee the in-depth annual review of the current UNDAF which will be carried out in the first quarter of 2008 and the results of which should feed into the formulation of the new UNDAF (2010- 2014).

114. The Living Standard Strategy (LSS) covering the period 2004-06 prepared by the Government working group with the technical assistance from ADB and based on two other major studies – the Living Standards Assessment conducted by the World Bank and the macroeconomic policies and poverty in Uzbekistan carried out by UNDP, served as basis for the development of the Poverty Reduction Strategy Paper (PRSP) for Uzbekistan, which has been called the Welfare Improvement Strategy (WIS). The WIS represents the mid-term, overall development strategy for

the country for the period 2008-2010 and establishes the main areas and measures for accelerating economic growth and enhancing the living standards of the population.

115. It has to be underlined that in the ongoing United Nations joint programming documents (UNDAF or WIS) UNESCO's contribution to the country programme outcomes is not clearly defined, nor are indicators and baselines mentioned for this purpose. Nevertheless, it was also stated at UNCT level that the current UNDAF compilation was a mere theoretical exercise and none of the agencies currently refers to the document as a baseline for the development of joint or other activities. UNCT has recognized the need instead to develop a new, more concise and results-based UNDAF.

UNESCO Office in Tehran

116. The UNESCO Office contributed to the cooperation of United Nations country-team activities, UNDAF and One United Nations initiative, at different levels according to the needs, technical capacity and resources available, in the four countries of the Islamic Republic of Iran, Turkmenistan, Pakistan and Afghanistan.

Islamic Republic of Iran

117. A comprehensive contribution has been made to UNDAF for the Islamic Republic of Iran (2005-2009), which aims at assisting the Islamic Republic of Iran in achieving its development goals as set out in the country's Fourth Five-Year National Development Plan (FYNDP) (2005-2009)." UNDAF for the Islamic Republic of Iran includes the following five key areas of cooperation, for each of which a working group was set up by UNCT: (a) strengthening capacities and capabilities for achieving MDGs; (b) strengthening good governance; (c) improving economic performance and management and generating employment; (d) sustainable development, disaster management and energy efficiency; and (e) facilitating transfer of science and technology in all areas of cooperation. To address issues on gender and HIV/AIDS, two crossing-cutting working groups were also established. UNDAF for the Islamic Republic of Iran identified a total of six UNDAF outcomes, 46 Country Programme (CP) outcomes and 102 CP Outputs.

118. Of the above, the Office contributed to two UNDAF outcomes, five CP outcomes and seven CP outputs, making UNESCO a significant agency in the whole UNDAF for Iran. UTCO served as the main partner in Working Group 1 on MDGs, through its EFA and education programmes, and chaired Working Group 5 on Facilitating S/T transfer. The Office participated in other working groups with input on HIV/AIDS, human rights, disaster preparedness and gender.

119. The preparation of a new CCA-UNDAF (2010-2015) will commence by March 2008 and the Office will continue to be fully involved.

Turkmenistan

120. UTCO contribution to UNDAF Turkmenistan is mainly concerning education. UNDAF Turkmenistan Outcome 3 was formulated in support of the MDG on universal primary education and gender equality and EFA goals. The Ministry of Education, with joint technical assistance and support from UNICEF and UNESCO, spearheaded the plan formulation process that maps out its thrust and directions for achieving the country's goal on quality education. The Ministry of Education (MoE) has been provided with technical assistance for finalization of the EFA plan and the national assessment for the achievement of EFA goals in the mid-decade. This includes building the capacity of MoE counterparts in data collection and communication of education statistics. Turkmenistan has been also benefiting from EFA Tehran Cluster Ministerial and Experts Meetings, the third session will be held in Ashgatat in May 2008.

LATIN AMERICA AND THE CARIBBEAN

UNESCO Office in Brasilia

121. The Brasilia Office has started the preparation of its UNESCO Country Programming Document (UCPD) which shall reflect by the beginning of 2008 some of the first outcomes of its reorientation process plus other important developments such as the forthcoming Brazilian UNESCO National Education Support Strategy (UNESS) and other United Nations agencies strategies and inputs in the country. The Brasilia Office was already instrumental in the development of the Educational Development Plan (PDE) launched by the Brazilian President in April 2007. UNESCO was requested to provide advice and currently participates in this $4 billion sector-wide strategy aimed to improve the quality of education.

122. As regards UNCT activities and the "Deliver as One" strategy, UNESCO has been particularly cooperative in joint initiatives in Brazil. Two inter-agency proposals (CLT and SC) were submitted by UBO and other United Nations agencies in Brasilia to the MDG Spanish Achievement Fund. Moreover, UBO participates in all of the 10 working groups of the UNCT in Brazil and is chair of the communication working group. Great emphasis and joint efforts were put on the MDGs ("Stand-up campaign", for instance) and other flagship activities such as United Nations collaboration for doping prevention and education contents for the recent Pan-American Games in Rio de Janeiro. A new inter-agency project in which UBO will play an important role is currently being developed to speed-up and monitor the implementation of the Brazilian UNDAF. In addition to that, substantial financial and human resources were deployed by UBO to UNCT activities in the last biennium. Several preventive education initiatives are being carried out by the UNCT in Brazil having UNESCO as lead agency, especially in HIV/AIDS and preventive education in schools. Moreover, the Brazilian Council of State Secretaries of Health (CONASS) combining all 27 Brazilian states as far as health policies are concerned, also approached UNESCO to lead an inter-agency violence prevention programme throughout the country. Agencies such as WHO and UNICEF are active participants of such groups.

UNESCO Office in Guatemala

123. UNESCO has worked with the Government in a sustained effort to progress towards achieving the Millennium Development Goals, particularly eradicating extreme poverty and hunger; achieving universal primary education; promoting gender equality and empowering women; combating HIV/AIDS; ensuring environmental sustainability; and developing a global partnership for development.

124. In accordance with the provisions of the United Nations Development Assistance Framework (UNDAF), for the period 2005-2009, the UNESCO Office in Guatemala has developed joint activities with the United Nations agencies, funds and programmes under the direction of the Resident Coordinator and in compliance with basic strategic orientations guiding its work in the country: national development plans as the central element for programmes; strengthening of national capacities as a central tool for achieving true national ownership of the development process; and gradual use of national systems and capacities.

125. On the other hand, within the framework of the United Nations reform process and in accordance with the concept of harmonizing international cooperation practices and achieving progressive alignment with national priorities, national planning, implementation, monitoring, evaluation and reporting systems, UNESCO's activities in the two-year period from 2006 to 2007 have made a substantial contribution. Its contribution to the preparation of the United Nations Emergency and Crisis Risk Reduction Plan and its leadership in the elaboration of the concept notes for the Culture and Development Thematic Window and the Youth, Employment and Migration Window of the UNDP-Spain MDG Achievement Fund are noteworthy.

126. In the context of a biennium marked by pre-electoral, electoral and governmental transition phase, UNESCO managed firmly to position itself supporting national initiatives designed to achieve considerable national progress in the education reform, prevent youth violence, safeguard the tangible and intangible cultural heritage, strengthen national capacities to better manage and develop water resources, promote intercultural dialogue and cultural pluralism, build democracy, peace and tolerance, especially in relation to overall national development objectives and achieve the Millennium Development Goals.

127. It is worth mentioning that as a result of the key role played, UNESCO has been elected as Coordinator of the Inter-Agency Thematic Group on Education composed by the 17 international cooperation agencies, donors, bilateral and multilateral organisms. Likewise, UNESCO is very active in the Inter-Agency Thematic Groups on Conditional Cash Transfers, Gender, HIV/AIDS, Communication, Security and Operations. On the other hand, UNESCO is member of the Joint Programming and CCA-UNDAF Task Force presided by the United Nations Resident Coordinator.

UNESCO Office in Havana

Cuba

128. The Office participates intensively in the United Nations Country Team and the CCA/UNDAF process. The UNDAF document was signed in September 2007 and identifies five priority areas: (1) local human development; (2) natural disasters; (3) environment and energy: (4) health; and (5) food security. UNESCO participates in all inter-agency thematic and operational working groups. Inter-agency cooperation is particular intense in HIV/AIDS, risk preparedness and local human development. The United Nations system was able to respond in a coherent manner to the emergency situation caused by tropical storm Noel. In 2007, the UNESCO Office coordinated the preparation of the UNESS document with broad participation of national counterparts and a number of United Nations agencies.

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

Dominican Republic

130. UNESCO co-signed the UNDAF in April 2006 and is participating in the programming and implementation of its four priority areas: (1) democratic governance; (2) growth and development with equity; (3) social services with quality for all; and (4) sustainable environmental management and management of risks, facing emergency situations and disasters. In 2007, the Office coordinated the preparation of the UNESS document with broad participation of national counterparts and a number of United Nations agencies. It also participated in the preparation of concept notes for the MDG-Fund, and provided leadership for the window on Culture and Development. The establishment of a UNESCO focal point in the Office of the Resident Coordinator and the strengthening of the capacities of the National Commission significantly contributed to the successful implementation of activities and full participation in the United Nations system.

UNESCO Office in Kingston

131. The Kingston Cluster Office, with its coverage of 13 Member States and three Associate Member States, is one of the largest UNESCO cluster offices – in terms of a number of countries. The large size of the cluster entails involvement and participation in meetings and joint programmes of two United Nations Country Teams (Jamaica and Guyana UNCTs), and two United Nations Subregional Teams (UNST), namely the UNST for Barbados and the Organization of Eastern Caribbean Countries (OECS) and the UNST for Trinidad and Tobago, the Netherlands

Antilles and Suriname. Effective participation in and contribution to the work of these joint mechanisms for providing United Nations development assistance to the Member States as well as collaboration with other International Development Partners operating in the countries pose a major challenge to the Office.

132. Despite this challenge, during the period of January 2006 to December 2007, the Kingston Cluster Office participated in United Nations Common Country Assessments (CCA) and United Nations Development Assistance Framework (UNDAF) exercises in Jamaica, Suriname, Trinidad and Tobago, as well as a subregional UNDAF for Barbados and the OECS (Anguilla, Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, Montserrat, Saint Kitts and Nevis, Saint Lucia, and Saint Vincent and the Grenadines). The input of the Office in these exercises helped to ensure the inclusion of areas of relevance to UNESCO's mandate in the documents. The UNDAFs for Jamaica, Suriname, and Trinidad and Tobago were finalized during the period and signed by the governments of those countries and the United Nations system. The Kingston Cluster Office was also involved in some of the United Nations theme groups set up in the region, including United Nations Theme Group on HIV and AIDS in Jamaica of which UNESCO was elected in December 2006 as the chair for 2007 and 2008, which testifies to the significant achievements and the visibility of the Kingston Cluster Office in strengthening the response of the education sector to HIV and AIDS – not only in Jamaica but the Caribbean region as a whole. UNESCO also served as member of the United Nations Theme Group on HIV/AIDS, as well as on the Theme Group on Gender and Development in Barbados for Barbados and the OECS.

UNESCO Office in Lima

133. Although Peru is not a pilot country for United Nations reform, the United Nations Resident Coordinator has established strategies and coordination mechanisms for joint activities. UNESCO has taken necessary steps to become an active member of the UNCT.

134. UNDAF implementation by the UNESCO Lima Office is under way and includes assisting the MoE in preparing for the Asia Pacific Economic Cooperation (APEC) Education Ministers Meeting to be held in Peru in mid-2008, as part of the UNDAF EFA framework. The Office is further working to support the Peruvian Government's own EFA agenda, the process of which has been a positive catalyst in capturing government attention on education in Peru. Along these same lines and in response to the Peruvian Government's request for our support in evaluating its national literacy programme (PRONAMA), a joint effort with the UNESCO Institute for Statistics is being coordinated to place Peru into the LAMP programme, adapting, at governmental request, the parameters to include both individual and national assessments.

135. The Peru UNDAF also provides for protecting heritage sites. The Office work has included support to the World Heritage Centre during its mission to verify the conservation work at Chan Chan currently at risk and a monitoring mission to Macchu Picchu. Additionally, as a result of the earthquake; UNESCO and the Peruvian NATCOM are working together in the emergency recovery and preservation of the Acllahuasi site in Pachacamac.

136. UNESCO is moreover an active member of the following thematic groups: Security Management, Gender, Communications, HIV/AIDS, and Education for which it is the lead agency. The Education Group, composed by UNDP, UNAIDS, WHO, WFP, UN-LIREC, UNFPA, UNICEF, IOM, UNODC, and the World Bank agreed to review current and potential activities of the different organizations to assess United Nations organizations' activities supporting education in Peru vis-à-vis the national objectives for education.

137. In his annual report, the United Nations Resident Coordinator has stated the following under the section of "Harmonized programming": The UNDAF cycle started in January 2006, so the UNCT had planned an ad hoc meeting in 2007 to review its initial scope, strengths and weaknesses found during the second six-month period. However, because of the August earthquake, the United Nations system was forced to focus on immediate relief actions for the

affected population, catalysing early recovery efforts in certain key areas and helping the government in formulating recovery strategies. These very important activities required a significant amount of energy and commitment on the part of the United Nations agencies. Therefore, the UNDAF review meeting has been rescheduled for 2008. UNESCO will take an active part in this work.

UNESCO Office in Mexico

138. For the first time, the United Nations system in Mexico experienced the United Nations common country programming processes. With respect to the CCA, UNESCO mainly focused on an analysis of the educational sector in Mexico. Founded upon the country's weaknesses identified in the CCA, the UNCT formulated the UNDAF, which places emphasis on five core areas for cooperation towards the reduction of poverty and inequality. The contribution of UNESCO was as follows:

- Inclusive, competitive, equitable and sustainable economic development: UNESCO activities focused on the strengthening of vocational education for vulnerable children and youth, as well as on the evocation of corporate social responsibility.

- Guarantee of social and cultural rights: UNESCO contributed to the strengthening of capacities in order to secure health promotion with special focus on sexual and reproductive health, through seminars sensitizing stakeholders about HIV/AIDS prevention strategies, and the production of educational material about HIV/AIDS, gender and Human Rights. The Office also implemented programmes to strengthen capacities of the educational system at different levels, including technical assistance for the elaboration of state educational plans on education for all and seminars for state secretaries of education and legislators. Cultural Rights were approached through the promotion of the Convention on the Protection and Promotion of the Diversity of Cultural Contents and Artistic Expressions, the building of cultural indicators, as well as activities focused on indigenous population, such as strengthening the cultural identity through community museums, and enhancing educational opportunities.

- The right to a healthy and productive natural environment: UNESCO mainly focused on the contents of the United Nations Decade of Education for Sustainable Development, having elaborated materials for educators on water and education and capacitated teachers and educators, in order to include water issues in the curricula. Cultural aspects of water management were approached through the collaboration with research institutes.

- UNESCO office in Mexico was also involved in the launching of the National Strategy on Environmental Education and monitored the implementation process.

- Rule of law and citizenship security: UNESCO activities related to this core area of the UNDAF focused on the strengthening of the national and state legal framework, specifically with regard to the enforcement of cultural rights and human rights education. As a clear example, UNESCO Mexico has drawn up and validated a law draft on human rights education for the Federal District (Mexico City).

- Democracy consolidation: In this area, the Office focused on citizenship education, having emitted recommendations on citizenship education, focusing especially on vulnerable population groups, in order to enhance citizenship participation and create conscience on civil and human rights.

139. Besides UNESCO's participation in the CCA/UNDAF team, the Mexico Office has also contributed to the following working groups of the United Nations system: Human Rights, Gender, UNAIDS, Communication and Disaster Management. UNESCO's contribution to the working groups was not only limited on bringing expertise, but also the coordination and participation in the

common capacity-building processes, events and products. As a member of UNAIDS, UNESCO contributed to a capacity-building process of the United Nations staff in HIV/AIDS and developed jointly with UNIFEM a manual on HIV/AIDS, gender and human rights, document endorsed by the UNAIDS group. The Office has also been an active member of the human rights inter-agency group, and is coordinating since December 2007 the work of the group.

UNESCO Office in Montevideo

140. Uruguay is one of the eight pilot countries of the "One United Nations" initiative. UNESCO has played a proactive role in the formulation of the "One Programme" for Uruguay, which is based on the UNDAF for 2007-2010. As a result, the priorities identified in the UNESCO Country Programming Document (UCPD) for 2008-2009 were taken into account in the joint programmes that will be carried out by the United Nations system and the Uruguayan Government in the context of the "One Programme".

UNESCO Office in Port-au-Prince

141. The government formulated the national growth and poverty reduction strategy (DSNCRP) in 2007. To secure the international community's formal commitment to funding for the DSNCRP, the Haitian Government plans to hold an international conference with donors on 23 and 24 April 2008 in Port-au-Prince. The United Nations system country team, in which UNESCO participates actively, initiated in 2007 a lengthy process that should lead to the formulation, and adoption in September 2008, of the United Nations Development Assistance Framework (UNDAF) in Haiti for the 2009-2011 period.

142. Three main challenges, which must serve as guidance in drawing up UNDAF, have been identified, namely (a) social injustice relating to poverty and socio-economic inequalities and disparities, (b) weaknesses in the implementation and observance of the rule of law (hierarchy of norms, separation of powers and basic rights), and (c) ecological imbalances and economic and human vulnerability to natural disasters.

143. UNESCO's activities, especially in the field of education, have thus aimed, as matters of priority, to build the State's institutional capacity and its standard-setting and regulatory role and to train the human resources required to implement the country's educational and cultural policies.

144. The Office also provided support for the drafting of the national education for all strategy adopted in May 2007 by providing technical expertise in the field of EFA and providing financial support for the establishment of a national office for the regulation of partnership between the private (which holds 85% of the education sector) and the public education sectors. The office was the subject of a law passed by Parliament in October 2007.

145. It was also owing to UNESCO's role in coordinating the donors' education sector group since 2003 that donors became aware of the need to support the formulation of the 2008-2015 national EFA strategy and its implementation by the Ministry of National Education and Professional Training. The implementation plan forms part of the fast-track initiative for which donors active in Haiti provide financial and technical support. Furthermore, the EFA strategy, validated by the Government, is an integral part of the DSNCRP and the source of inspiration for UNDAF in the field of formal and non-formal education.

UNESCO Office in Quito

146. Programme execution in the countries of the Andes Cluster was in accordance with the plan of work, and helped to strengthen national capacities. While most of the activities undertaken were in response to the priorities expressed by the governments of the countries concerned, it should nevertheless be noted that with the exception of the education sector (ten-year education plans in Colombia and Ecuador), there are no sectoral development plans as such. Following the recent

policy shifts ushered in by new leaders (in particular in the Bolivarian Republic of Venezuela, Bolivia and Ecuador), most of the countries of the subregion have recently adopted national development plans which lay stress on the reduction of economic disparities by means of strengthening the social sectors (health, education) and combating extreme poverty, in line with the Millennium Development Goals (MDGs) and other international commitments such as the Dakar EFA goals. These plans also inspired the UNDAF documents. The UNDAF priorities are thus focused on the following themes: building social cohesion and peace, national identity and cultural pluralism, environment, justice and human rights, health, and education for all.

147. The elaboration of the forthcoming phases of UNDAF will involve a strengthening of UNESCO's contribution thanks to new measures adopted by the Director-General concerning UNESCO's participation in the United Nations Common Country Programming Process, as was recently the case for Colombia (UNDAF for 2008-2012) and Ecuador (UNDAF for 2009-2013).

UNESCO Office in San José

148. In 2007, special efforts were made to align the programme activities of UNESCO San José even more with national development goals as expressed in UNDAFs and other strategies, following up the Office's participation in the five CCA and/or UNDAF exercises that took place the year before.

149. The most progress was made in education. Strategic discussions have been initiated with governments and donor organizations (UNESCO San José managed to enter officially the donor-group meetings in Nicaragua and Honduras) and with partner United Nations agencies active in education (especially in Nicaragua, Honduras, Panama and Costa Rica). By the end of April 2008, five UNESS (UNESCO National Education Support Strategy) documents will be ready, instead of the two originally planned. UNESCO San José was also especially successful under the culture and development thematic window of the Spanish MDG Fund, with three adopted project notes (Costa Rica, Honduras, Nicaragua).

EUROPE AND NORTH AMERICA

UNESCO Office in Moscow

Armenia

150. Responding to an appeal from both the Armenian Government and various NGOs to support the national goals of its poverty alleviation strategy, the United Nations has developed an assistance framework (UNDAF) for the five-year period from 2005 to 2009. Within this framework and in close cooperation with the Government of Armenia and other United Nations agencies, the Office has prepared a Country Programming Document. This document sets forth a strategy for the planning and management of EFA and related goals. It also explains how UNESCO's priorities can be most appropriately integrated into the United Nations programming framework at the country level.

Republic of Moldova

151. To ensure an efficient use of the EFA/FTI grant, the Moldovan Government together with the donors' community agreed on the need for a number of coordination mechanisms to implement the related programmes. With this in mind, UNESCO/Moscow and UNICEF/Moldova jointly funded the post of a National Officer (EFA/FTI Country Adviser). Placed under the technical and administrative supervision of UNICEF, the Country Officer has been tasked with providing guidance and assistance to the Government in the implementation of the EFA NAP and EFA/FTI grant. This unique experience has made it possible for the Country Adviser to benefit from the technical expertise of both organizations (UNESCO and UNICEF).

Russian Federation

152. In response to the universally accepted need for global participation in international development assistance, the government approved a concept paper in June 2007 by which Russia declared its intention to become a donor country. Six months later, the Intergovernmental Foundation for Humanitarian Cooperation of the CIS Countries (IFESCCO) was officially launched in Moscow. The Foundation will support different programmes and projects on science, education, culture and information in the CIS countries. The Russian Federation has been actively involved in EFA in different ways and most notably: as a donor country to the EFA/FTI; by initiating a National Committee for EFA under the National Commission for UNESCO; and by signing a Memorandum of Understanding between UNESCO and the Government of Moscow City under which a pre-school flagship project was launched.

153. The Moscow Office continues to be actively involved in UNCT activities. In the Russian Federation, UNESCO chaired the OMT in 2007. It also participated as an active member of several other thematic groups, including HIV/AIDS, Youth, the Arctic and circumpolar questions, and disabled persons. The Office has also been involved in the preparation of the United Nations joint publication on the demographic situation in the Russian Federation. The thematic group on HIV/AIDS is the front-runner of United Nations joint programming in the Russian Federation. In cooperation with UNFPA, UNICEF, and UNAIDS, the Office implements an HIV/AIDS prevention education project funded by the Melinda and Bill Gates Foundation.

154. Finally, it is gratefully acknowledged that the Russian Federation has extended a generous support to the Moscow Office by completing the renovation of the premises in 2007, and by providing the incremental financial support to its functioning.

UNESCO Office in Venice

155. The two main components of the Office (SC and CLT) have been actively involved in the United Nations reform in the context of exercises to review UNDAFs in South-East Europe. Main thrusts in this cooperation were environment and social change as well as culture and development, in accordance with UNESCO's strategic objectives.

156. It is worth mentioning that South-East European (SEE) Member States are generally more oriented towards the European Union institutions and programmes, clearly due to their geopolitical situation. Hence, cooperation with the European Union programmes was also intensified, since all SEE countries are aiming at European Union accession. Potential future cooperation in the focus area of BRESCE was affirmed through several meetings with various European Union institutions, as well as with a delegation of the Council of Europe.

157. The Venice Office is strongly represented in Albania (through activities and frequent missions) as well as in Bosnia and Herzegovina (with an antenna Office). This clearly permits to actively participate in the joint United Nations initiatives at the country level, as exemplified by the participation of UNESCO in the formulation of the concept notes for Albania and Bosnia and Herzegovina under the culture and development thematic window of the Spanish MDG Fund.

158. BRESCE actively participated within the United Nations Country Teams in Bosnia and Herzegovina and Albania in the preparation process of these concept notes. Following the MDG-F Steering Committee review and approval of the United Nations Country Team's concept notes, the amount of $8 million was tentatively allocated for a programme entitled: "Improving Cultural Understanding in Bosnia and Herzegovina", as well as the amount of $3 million for a programme entitled "Albania's Cultural Transformation: From Isolation to Participation". The UNESCO portion is approximately $1.6 million for Bosnia and Herzegovina and approximately $1.3 million for Albania. At present both concept notes are being developed into a full United Nations Joint Programme Document that will be acceptable to the Fund. Within the Thematic Window on Environment and Climate Change, BRESCE also contributed to the preparation of a concept note

for Bosnia and Herzegovina entitled "Mainstreaming environmental governance: linking local and national action in Bosnia and Herzegovina". The amount of $5.5 million has been tentatively allocated and the UNESCO apportion is approximately $200,000.

159. Regarding Science Policy and the Education to Sustainable Development a number of conferences and workshops held in SEE brought forward the importance of inserting these programmes into United Nations country planning processes, in particular the United Nations Development Agreement Framework (UNDAF), as well as international standard-setting instrument (Conventions, Declarations, etc.).

160. Of particular note is the Office contribution to the One United Nations in Albania. Director BRESCE is a member of the Joint One United Nations Executive Committee, while other BRESCE staff are involved in the One United Nations technical working groups, thus ensuring UNESCO's participation both at the strategic and operational levels.

161. UNESCO will implement activities in the field of culture, science and education as follows. Under outcome 1.1 of development goal 1 (National Institutions and Public Sector able to respond to the requirements of the European Union Accession process, including implementation of the IPS), UNESCO will contribute to the elaboration of the national Science Strategy and to the reform of the University and Education System, as well as organize a workshop on statistics. Under outcome 1.3, BRESCE will contribute through ongoing extrabudgetary projects addressing the following issues: "Capacity-building for preservation and restoration of cultural heritage", "Restoration of the historical centre of Gjirokastra", and "Safeguarding Albanian folk Iso-polyphony – A UNESCO masterpiece of the oral and intangible heritage of humanity".

162. Under outcome 1.1 of development goal 1 (Institutional framework for education in place that promotes inclusive quality education for all children), UNESCO will contribute through an extrabudgetary project with the promotion of quality education for all, with a focus on human rights and democracy education.