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**JOINT REPORT BY THE DIRECTOR-GENERAL ON THE IMPLEMENTATION
OF THE PROGRAMME AND BUDGET (32 C/5) AND ON RESULTS ACHIEVED
IN THE PREVIOUS BIENNIUM 2004-2005 (DRAFT 34 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 2004-2005 (174 EX/4 – Draft 34 C/3). This joint report has been prepared in response to recommendation 2 of 33 C/Resolution 92.

The report contains the main results achieved during the biennium, corresponding to document 32 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 (iii).

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Background and draft resolution

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 at its 33rd session and, in particular, its recommendation 2. The aim is to provide the Executive Board and the General Conference with a user-friendly document that will help them to focus on the key results achieved in the 2004-2005 biennium and the lessons learnt for future programme direction. The Director-General was also conscious of the Executive Board request to reduce the volume of documentation provided to the Board (166 EX/Decision 5.2) and to provide the material on a timely basis. Hence, this joint report is produced in the same format adopted for document 33 C/3, namely a printed Synthesis Report with further details made available on a specially constructed website www.unesco.org/en/dg-report/2004-2005. The final 34 C/3 document will contain summarized data from the Management Chart for Programme Execution in 2004-2005 which will not be available until the 175th session of the Executive Board.
3. Further, 33 C/Resolution 92 calls for improved reporting from the Executive Board to the General Conference on programme implementation in accordance with Article V.6(b) of UNESCO's Constitution, 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. This report thus provides the basis for such interactive sessions and will 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 2004-2005.
4. The Executive Board may wish to consider the following decision:

The Executive Board,

1. Having examined the joint report 174 EX/4 – Draft 34 C/3,
2. Recognizing that document 174 EX/4 – Draft 34 C/3 is part of the ongoing strengthening of the Report of the Director-General on the performance of the programme in previous biennia,
3. Welcoming the quick response by the Director-General to 33 C/Resolution 92, in particular recommendation 2, and his efforts to align the previously separate statutory reports C/3 and EX/4 at the end of the biennium,
4. Noting that document 174 EX/4 – Draft 34 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,
5. Invites the Director-General to use document 174 EX/4 – Draft 34 C/3 in preparations for future key programming documents of the Organization, specifically the next Programme and Budget (34 C/5), and the next Medium-Term Strategy (34 C/4);
6. Agrees to report to the General Conference raising pertinent issues arising from the outcome of the dialogue on the execution of the programme and budget for 2004-2005 (32 C/5).

INTRODUCTION BY THE DIRECTOR-GENERAL

This Report on the implementation of the programme and budget during the 2004-2005 biennium represents an important milestone in the ongoing reform of the Organization. Firstly, it is the first biennial report after my re-election as Director-General, and I see it as setting a baseline for reporting during my second term. Secondly, the report provides answers to several issues concerning reporting raised by the Executive Board in the last few years, namely: (i) that the Secretariat must capitalize on the synergy between the EX/4 and the C/3 documents; (ii) that the report must facilitate decision-making in developing the next programme and budget, and in this regard, it must be produced on time for the spring session of the Executive Board and for subsequent consultations with National Commissions; and (iii) that the report must not be bulky, and it must reflect good RBM practices. Further, in 33 C/Resolution 92, the General Conference had decided on the preparation of a more timely, comprehensive and detailed evaluation document on UNESCO's programme performance as the basis for the planning of future programmes ("new style" C/3 document); and that the draft C/3 document should be made available to the Executive Board at its spring session immediately following the General Conference. I am very pleased to report that all requirements by both the General Conference and the Executive Board have indeed been addressed, and the present report testifies to this. Let me comment on some of the relevant aspects in the next paragraphs.

With respect to synergy, both the Bureau of Strategic Planning (BSP) and the Internal Oversight Service (IOS) collaborated in producing a joint EX/4 – Draft C/3 report in close cooperation with all the sectors, institutes and units concerned. They made use of the fact that both reports are addressing the implementation of the same programme activities, and as such the reporting requirements can be addressed jointly. The two services rightly concluded that the production of a joint report for which only one request for submission (in place of two previously) was necessary would be a sensible way to proceed. Hence this joint 174 EX/4 – Draft 34 C/3 report.

Concerning timing, this is the first time in the history of the Organization that the report on the execution on the programme is available for consideration by the Executive Board in its first session after the end of a biennium. The report highlights achievements and challenges. It can therefore be taken into account when the Board considers the formulation of the next programme and budget.

About size, the report follows the format of the suggested "new style" C/3 document. It is presented in a printed non-bulky synthesized version. In addition a dedicated website www.unesco.org/en/dg-report/2004-2005 has been developed providing extensive details on the results achieved for the individual Main Lines of Actions (MLAs). Hence, even though the report has grown richer in details, the Secretariat has succeeded in reducing the size of the printed copy by making full use of ICTs. We are thus practising what we preach.

The above successes notwithstanding, we recognize that we can indeed do better in the future, for the report calls attention to several important challenges to be addressed by the Secretariat. Among the challenges is the need to strengthen monitoring of the implementation of our programmes. The Secretariat will attend to this issue with the urgency it deserves.

I am proud of the progress made so far – and in a relatively short time since the conclusion of the 33rd session of the General Conference – in responding to the wish of the membership to enhance EX/4 and C/3 reporting. We have shown that it can be done, and I am committed to work towards further enhancements to be integrated into the next edition, document 35 C/3.

To conclude, I present to you the latest EX/4 and C/3 document, the joint 174 EX/4 – Draft 34 C/3, a results-based report on the performance of UNESCO in the 2004-2005 biennium. The report is weightier in substance, sharper in self-assessment and user-friendlier with the use of the synthesized version.

NOTE TO THE READER

(a) **Introduction:** Enhancements were implemented with the Report of the Director-General on the execution of the programme and budget and the activities of the Organization in the 2002-2003 biennium (33 C/3). These included a report made up of two distinct parts: a printed synthesis report, plus a dedicated 33 C/3 website containing detailed presentations from the sectors and services. In addition, several field offices presented one-page “showcases” reporting on activities they considered to have been particularly successful. These showcases, in a way, contributed to giving enhanced visibility to the achievements of the field offices. The governing bodies appreciated the concise nature of the 33 C/3 Synthesis Report, but expressed concern that the report was not produced in time for it to contribute relevant inputs for shaping document 33 C/5. This joint report: 174 EX/4 – Draft 34 C/3 (reporting on 2004-2005) has taken the concerns of the governing bodies into account. The document is now produced in time for the spring session of the Executive Board, during which decisions will be made about documents 34 C/5 and 34 C/4.

(b) **Results-based reporting:** The report builds on the enhancements already commenced with document 33 C/3. The Executive Board has requested the Director-General to make use of the synergy between the EX/4 and the C/3 documents to enhance the contents of the reports. The Director-General considered that it would be advantageous for BSP and IOS to merge document 174 EX/4 and draft document 34 C/3. This would help to secure a consistent quality and results-focus of reporting and less onerous for the sectors and services. The merged document thus provides a combined assessment of the main results achieved in executing the programme during the entire biennium 2004-2005 (32 C/5). In a truly results-based approach, this report principally focuses on the attainment of the expected results and accompanying performance indicators as listed in document 32 C/5 Approved. The report is compiled from findings emanating from the self-evaluation undertaken by sectors and services, field offices and Headquarters. Illustrations of findings were drawn from specifically designed MLA (Main Line of Action)/Unit forms, in which the results achieved were placed alongside the expected results from document 32 C/5, thus facilitating easier assessment of performance with regards results. In addition, the sectors and services provided a short overall synthesis of the details contained in the MLA/Unit forms. Making use of the complementarity, between the EX/4 and the C/3 documents, IOS and BSP have produced a joint EX/4-C/3 document for the 2004-2005 biennium, as opposed to presenting two separate documents; one EX/4 document and one C/3 document. An immediate advantage of this development is that the programme sectors and services were requested to make only one submission for the joint report, as opposed to the two submissions requested in previous biennia.

(c) **Presentation:** The joint 174 EX/4 – Draft 34 C/3 has grown in size and details, but in the determination not to compromise the qualitative and quantitative substance of the information presented, the format of the Report of the Director-General for the biennium in question was revised, and builds on the enhancement commenced with document 33 C/3. It is made up of the printed synthesis report, a printed EX/4 addendum, plus a dedicated 174 EX/4 – 34 C/3 website www.unesco.org/en/dg-report/2004-2005. The website contains the synthesis, the MLA/Unit forms, the EX/4 addendum, and showcases. The synthesis report contains appropriate links to relevant details resident on the website.

PART I PROGRAMME IMPLEMENTATION AND SERVICES

A. PROGRAMMES

Major Programme I – Education

MAJOR TRENDS AND DEVELOPMENTS

1. Internationally, the centrality of Education for All (EFA) in development and in poverty eradication, and as a key contribution toward realizing the Millennium Development Goals (MDGs) was widely acknowledged at the 2005 United Nations World Summit and explicitly reflected in the Outcome Document (paras. 43-45). The Summit emphasized “the critical role of both formal and informal education in the achievement of poverty eradication and other development goals as envisaged in the Millennium Declaration”, and reaffirmed the Dakar Framework for Action adopted at the World Education Forum in 2000 and recognized “the importance of UNESCO’s strategy for the eradication of poverty, especially extreme poverty, in supporting the Education for All programmes as a tool to achieve the Millennium Development Goal of universal primary education by 2015”. During the 33rd session of the General Conference, over 100 education ministers and vice-ministers as well as high-ranking officials and representatives from a further 47 countries participated in a two-day debate on how to accelerate progress towards EFA by 2015. They committed in particular to continue to promote the EFA agenda in its broadest conception and at all levels, reform and good governance in education systems, as well as to mobilize further external aid and use it more effectively. During the fifth meeting of the High-Level Group on EFA held in Beijing, China, from 28 to 30 November 2005, several bilateral and multilateral partners expressed growing confidence in the Organization’s leadership and effectiveness. The Education Sector will capitalize on these developments in order to successfully prepare the Global Action Plan for greater inter-agency cooperation and to strengthen the coordination role of UNESCO.

PROGRAMMING FRAMEWORK

2. UNESCO continued its efforts to adjust and better integrate its work in EFA in document 32 C/5 by realigning the Major Programme’s priorities more firmly around the six Dakar goals, on UNESCO’s mandate as EFA global coordinator, and on focused action in favour of the broader EFA agenda. It was consequently structured around four subprogrammes: “Basic education for all: targeting key goals” (focusing on assisting Member States in achieving progress towards the six EFA goals), “Supporting EFA strategies” (focusing on fulfilling UNESCO’s global mandate), “Beyond universal primary education” (focusing on post-primary levels of education) and “Education and globalization” (focusing on new challenges and global networks). Some 79% of the activities budget (excluding the cross-cutting theme projects and the six education institutes) was devoted to the first two subprogrammes. This represented an increase of some 12% over that in document 31 C/5.

3. Translating this broad focus on the principal priority of “basic education for all” into effective, coherent action at the country level was not easy. This can largely be attributed to two interrelated reasons: (i) efforts to systematically plan and implement activities in line with common country programming processes and sector-wide approaches were still too nascent to bear much fruit during the 2004-2005 biennium; and (ii) the large number of activities (some 1,500) planned under MP I resulted in fragmentation and dispersion of focus, resources and, ultimately, results.

4. The Programme addressed strategic objectives 1, 2 and 3 of the Medium-Term Strategy (31 C/4), namely: (i) strategic objective 1: “Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights”; (ii) strategic objective 2: “Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values”; and (iii) strategic objective 3: “Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue”.

MAINSTREAMING ISSUES

5. EFA is intrinsically linked to UNESCO’s areas (Africa, LDCs, gender and youth) for mainstreaming and the Education Sector ensures that they are well targeted as beneficiaries and as the focus of interventions. Education staff at Headquarters and in Africa completed mandatory training in gender mainstreaming. In elaborating and articulating the three core initiatives in EFA – literacy, teacher training, and education and HIV/AIDS – the Education Sector has made sure that issues and concerns related to gender, youth, sub-Saharan Africa and LDCs are mainstreamed throughout its strategies and the need to introduce this as an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes will be further emphasized.

DECENTRALIZATION

6. The Education Sector relies heavily on the field offices to implement its activities and to attain its results. Decentralized activities for the biennium saw a slight increase of 3.7% from the previous programme cycle to attain the level of 65.9%.

7. The key extrabudgetary-funded programme for EFA remains the “Capacity-building for EFA” which continues to receive funds mainly from the Nordic countries. In line with the three EFA initiatives, a significant proportion of the total funds available for 2005 (\$5 million) was reoriented to finance activities at country level in literacy, teacher training, and education and HIV/AIDS, particularly in sub-Saharan Africa.

8. Field offices are often key agents in mobilizing extrabudgetary resources at the national or regional level, thus enabling UNESCO to achieve many valuable results in programme areas that are under-funded by regular programme funds. A case in point is the UNESCO Bangkok-led “ICT in Education” programme financed by the Japanese Funds-in-Trust with complementary funds from the ASEAN Foundation and the Republic of Korea.

INTERSECTORAL ACTIVITIES

9. Efforts to work intersectorally during the biennium included the following: the joint MLA (MP I, para. 01212 and MP II, para. 02214) with the Natural Sciences Sector on “Promoting education and capacity-building in science and technology”; the launch of the intersectoral programme on languages; the Decade on Education for Sustainable Development (DESD); and ICT in Education. Two new structures were established to coordinate and facilitate joint initiatives among the sectors – the Intersectoral Working Group on Languages and the Intersectoral Working Group on ESD. Focal points of the sectors have held regular meetings to discuss potential areas of collaboration.

10. An example of concrete intersectoral cooperation was the regional workshop, organized jointly with the Science Sector, for policy-makers and curriculum planners in sub-Saharan Africa to bridge the gap between scientists and science educators.

PARTNERSHIPS

11. A key pillar for the success of EFA is the ability to partner with a range of constituencies, from governments to civil society, to maintain a continuous dialogue and joint action. During the biennium, this activity involved among others: organizing several ministerial-level meetings at global, regional or subregional levels; consulting key EFA partners on trends and challenges for EFA, including coordination by UNESCO; active support to the E-9 initiative; active involvement of NGOs, in particular through the Collective Consultation of NGOs on Education for All (CCNGO/EFA); development of the Associated Schools Project Network (ASPnet); continued growth of UNITWIN and of the UNEVOC network; cooperation with the private sector.

12. Participation in United Nations country-level mechanisms and programming exercises (including the CCA/UNDAF process) has improved, although much still needs to be done to improve the recognition of EFA by United Nations system partners at country level. Dedicated training has however been provided to staff on country programming planning processes.

SUBPROGRAMMES

Subprogramme I.1.1 – Basic education for all: targeting key goals

13. The first subprogramme under the Programme on Basic Education for All had five Main Lines of Action with four of them explicitly targeting the six Dakar goals. Activities under MLA 1 (“Making the right to education a reality for all”) targeted Dakar goals 1 and 2; MLA 2 (“Ensuring gender equality in EFA”) targeted Dakar goal 5; MLA 3 (“Promoting lifelong learning through literacy and non-formal education”) targeted Dakar goals 3 and 4; MLA 4 (“Improving the quality of education”) targeted Dakar goal 6; MLA 5 (“Focusing on education and HIV/AIDS”) dealt with HIV/AIDS pandemic impact on education systems.

Achievements

Policies for equitable access to quality Early Childhood Care and Education (ECCE) formulated and promoted in more than 50 countries.

Right to education policies promoted and assistance provided to eight Member States (Kazakhstan, Kenya, India, Jordan, Nigeria, South Africa, Rwanda and Indonesia) in this area.

Capacity in developing policies on basic and primary education strengthened in 10 countries (Haiti, Senegal, Chad, Niger, Burundi, Madagascar, Pakistan, Somalia, Guinea-Bissau and Sudan) with specific focus on alternative learning opportunities for out-of-school populations.

Guidelines on inclusive education reviewed in cooperation with ILO and WHO and widely disseminated for use by policy-makers, educators, NGOs and international organizations.

Gender-responsive education promoted through dedicated partnership with FAWA (Forum for African Women Educationalists), networking with ministries of education in South-East Asia (GENIA) and in West Africa (WENE), recognition of the CIEFFA (International Centre for Girls’ and Women’s Education in Africa) as a UNESCO category 2 centre, and active participation in the UNGEI, including through analytical support.

United Nations Literacy Decade (UNLD) coordinated and regional meetings organized to facilitate the formulation of an effective mechanism for monitoring and implementing the UNLD. Technical support provided for the elaboration of national strategies for UNLD in Africa (Senegal, Gambia,

Guinea Conakry, Guinea-Bissau, Mali and Namibia), in the Arab States (about 10 countries), in Asia (UNLD regional strategy developed and country action plans being prepared) and in Latin America (national strategies).

Literacy Initiative for Empowerment (LIFE) launched, designed to support 34 countries with high illiteracy rates and population, and as a part of UNESCO's response to the United Nations resolution on UNLD. Assistance provided for the elaboration of national strategies.

Launch of the Decade on Education for Sustainable Development (DESD) at international and national levels, regional DESD strategies adopted for the European and Asia-Pacific regions, and numerous partnerships established throughout the world for the promotion of DESD.

EDUCAIDS inter-agency initiative successfully launched.

World Programme for Human Rights Education proclaimed by the United Nations General Assembly and 2005-2007 Action Plan adopted.

Recommendations on promotion of physical education and sport developed through MINEPS IV at Athens in December 2004.

International Convention against Doping in Sport, adopted by the General Conference at its 33rd session (2005).

International Literacy Day (8 September) widely celebrated around the world.

Non-formal education integrated in the national education policies in synergy with formal education in several Member States, including Afghanistan, Ethiopia, Nepal and Mali. The NFE-MIS (management information system) package developed and tested in four pilot countries.

Promotion of Community Learning Centres (CLCs) for literacy and life skills in all regions, with appropriate use of ICTs especially in rural areas.

INRULED's (International Research and Training Centre for Rural Education, China) profile raised for research and training on rural education.

Comprehensive strategy for improving the quality of textbooks and learning materials using a rights-based approach to quality education completed.

Teaching materials, methods and research on peace and education improved.

Studies on the impact of HIV/AIDS on leadership, governance and management in the education systems of eight African countries completed.

Challenges

The EFA goal (and MDG) of eliminating gender disparities in primary and secondary education by 2005 was not reached in many countries. Literacy insufficiently recognized as a priority for reaching EFA goals, both internationally and at national levels. Improving the quality of education while expanding access remains a key challenge and requires focus on areas where UNESCO has comparative advantage.

Subprogramme I.1.2 – Supporting EFA strategies

14. Subprogramme I.1.2 was structured in three main lines of action: “Planning for the implementation of EFA” (MLA 1), “Sustaining political and financial commitment” (MLA 2) and “Monitoring progress and evaluating EFA strategies” (MLA 3).

Achievements

In-country support provided to Member States in all regions for capacity development in EFA planning, implementation and monitoring, including Education Sector Development Programme (ESDP) and action plans, decentralization of education management, and planning, costing and review of the education sector development plans in the light of EFA Goals and education reform.

Support to sector-wide approaches (SWAp) intensified and technical assistance provided, in collaboration with partner agencies, for the integration of EFA into sector-wide planning frameworks in Gabon, Equatorial Guinea, Sao Tome and Principe, Cambodia, Nigeria, Nepal, Cameroon and Chad.

Capacities in curriculum analysis and development for poverty alleviation strengthened in nine sub-Saharan countries.

National programmes for the reconstruction of education systems in countries in post-conflict being implemented in eight countries (Afghanistan, Angola, Colombia, Democratic Republic of the Congo, Guatemala, Liberia, Sierra Leone and Somalia).

Political commitment for EFA sustained through the organization of the Working Groups on EFA, the EFA High-Level Group (Brasilia, 2004; Beijing, 2005), the Ministerial Round Table on EFA (2005) and E-9 meetings.

Policy- and decision-makers provided with policy reform issues and best practices as well as emerging challenges in the areas through the *EFA Global Monitoring Report* for 2005 on quality and the 2006 report on literacy and two EFA monitoring reports in Africa and the LAC region.

Challenges

Clarifying roles of EFA partners within the context of the Global Action Plan is still to be completed.

Subprogramme I.2.1 – Beyond universal primary education

15. Subprogramme I.2.1 was structured in five main lines of action: “Renewing secondary education” (MLA 1), “Promoting education and capacity-building in science and technology” (MLA 2), “Reforming technical and vocational education and training” (MLA 3), “Promoting diversity and cooperation in higher education” (MLA 4) and “Supporting teachers and educational personnel” (MLA 5).

Achievements

Consensus built among high-level officials and EFA partners around the expansion and diversification of the secondary education system in the Arab States, Africa, Latin America and the Caribbean.

Capacity of policy-makers and curriculum planners in science and technology education strengthened (in collaboration with the Science Sector) in Latin America and the Caribbean, Asia and the Pacific, Africa and in the Arab States.

Gender gaps reduced in science and technology education in secondary education through increasing the interest and participation in school science of girls, particularly those in difficult circumstances (in particular in Malawi, Namibia, Cameroon, Indonesia and Afghanistan).

Strengthened capacities of policy-makers, particularly in LDCs, to implement policy reform, curriculum renewal and teacher training for TVET. Technical support and policy advice provided to several countries in the design and implementation of TVET policy reform (in particular Bahrain, Bangladesh, Ethiopia, Libya, Nigeria, Djibouti, Guinea, Malawi, Palestinian Territories and Mongolia).

Use of ICTs for distance education for disadvantaged youth at secondary level (with the Communication and Information Sector) tested in selected areas in Africa, Asia and Latin America.

Policy exchange and networking on the global and regional agenda on higher education promoted through the UNESCO Forum on Higher Education, Research and Knowledge.

“Academics Across Borders” initiative launched.

Challenges

The need for increased attention to access to quality secondary education, gender gaps and the use of ICTs in education. The shortage of qualified teachers to reach EFA goals still insufficiently recognized at all levels.

Subprogramme I.2.2 – Education and globalization

16. Subprogramme I.2.2 was structured in two main lines of action: “Responding to opportunities and challenges” (MLA 1) and “Global networks supporting EFA, human rights education and education for a culture of peace” (MLA 2).

Achievements

Membership of various education networks increased by the end of 2005: UNITWIN to 123 countries; UNEVOC to 234 countries; and ASPnet by 316 to 7,846 institutions at all levels in 176 countries.

Cooperation with the private sector, such as with the World Economic Forum, further developed.

Guidelines on Quality Provision in Cross-Border Higher Education adopted by the General Conference and launched jointly with OECD.

Needs assessment of quality assurance in higher education conducted in all regions as a basis for developing a strategic approach that will guide concrete capacity-building activities.

Challenges

Engaging with new providers of higher education to ensure quality provision and respect of agreed standards. Opportunities for public-private partnerships are still to be fully harnessed.

RESOURCES

17. The exact figures for expenditures and extrabudgetary contributions received by UNESCO during the biennium will only be available after the accounts are closed at the end of February 2006 and will be provided as an addendum to this Board document. Staff (not including institutes and centres) consisted of 291 persons, including 219 international professionals and 15 national professional officers (NPOs). These professionals are located in 43 field offices, including four regional bureaux.

CONCLUSIONS AND LESSONS FOR THE FUTURE

18. The Education Sector has drawn upon several lessons learnt in the course of implementing and monitoring document 32 C/5 and has reflected them in planning document 33 C/5. These included: (i) reorienting and streamlining the programme and budget in order to concentrate resources on the three core initiatives (literacy, teacher training, and education and HIV/AIDS) within the principle priority of EFA; (ii) making greater efforts to ensure that country-level interventions are coherent and consistent with the needs and priorities inscribed in national development frameworks and strategies; and (iii) increasing efforts at achieving true intersectorality through planning of common activities and joint implementation. Field offices, particularly cluster offices with specialists in all fields of UNESCO's competence, have a strong potential to put intersectorality into action at country level.

19. In supporting EFA strategies, there is growing awareness within the Education Sector of the need to be actively involved in common country-programming processes such as CCA/UNDAF and the groundwork is being laid for more systematic involvement in the 2006-2007 biennium. The sector is also aware that a better definition of the roles, tasks and responsibilities of Headquarters, field offices as well as the centres and institutes is needed for decentralization to function more effectively in programme implementation.

20. In conclusion, it should be mentioned that the first steps have been taken in the reform of the Education Sector in line with the request of the 171st session of the Executive Board to improve the Sector's ability to lead the EFA effort as well as its overall effectiveness and results.

EDUCATION INSTITUTES

21. The General Conference at its 33rd session adopted an Overall Strategy for UNESCO Institutes and Centres and their Governing Bodies (171 EX/18). This Strategy, which supersedes all relevant prior resolutions by the General Conference on the subject, constitutes an important milestone for Major Programme I. It will enhance the programmatic integration of institutes within MP I and ensure the adequate reflection of their substantial contribution to its implementation. Based on a programme-driven and results-oriented approach, this Strategy emphasizes the importance of programmatic coherence and the key role of institutes in a decentralized organization. UNESCO's work in "promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue" (strategic objective 3 in document 31 C/4) was primarily achieved through research and studies; disseminating the findings through publications and reports; translating them into teaching materials and training programmes; and organizing various types of meetings. The education institutes participated in carrying out these tasks. A major external evaluation of the education institutes was conducted in 2005, the findings of which are reported to the Executive Board (174 EX/20). Findings from this evaluation confirmed a number of the achievements reported by the institutes. Document 174 EX/20 also contains additional challenges to those given here.

International Bureau of Education (IBE)

22. IBE continued its work in enhancing curriculum development and educational content. Actions in 2005 were concentrated in implementing the results of the successful 47th session of the International Conference on Education (September 2004).

IBE achievements

The mid-term review of the 2002-2007 strategy was completed and high-quality contributions to the *EFA Global Monitoring Report* provided.

IBE's activities are carried out in more than 93 countries. The clearing-house function, in particular its comprehensive database of information on curriculum development activities, which contains the profiles of 160 national education systems, is one of the most valuable assets and source of value added.

IBE reviewed global trends regarding the selection, organization and distribution of curriculum contents in secondary education, as well as case studies on the development of school textbooks for quality education for all. Events such as the International Conference of Education (Geneva, September 2004) and European Regional Meeting on Literacy (Lyon, April 2005) helped to promote policy dialogue.

A new project on innovation in curriculum to fight poverty, involving nine African countries, was launched. The IBE website was completely restructured, thus providing easier access to Member States.

A community of practice for initiators and professionals responsible for curriculum development was created at the global level. The global network is structured on the basis of regional focal points.

In-depth reform of the IBE functioning and work processes was completed through several internal training activities aiming at increasing the effectiveness and efficiency of the team

Challenge

A new director is yet to be appointed, and the right balance between UNESCO and donor priorities has to be found.

International Institute for Educational Planning (IIEP)

23. IIEP continued helping countries to design, plan and manage their education systems. In 2004-2005, IIEP was at mid-course implementation of its seventh Medium-Term Plan. In terms of training, IIEP is within range for its Advanced Training Programme (ATP), the production of training materials, distance education programmes, and the delivery of specialized courses and workshops.

IIEP achievements

Through its core training programmes, the Advanced Training Programme (ATP) in Paris and the Regional Course in Buenos Aires, IIEP has trained approximately 60 experienced education managers and professionals every year for the last five years. Including visiting trainees and participants in specialized courses and workshops, IIEP has trained more than 5,000 people in educational planning since 1999.

Research projects are on course, both in terms of the pace of activity execution and in terms of results achieved. The local Education Management Information System (EMIS) project was integrated in the HIV/AIDS action research to enhance the effectiveness of the latter in terms of data collection and monitoring. Local research capacities were strengthened in terms of replication of the research methodology.

At the end of the biennium, projects entered a finalization phase, which consists in producing synthesis reports and in transferring new knowledge through training materials, web posting, and clearing-house activities.

In terms of dissemination of the knowledge produced, IIEP improved its capacities by posting new online resources (databases, publications, and training materials), producing CD-ROMs, and sorting out of active/dormant depositary library.

Over the period considered, IIEP maintained its level of in-country assistance and demonstrated its reactivity, as is illustrated by the intervention in Pakistan in November 2005. A number of projects were launched in document 32 C/5 and will be carried over in document 33 C/5 (Afghanistan, Ethiopia, Dominican Republic, etc.). Older networks continued gaining in autonomy and research and training capacities.

Challenges

The management of the transition to increased decentralization is a challenge.

UNESCO Institute for Education (UIE)

24. UIE continued promoting literacy, non-formal education, and adult and lifelong learning. National capacities for policy formulation and monitoring and evaluation in adult education and lifelong learning were enhanced by UIE's research on NFE policies, its work on gender equality, and the training of literacy and adult educators, as well as capacity-building in literacy and life-skills programmes. Particular attention was given to community participation, the use of local languages and the learning needs of special groups.

UIE achievements

UIE's database on policies, concepts and practices concerning adult education and lifelong learning for the benefit of policy-makers, researchers and practitioners in Member States was continuously expanded. A special focus was on policies, practices and tools of "Recognition, Validation and Accreditation of Non-Formal and Informal Learning". An international survey was carried out in 45 countries and an international policy dialogue was held to promote exchange of good practices in non-formal education.

Research on literacy and non-formal education policies, as well as bilingualism and the use of African languages in formal and non-formal education conducted.

Innovative approaches in key areas (gender and literacy, literacy and language, non-formal education and HIV/AIDS prevention, family literacy, adult learning and sustainable development) were identified and disseminated to ensure that all facets of literacy, non-formal education, adult and lifelong learning are integrated into the international development and education agenda. A range of seminars and meetings with a regional scope was organized to that end (e.g. training of trainers in Latin America, literacy in Europe, HIV/AIDS prevention in Africa).

Challenges

Challenges have been in transforming UIE into a fully-fledged international UNESCO Institute as decided during the 166th session of the Executive Board and approved by the General Conference at its 32nd session. The process continues, as does the need to improve sustainability of the funding base.

Institute for Information Technologies in Education (IITE)

25. IITE continued assisting countries to use information and communication technologies in education. Expected result: national capacities in UNESCO Member States for applying ICTs in education strengthened through training of educational personnel, including decision-makers, researchers and teachers. All results of IITE research, training and clearing-house activities are accessible at the IITE web portal, consisting of the website, database, virtual environments for group working and e-learning facilities.

IITE achievements

National policies for ICT integration in education were developed in 26 countries with IITE participation; 13 position papers, guides and recommendations were prepared and disseminated; two high-level seminars were held for over 30 decision- and policy-makers and high-level professionals from 20 countries.

Two UNESCO cross-cutting theme projects, two subregional projects and seven national pilot projects aimed at reinforcement of national education capacities were developed. IITE educational programme, comprising of ten training courses, prepared and published in English and Russian languages.

More than 600 educators from 27 countries were trained through 30 training sessions, seminars and workshops; 18 online seminars were delivered through the IITE web portal. Thirty-seven analytical surveys, training, methodological and information materials, as well as IITE Newsletters were published and disseminated.

Challenges

IITE is faced with the need to broaden focus beyond the CIS and the Baltic countries and to enlarge/expand partnerships and external networks.

International Institute for Higher Education in Latin America and the Caribbean (IESALC)

26. IESALC scope of action concentrated on the approach of networking for harmonizing qualifications through professional capacity-building in the region. Further, as approved by the General Conference at its 32nd session, all Member States in the region are covered by the research or technical assistance projects of IESALC.

IESALC achievements

Activities expanded in terms of geographic coverage, sectoral and institutional aspects and through diversity of topics in higher education, the variety of stakeholders working with IESALC, and consideration of the particular needs of each Member State. This allowed IESALC to have well-balanced activities between the regional and the subregional levels.

IESALC has focused on digital dissemination of information, through a regular digital bulletin whose uptake has grown at a rapid rate, with the bulletin alone now reaching 80,000 people each fortnight. All of the research studies, software and other publications commissioned by IESALC are made freely available on its website, and the Institute also publishes a growing number of publications as co-editions with other bodies (usually universities in the region).

Research activities commissioned by IESALC have contributed significantly to improving knowledge of higher education systems throughout the LAC region.

The quality evaluation process was promoted, by releasing eight software programmes of self-evaluation for institutions of tertiary education, participating in the elaboration of an accreditation and evaluation project bill, the evaluation of eleven Bolivian private universities on behalf of the Government of Bolivia and an evaluation study on the results obtained in the university entrance examinations in Colombia.

Challenges

IESALC is faced with the challenge of expanding partnerships and external networks beyond Spanish-speaking LAC countries.

International Institute for Capacity-Building in Africa (IICBA)

27. IICBA focused its activities on strengthening the capacities of teacher education institutions in Africa. Its programmed activities on teacher education included both short-term courses (pre-service and in-service training on the use of ICTs for education and innovative pedagogy) and distance education degree courses aimed at upgrading and updating teacher-education departments.

IICBA achievements

A major achievement of IICBA's programmes is strengthening teacher education in Africa. IICBA has worked with teacher-training institutions in 20 African countries (more than 900 teachers have received IICBA's in-service training). The activities mainly consisted in providing new methods in teacher education, notably through distance education and ICT.

The Institute developed teaching/learning materials on HIV/AIDS for use by teachers in Zimbabwe, South Africa, Ethiopia, Nigeria and Swaziland.

IICBA's website has been improved and the newsletter has around 600 subscribers.

IICBA has established a Teachers Education Network, which connects education workers in Africa and operates through the website and has an online discussion board.

Effective partnerships were forged with institutions that are interested in promoting teacher education in Africa. Notable among these were the African Union (AU) and NEPAD, ADEA, FAWE, AVU and the ADB. The areas of cooperation included use of ICTs in education (ADB), teacher professional development and innovative pedagogy (ADEA), and NEPAD education framework (AU and NEPAD). IICBA played a central role in the development of UNESCO Teacher Training Initiative in Sub-Saharan Africa (TTISSA).

Challenges

The appointment of a new Director is pending, and the Institute needs to enhance its coordination and interactions with field offices.

Major Programme II – Natural sciences

MAJOR TRENDS AND DEVELOPMENTS

28. **Science in a societal context.** In line with the World Conference on Science (Budapest, 1999), the World Summit on Sustainable Development (Johannesburg, 2002) and the 2005 World Summit Outcome document, science has to be seen in a societal context in order to meet the needs and aspirations of people, especially in the developing world. This trend towards a greater role for natural sciences in sustainable development continues to shape the programmes carried out by UNESCO under Major Programme II. Emphasis has been placed on capacity-building in areas such as the sustainable use of natural resources, including water; environmental management; the impact of climate change; and renewable energy. Two major developments of note are the launch of the new International Basic Sciences Programme (IBSP) that emphasizes capacity-building, and the challenge brought about by the 2004 Indian Ocean earthquake and tsunami. In this respect, UNESCO, through the Intergovernmental Ocean Commission (UNESCO-IOC), is spearheading the worldwide efforts to develop and commission appropriate tsunami early warning systems, building upon the experience of the already well-established Pacific tsunami warning system. A hallmark of the Organization's science programmes is the active involvement of the six intergovernmental scientific programmes (IGCP, IHP, IOC, MAB, IBSP and MOST) and of the two UNESCO science institutes (ICTP and UNESCO-IHE) which, with their specific regional networks, have proved to be effective ways of decentralizing and delivering the science programmes.

PROGRAMMING FRAMEWORK

29. **Documents 31 C/4 and 32 C/5.** In the Approved Programme and Budget for 2004-2005 (32 C/5), Major Programme II (Natural sciences) was geared towards attaining strategic objectives 4 (promoting principles and ethical norms to guide scientific and technological development and social transformation), 5 (improving human security by better management of the environment and social change) and 6 (enhancing scientific, technical and human capacities to participate in the emerging knowledge societies), as set out in the Medium-Term Strategy for 2002-2007 (31 C/4). In order to address these objectives, the plan of action for the natural sciences was built around two programmes. The first one, "Science, environment and sustainable development", includes the principal priority area "Water and Associated Ecosystems" that was assigned 46% of the overall regular budget resources allocated to programme activities (excluding the cross-cutting theme projects) under the Major Programme. It aimed at addressing the challenge of environment and natural resources management (a key to human security), through notably UNESCO's five scientific and environmental programmes: IGCP, IHP, IOC, MAB and MOST. The second programme, "Capacity-building in science and technology for development", represents a follow-up to the World Conference on Science (Budapest, 1999) and seeks to provide or reinforce the capacity base for relevant scientific and technological response to societal demands.

30. **Millennium Declaration and Millennium Declaration Goals.** Both programmes also respond to the relevant Millennium Development Goals (MDGs), in particular those related to the eradication of poverty (MDG 1), gender (MDG 3), environmental sustainability (MDG 7) and the

development of a global partnership for development (MDG 8). With regard to MDG 7, significant contribution has been made by UNESCO through the principal priority area and the Organization's scientific and environmental programmes by increasing their outreach through new centres and reinforced capacity-building interventions. Likewise, the two sets of capacity-building activities in the basic and engineering sciences and in science and technology policy-making carried out under Programme II.2 contributed directly to the aforementioned MDGs, with a special focus placed on the participation of women and young scientists and on support for Africa and the least developed countries. Attention to the Millennium Declaration is also demonstrated by strong intersectoral efforts to address the special needs of small island developing States and by partnerships forged to reduce the effects of natural hazards.

MAINSTREAMING ISSUES

31. Africa, LDCs, gender and youth are targeted as beneficiaries by many activities carried out under MP II. The following are some examples: the four mainstreaming areas received special attention in the grants programmes run by the Sector, notably from MAB and IGCP; the UNESCO-L'ORÉAL fellowships and awards focus on women in science; networks of women scientists are fostered in the regions, including most recently in the Arab world; the World Academy of Young Scientists was created to address concerns of this group; the Mondialogo Prize for engineers, co-sponsored by UNESCO and Daimler-Benz, encourages young scientific talent as well as dialogue between cultures; Youth Visioning for Island Living enabled young people in the Caribbean, Indian Ocean and Pacific regions to network as they develop youth-led sustainable development projects; UNESCO became part of the NEPAD S&T Task Force, a key position to help with the expansion of science in Africa. Overall, good progress (with room for improvement) has been made towards mainstreaming the needs of these groups.

DECENTRALIZATION

32. The planned decentralization rate for Major Programme II, without IOC (because of its particular decentralization arrangements and practices), stood at 40.8% in document 32 C/5. In addition to this increased devolution of resources, cooperation between field offices, Headquarters and UNESCO centres and institutes has improved, owing to better communication and interaction. The Natural Sciences Sector is increasingly relying on field offices to implement activities and attain expected results, including in emergency situations. For instance, a preliminary environmental assessment was carried out by the Islamabad Office, in coordination with the United Nations Disaster Assessment and Coordination (UNDAC), in response to the October 2005 Pakistan/Indian earthquake. On another note, the establishment of several water-related category 1 and 2 centres also greatly enhanced the Organization's ability to deliver results in all aspects of the principal priority and can be seen as an effective mode of decentralization as well.

COUNTRY-LEVEL PROGRAMMING

33. Contributions were made to the common United Nations country programming processes and to other national planning exercises through field offices in several regions. Within the flagship on science policies and investment programmes for poverty reduction in Africa, work was carried out in the context of the UNDAFs for the Democratic Republic of the Congo, Kenya, Lesotho, Namibia, Nigeria, and the Republic of the Congo. The Nairobi Office and MAB cooperated with FAO, UNDP, UNCT and other actors to set up a "Culturally Based Sustainable Resource Management for Enhanced Livelihoods in Mount Kulal Biosphere Reserve" (Kenya).

Notwithstanding the above, further efforts are required to bring the science component more prominently into national planning frameworks and result matrices. Steps are currently being taken for a more active and systematic involvement in country programming processes in the 2006-2007 biennium.

INTERSECTORAL ACTIVITIES

34. Through interdisciplinary and intersectoral cooperation, UNESCO actively contributed to the review of the Barbados Programme of Action (BPoA) for the Sustainable Development of Small Island Developing States (SIDS) and to the forward-planning process of the Mauritius International Meeting. In the area of ecohydrology, IHP and the MAB Programme jointly agreed on a conceptual basis and launched 10 demonstration projects, and the European Regional Ecohydrology Centre (Lodz, Poland) was established within the IHP framework. IHP's work on water and ethics, and water and culture also continued. Research programmes aimed at improved sustainability of cultural and biological diversity were organized, including fieldwork on Creole knowledge (Indian Ocean islands) and on traditional knowledge (Pacific region). However, much work still lies ahead, particularly in respect of the follow-up to the Kobe World Conference on Disaster Reduction, as joint collaborative work involving other sectors will be required in the implementation of the Hyogo Framework for Action (2005-2015), more especially in the cross-cutting areas of knowledge management, education and information for disaster preparedness.

PARTNERSHIPS

35. In carrying out the programme approved for the 2004-2005 period, partnerships were forged, strengthened or broadened with a number of intergovernmental, governmental or non-governmental entities, including other United Nations institutions, donors, international NGOs, professional organizations and the private sector. Partnerships are one effective means of catalysing larger efforts than UNESCO alone can oversee. Indeed, many scientific enterprises require partnership, collaboration and networking to speed progress. Additionally, such partnership arrangements have not only allowed a greater integration of efforts with a wide range of actors and stakeholders, but have also in many instances generated extrabudgetary income in support of the Organization's core programmes. A major aspect of partnerships developed is their cross-disciplinary and multi-stakeholder character, such as the UNEP-UNESCO Great Apes Survival Project (GRASP), which now partners with the UNF, UNU, ITTO and NGOs to mobilize a variety of means towards great apes conservation. Major accomplishments via partnerships include: the World Water Assessment Programme (hosted at UNESCO), which brings together 24 United Nations agencies and was designated by UN-Water as a flagship programme; the Integrated Global Observing Strategy (IGOS), a cooperative effort by United Nations agencies, space agencies and the major international research programmes on the environment, for which UNESCO is heading the implementation of the geohazards component. In the basic sciences and in other areas, support to networks and global forums continues to be a low-cost and high-impact modality to foster capacity-building and collaboration.

SUBPROGRAMMES

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

Achievements

Member States provided with the necessary resource to begin addressing ethical, social and cultural issues related to fresh water through the dissemination of the first 12 volumes of the series “Water and Ethics” produced by IHP in cooperation with COMEST.

Assessment of global freshwater resources in collaboration with WWAP, as well as through programmes such as the TIGER initiative (use of remote sensing data for assessing ecosystems and water resources in Africa, in partnership with the ESA). Forty-two new HELP basins (Hydrology for the Environment, Life and Policy) added to the HELP network, thus bringing the total number of HELP basins to 67; work on water conflict resolution reinforced by the establishment of the IHP-HELP International Centre for Water Law, Policy and Science (Dundee) as a category 2 institute.

Over 200 water specialists from developing countries, including Afghanistan and Iraq, trained in various water resource management disciplines such as groundwater modelling, water harvesting, and wastewater management (the integration of UNESCO-IHE within UNESCO as a category 1 institute greatly enhanced the Organization’s ability to provide capacity-building, education and training for water resource management; funding for the Institute was provided exclusively from extrabudgetary sources).

Challenges

Several activities delayed into the 2006-2007 biennium, including publications on urban water management and on integrated river basin management.

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

Achievements

Forty-two new Biosphere Reserves (BRs), many of which have innovative governance mechanisms for reconciling conservation and development, established bringing the World Network of Biosphere Reserves (WNBR) to a total now of 482 BRs in 102 countries, including in five new countries (Federated States of Micronesia, Lebanon, Mauritania, Palau and Turkey) and one new trans-boundary BR – Africa’s second trans-border BR (Senegal-Mauritania).

Over 3,000 specialists and young people from over 100 Member States benefited from the regional BR networks’ capacity-building initiatives for sustainable socio-economic development, through training programmes and educational materials such as the education kits on dry lands, and on wetlands.

Continued monitoring of ecological change through the network of BRs, particularly in mountain ecosystems, which are especially vulnerable to global change and thus serve for early warning.

Contribution to the Millennium Ecosystem Assessment.

Challenges

The need to consolidate the regional and thematic networks for AfriMAB, and to disseminate the experience of MAB demonstration sites.

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

Achievements

Capacity of IGCP in applied hydrogeological research greatly increased through the establishment of a joint IGCP-IHP task force on hydrogeology, which was created as a result of the refocusing of the IGCP towards environmental extreme events, climate change, and earth sciences for human development.

Set of remote sensing tools for the management of natural resources and monitoring of the environment and of climate complemented through the “Open Initiative” with many space agencies on the use of space technologies to monitor UNESCO World Heritage sites and Biosphere Reserves.

Challenges

The regularly scheduled brochures on natural disaster reduction delayed by one year due to the follow-up to the tsunami.

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

Achievements

Increased opportunities for small island developing States (SIDS) to share their experiences ensured through Internet discussion forums and other means of exchange. For example: Utwe BR (Kosrae, Federated States of Micronesia) established following exchanges on the Small Islands Voice Global Internet Forum.

Education and awareness-raising of wise practices for sustainable development in SIDS promoted in communities via the joint ASPnet/CSI Sandwatch project.

Subprogramme II.1.5 – UNESCO Intergovernmental Oceanographic Commission (IOC)

Achievements

Creation of an Intergovernmental Coordination Group for the Indian Ocean Tsunami Warning and Mitigation System. IOC is coordinating the development of tsunami early warning systems starting with the Indian Ocean, while mobilizing a coalition on education for disaster reduction.

Partnerships forged to ensure that early warning systems eventually cover all ocean hazards in other ocean basins.

Development indicators produced for integrated coastal management and substantive progress in most areas of mapping, research programme coordination, networking and capacity-building.

New research challenges posed by the international symposium on “The Ocean in a High CO₂ World” (10-12 May 2004) attracted major media attention (*The New York Times*, CNN, BBC, *Financial Times* of London, etc.) and resulted in a special issue of the *Journal of Geophysical Research*.

Challenges

A few publications have been delayed and will be published in the next biennium. No coastal GOOS pilot demonstration projects attempted, and little progress made in El Niño forecasting. These setbacks were in part due to the concentration of resources on the Indian Ocean tsunami warning system activities.

Subprogramme II.2.1 – Capacity-building in the basic and engineering sciences**Achievements**

International Basic Sciences Programme launched and first set of projects (39) approved, partly resourced with matching funds.

Innovation: Applying Knowledge in Development published in the context of the United Nations Millennium Project Task Force on Science, Technology and Innovation.

Workshops (4) in the regions on bridging the gap between scientists and science educators attended by some 100 participants (in cooperation with ED).

Workshops (9) in Africa, Asia and Latin America and pilot solar villages (2) in Africa implemented within the Global Renewable Energy Education and Training (GREET) Programme; additionally, UNESCO designated as lead agency for renewable energy within UN-Energy.

Inter-agency Cooperation Network on Biotechnology initiated together with other United Nations agencies (follow-up to the Global Biotechnology Forum). Launch Event for the International Year of Physics (2005) with Nobel Prize winners in lead-up to the successful Durban conference on Physics and Sustainable Development.

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

World Academy of Young Scientists established, in cooperation with the Third World Academy of Science (TWAS) and the Islamic, Scientific, Educational, Social, and Cultural Organization (ISESCO), to provide an environment for young researchers to carry out quality scientific research and actively participate in science policy- and decision-making.

An African Plan for Science and Technology developed in cooperation with NEPAD, and a high-level working group (AU-NEPAD-UNESCO) created for its implementation.

Regional Science Policy Forums (4) established in the Arab States (Egypt), Latin America (Argentina), South Asia (India) and Central Asia (Iran), as well as a World Science Policy Forum in Budapest (Hungary), with a view to improving the governance of science, technology and innovation systems.

Capacity-building in S&T innovation (university-industry partnerships, technology parks and incubators) for the benefit of developing countries undertaken in the Africa region, as well as in Italy and South Korea.

Challenges

Not all African countries that sought science and innovation policy advice could be assisted due to shortfalls in resources in an area that has not been successful in attracting donor interest.

RESOURCES

36. Exact figures for expenditures and extrabudgetary contributions received by UNESCO during the biennium will only be available after the accounts are closed at the end of February 2006 and will be provided as an addendum to this Board document. The regular programme staff consisted of 157, 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.

CONCLUSIONS AND LESSONS FOR THE FUTURE

37. Accomplishments of the natural sciences programme go a long way towards meeting the needs of Member States in the areas of science, engineering and technology for development, appropriate management of natural resources (including of water and biological diversity) and accompanying capacity-building. However, there is a need for improved performance in several areas. For instance, the integration of cultural and biological diversity into policies is a long-term process and remains a challenge, as is intersectorality and the need for further concentration of the programme. An emerging issue during the biennium was the pressing need for multi-hazards early warning systems, which is currently being addressed by UNESCO. In coming years, the call by the Member States for a greater role for science in sustainable development will continue to shape the natural sciences programme.

SCIENCE INSTITUTES

UNESCO-IHE Institute for Water Education

38. Activities carried out by UNESCO-IHE have reinforced UNESCO's overall work on water and associated ecosystems as a principal priority of the Organization. The institute's objectives were to: (i) strengthen and mobilize the global educational and knowledge base for integrated water resources management; and (ii) contribute to meeting the water-related capacity-building needs of the developing countries and countries in transition.

IHE achievements

Education targeted to developing countries and countries in transition expanded: (i) over 400 MSc, and 20 Ph.D. degrees awarded in environmental science, water management, municipal water and infrastructure, water science and engineering; (ii) about 200 professionals awarded MSc degrees in jointly implemented programmes at partner universities in Africa, Latin America and the Middle East; and (iii) over 500 mid-career or senior experts trained to upgrade or refresh their knowledge and skills, through regular and tailor-made short courses.

Capacity with local institutions in developing countries and countries in transition increased: (i) curricula in different aspects of integrated water resources management transferred to partner postgraduate education institutes in Ghana, Zimbabwe, Yemen, Colombia, Viet Nam, Egypt, Rwanda, etc.; and (ii) long- and short-term international cooperation programmes implemented to strengthen indigenous capacities of local water-related organizations.

Regional and global knowledge networks strengthened: (i) assistance provided to regional water networks in the Middle East (AWARENET), Nile Basin (NBCBN-RE), sub-Saharan Africa (WaterNet), and Latin America (LA-WET-Net); (ii) cooperation established and reinforced among 17 partners in the UNESCO-IHE Partnership for Water Education and Research (PoWER) programme; and (iii) bilateral partnerships reinforced among 20 key public, private and civil society institutions.

Challenges

Further involve the international (donor) community in UNESCO-IHE's partnership for water education and research, and to develop a system for joint education and credit transfer between UNESCO-IHE and its partners in the developing world.

International Centre for Theoretical Physics (ICTP)

39. ICTP continued to focus its activities on (i) fostering advanced studies and research in physics and mathematics, especially among researchers from developing countries and, (ii) providing an international forum for the exchange of information and ideas among scientists from the North and South.

ICTP achievements

World Conference on Physics and Sustainable Development (Durban) co-sponsored in cooperation with the Natural Sciences Sector, the International Union of Pure and Applied Physics (IUPAP), and the South African Institute of Physics (SAIP); the Conference, which brought together 500 physicists and policy-makers from around the world, put forth a plan of activities to confront sustainable development challenges in the areas of economic growth, health, energy, environment and education.

Number of visiting scientists and scientific programmes (both at ICTP and those supported outside) increased, especially in the area of sustainable development.

Refresher courses for physics teachers (high schools and first university years), in particular in the area of optics and photonics, launched in cooperation with other institutions and organizations working in physics education.

Research and training opportunities in mathematics and physics (broadly defined to include, for example, the physics of climate and weather, fluid dynamics, oceanography and seismology) provided to 20 qualified doctoral or post-doctoral students from sub-Saharan Africa, under the Mori Fellowship programme (named after the former Japanese Prime Minister, Yoshiro Mori).

Cooperation programme between the Laser, Atomic and Molecular Physics African Network (LAMP) and South African institutions put in place, with an initial focus on optics (will be extended later on to other disciplines).

Similarly, new network on nanosciences in Africa established, in collaboration with South Africa.

Agreement with the South African National Laboratory (iThemba) to host scientists from the rest of Africa.

Accelerator-based programmes in Ghana and South Africa supported, in collaboration with IAEA.

ICTP Regional Office for Africa established in collaboration with the African Academy of Sciences in order to strengthen cooperation and reinforce the impact of ICTP's activities in Africa.

Collaboration with Pakistan, Sri Lanka, India, Brazil, China, South Korea, Morocco and Egypt to set up joint programmes of regional character.

Special programmes designed in support of several countries (e.g. Cuba, Azerbaijan, Islamic Republic of Iran and Pakistan).

A number of Iraqi academics hosted under the UNESCO Iraqi Fellowship Programme partly financed by the Iraqi Ministry of Higher Education and Scientific Research.

Collaboration with the Elettra Synchrotron Laboratory, under the SESAME programme, to create expertise on the management and design of beamlines.

Major Programme III – Social and human sciences (SHS)

MAJOR TRENDS AND DEVELOPMENT

40. Within the framework of the work of the Social and Human Sciences Sector to the achievement of strategic objectives 4, 5 and 6 of the Medium-Term Strategy for 2002-2007 (31 C/4), priority was given to responding to the needs of the most vulnerable populations. This was accomplished by strengthening the links between social science research and policy-making with the support of decision-makers, including ministers of social development, by carrying out research on the obstacles to the implementation of human rights in the Organization's area of competence, and by elaborating frameworks for human security. In the normative area, the work of the International Bioethics Committee (IBC), the Intergovernmental Bioethics Committee (IGBC) and the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) considered a series of key ethical questions emanating from recent global, scientific and technological progress. The Sector considerably strengthened its contribution to the Organization's function as a forum for reflection in such fields as bioethics, ethics of science and technology, human rights, philosophy, human security and dialogue among civilizations. Notable developments include the Sector's success in drawing up the Universal Declaration on Bioethics and Human Rights, which was adopted at the 33rd session of the General Conference on 19 October 2005 in Paris, France; the publication and wide dissemination of the Organization's first World Report *Towards Knowledge Societies*, unveiled on 3 November 2005; and the assessment of Beijing+10.

PROGRAMMING FRAMEWORK

41. **Documents 31 C/4 and 32 C/5.** In document 32 C/5, Major Programme III is divided into four programmes: Ethics of science and technology with emphasis on bioethics (III.1); Promotion of human rights and the fight against discrimination (III.2); Foresight, philosophy, human science and human security (III.3); and Management of Social Transformations (III.4). The Social and Human Sciences Programme is structured to cover Medium-Term strategic objectives 4, 5 and 6, namely: (i) strategic objective 4: Promoting principles and ethical norms to guide scientific and technological development and social transformation; (ii) strategic objective 5: Improving human security by better management of the environment and social change; and (iii) strategic objective 6: Enhancing scientific, technical and human capacities to participate in the emerging knowledge societies.

42. **Millennium Development Goals (MDGs).** The Sector's work placed great emphasis on contribution to the reduction of extreme poverty (MDG 1). In this regard, Programmes III.2, III.3 and III.4, as well as the coordination of the CTT projects concerning poverty eradication put strong emphasis on the needs of the most vulnerable populations in terms of human rights, in particular

through the Organization's fields of competence; development of ethical, normative and educational frameworks for the promotion of human security; and monitoring of social transformations.

MAINSTREAMING

43. Youth, women, LDCs and in particular Africa were afforded specific attention through programme action in human rights and human security. The Gender Equality and Development Section has in particular addressed the gender mainstreaming issue through its work on women and culture and social institutions, which will be continued in the 2006-2007 biennium, and through capacity-building. In this regard, women's research and documentation centres in Palestine and in the Democratic Republic of the Congo are currently under preparation at this stage. A special issue of UNESCO's *International Social Science Journal*, "Taking Stock: Women's Empowerment Ten Years After Beijing" is to be highlighted as an advocacy tool to promote the advancement of women.

INTERSECTORAL ACTIVITIES

44. **Crosscutting theme activities.** Strong emphasis was placed on reinforcing intersectoral cooperation. For example:

- (a) The SHS Sector coordinated the launch of 20 intersectoral projects on the eradication of poverty, especially extreme poverty. These projects are innovative models of intersectoral cooperation, and have a direct impact on the most vulnerable populations in the countries where the projects are running. This recognized impact allowed a number of projects to benefit from extrabudgetary resources and to strengthen cooperation with other United Nations agencies, particularly with UNICEF, UNDP and a number of NGOs from developed countries working in the field. A first global analysis of the results of the previous two biennia will be presented to the Member States in March 2006, taking into account evaluations in progress.
- (b) The Sector worked closely with MP I in the areas of peace and human rights education, particularly in light of the development of the intersectoral strategy on philosophy (approved at the 171st session of the Executive Board); with MP II through its work carried out in the field of bioethics and the MOST Programme; and with MP IV in the area of dialogue among cultures and civilizations through the co-organization of two large colloquiums on East-West relations as well as through the contribution to dialogue between communities in the Horn of Africa.

PARTNERSHIPS

45. During the biennium, major partnerships were strengthened with UN-HABITAT, OHCHR, ASEAN, Mercosur, IOM, the Arab League, ECOWAS and SADCC under Programmes III.2, III.3 and III.4. Some results achieved in partnerships include, in the area of bioethics, the establishment and strengthening of regional networks, with emphasis on Latin America and United Nations inter-agency cooperation. Collaboration and partnership with the networks of ministers of social development in Africa and Latin America contributed to strengthening the link between social sciences research and policy-making.

PROGRAMMES

Programme III.1 – The ethics of science and technology, in particular bioethics

46. The Sector's programmatic activity included developing ethical principles and drawing up recommendations for decision-makers, and advocacy and awareness-raising by informing public opinion on the human rights implications of scientific and technological progress.

Achievements

The Organization's standard-setting action in the field of bioethics was strengthened, in particular by drafting the Universal Declaration on Bioethics and Human Rights, which was adopted at the 33rd session of the General Conference (a resolution for its dissemination and implementation was also adopted) and submitted to the International Committee on Bioethics at its last meeting in Tokyo, Japan in December 2005.

The Organization's information and awareness-raising action in the field of bioethics was further strengthened through increased dissemination of two other standard-setting declarations on bioethics – the Universal Declaration on the Human Genome and Human Rights and the International Declaration on Human Genetic Data – already approved by the General Conference.

The creation of national Bioethics Committees, particularly in developing countries, supported through a series of published practical guides on how to establish a bioethics committee.

The exchange of information among Member States and organizations promoted through the launch of the Global Ethics Observatory in December 2005.

Challenges

Contribute to the effective incorporation of standards and guidelines reflecting the principles set out in the three Declarations on bioethics adopted at the 33rd session of the General Conference into national legislations, in particular in the developing countries.

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

47. Programme III.2 consists of three Main Lines of Action, with activities in the area of human rights development, gender equality and the fight against discrimination.

Achievements

Regional networks of national institutions responsible for ensuring the protection of human rights (in cooperation with the United Nations High Commission for Human Rights) strengthened. This was part of UNESCO's integrated strategies on human rights and against racism and discrimination, xenophobia and related intolerance. Reports on the interdependence and indivisibility of human rights and on economic, social and cultural rights published (in close cooperation with UNESCO Chairs) in the UNESCO Studies on Human Rights.

Partnerships with networks of municipalities to reinforce action against racism, discrimination and exclusion in cities strengthened through the establishment of the International Coalition of Cities against Racism project; the European Coalition of Cities against Racism, involving 27 cities, launched in Nuremberg (December 2004); 10-point Action Plan finalized as a tool to enable municipalities to strengthen strategies and policies to combat racism; and partnerships in North America, Asia and the Pacific, Latin America and the Caribbean and Africa promoted.

The Organization's institutional capacity to respond to gender equality and development in UNESCO's fields of competence enhanced through the establishment of research and advocacy networks (e.g. in Palestine where the Centre for Women in Research and Documentation was inaugurated, and in the Democratic Republic of the Congo where a women's research and documentation centre was established); and an assessment of Beijing+10 entitled "Taking Stock: Women's Empowerment Ten Years After Beijing" published.

Challenges

There are challenges in enhancing networks for the promotion of human rights and the fight against discrimination in UNESCO's priority areas, and ensuring that evidence-based policy proposals are addressed to the relevant authorities.

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

48. Activities were undertaken in the areas of anticipation and foresight, philosophical reflection and human sciences, and the promotion of human security and peace.

Achievements

The Organization's ability to foresee trends and emerging challenges in UNESCO's fields of competence strengthened through the publication and wide dissemination of the UNESCO World Report *Towards Knowledge Societies* and through a series of four Twenty-first Century Talks and Dialogues held at Headquarters on topics such as knowledge societies, globalization and HIV/AIDS.

International recognition of the social role of philosophy and the human sciences increased through the celebration of Philosophy Day (more than 78 Member States held activities to celebrate this Day and it was celebrated at Headquarters, where more than 150 philosophers took part in 13 theme-based round tables and study days organized with many leading partners, bodies and institutions) and through the organization of an International Conference of the World Philosophy Day in Santiago, Chile (the General Conference at its 33rd session proclaimed Philosophy Day as World Philosophy Day).

The exchange of knowledge and information among philosophers from different regions enhanced and the creation of synergies between philosophy and the human sciences through interregional philosophy dialogues held in Seoul, Republic of Korea and interregional philosophy dialogues held in Santiago, Chile, which united philosophers from different regions of the world.

The development of ethical, normative and educational frameworks for the promotion of human security strengthened through a series of three regional meetings in Central Asia and Arab countries.

Human security and the prevention of conflicts promoted through activities that encourage dialogue between civil society in the Middle East and the Horn of Africa for which various modalities of cooperation were established between the Member States, regional institutions and researchers in the countries directly concerned.

Challenges

In the field of human security the main challenge is to enhance intersectoral cooperation with a view to ensuring a coherent Organization-wide approach to human security. In the field of philosophy, the main challenge will be to ensure effective implementation of the Intersectoral Strategy on Philosophy, in particular by enhancing cooperation with the international, national and local bodies concerned.

Programme III.4 – Management of social transformations: MOST – Phase II

49. Actions here were focused on two areas: policy, international cooperation and knowledge-sharing in the social sciences, and international migration and multicultural policies.

Achievements

Linkages between social science research and policy-making strengthened through the: (i) production of a special edition of the MOST II – Policy Paper series on “Social Science and Social Policy: From National Dilemmas to Global Opportunities”, which is geared to the International Forum on the Social Science-Policy Nexus (to take place in Argentina and Uruguay from 20 to 24 February 2006); (ii) development of a user-friendly digital library for enhanced search and retrieval (2004), an innovative “Online Policy Research Tool” (2005), and simulation modules geared to attract extrabudgetary funding for the realization of the Online-Policy Service software in order to upgrade the MOST clearing house; and (iii) production of numerous policy papers that were published on the MOST clearing house website (includes a new series of 18 publications designed to disseminate the results of research in social sciences, and 32 articles and reports produced in the area of international migrations and multicultural policies).

Challenges

On the basis of the results of the International Forum on the Social Sciences Policy Nexus, the main challenge will be to identify the key areas of action-research to be covered by the MOST Programme in the implementation of its phase II.

RESOURCES

50. Exact figures for expenditures and extrabudgetary contributions received by UNESCO during the biennium will only be available after the accounts are closed at the end of February 2006 and will be provided as an addendum to this Board document. Staff numbers stood at some 103 regular posts, including 72 Professionals, three of whom are national programme officers (NPOs) located in field offices.

CONCLUSIONS AND LESSONS FOR THE FUTURE

51. In the implementation of the four programmes under MP III, priority was given to setting the ground for sustainable approaches based on specific strategies approved by the General Conference and the Executive Board; to ensuring synergies between the different programmes within MP III, in particular Programmes III.1.2 and 3; and to enhancing intersectoral cooperation on key issues. At the same time, regional approaches were elaborated with a view to enhancing networking both at

the research and policy-making levels in cooperation with regional intergovernmental organizations. These orientations have contributed to highlighting the Organization's functions as a clearing house and a laboratory of ideas. With the active participation of local high-level expertise, the Organization has assisted Member States in capacity-building in fields such as social science research, regional human security agendas for action, and human rights. The results attained during the 2004-2005 biennium were of key importance for the preparation of the 33 C/5 biennium, in which the priorities stated above will continue to guide the implementation of the programme, in particular as regards intersectoral cooperation.

Major Programme IV – Culture

MAJOR TRENDS AND DEVELOPMENTS

52. During 2004-2005 activities were implemented under the principal priority for Major Programme IV “Promoting cultural diversity and intercultural dialogue” within the framework of the three strategic objectives set out in document 31 C/4. The strategy for the **protection and promotion of cultural diversity** worldwide led to three major achievements, i.e. (i) the anchoring of cultural diversity in heritage preservation and in development policies (notably through living cultures and cultural industries); (ii) the entry into force of the 2003 Convention on the Safeguarding of Intangible Cultural Heritage; and (iii) the adoption by UNESCO Member States of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005). UNESCO also responded to the request by Member States for **enhanced cooperation in cultural heritage** through the integrated approach obtained by the United Nations Year for Cultural Heritage (2002). **New trends and challenges** were met through: (i) greater commitment to the 1972 World Heritage Convention; (ii) safeguarding of the intangible cultural heritage; and (iii) focus on the role of culture in post-conflict reconstruction and on the conservation of collections and endangered movable cultural property – as vehicles of cultural identity and sustainable peace. Assistance to Member States in the field of cultural policies both at the conceptual and operational level was systematically pursued.

PROGRAMMING FRAMEWORK

53. The Culture Programme has contributed to the achievement of MDGs 1, 7 and 8, namely “eradicate extreme poverty and hunger”, “ensure environmental sustainability” and “develop a global partnership for development”. It has also contributed indirectly to MDG 6 through its cultural approach to HIV/AIDS prevention activities. A contribution to **poverty eradication** from a cultural perspective has been made through: (i) the protection and preservation of World Heritage, both cultural and natural; (ii) the development of cultural industries and of sustainable cultural tourism policies; and (iii) support to crafts for income generation.

54. The Programme addressed strategic objectives 7, 8 and 9 of the Medium-Term Strategy (31 C/4): (i) strategic objective 7: Promoting the drafting and implementation of standard-setting instruments in the cultural field; (ii) strategic objective 8: Safeguarding cultural diversity and encouraging dialogue among cultures and civilizations; (iii) strategic objective 9: Enhancing the linkages between culture and development through capacity-building and sharing of knowledge. Major Programme IV was divided into three programmes in document 32 C/5. These in turn were divided into six subprogrammes encompassing a total of 12 Main Lines of Action (MLAs) and seven sets of cross-cutting projects, for some of which the Culture Sector has taken the lead.

MAINSTREAMING ISSUES

55. The mainstreaming of Africa, LDCs and youth was a key concern in all three programmes of document 32 C/5, with a special focus on capacity-building in the area of safeguarding, protecting, and conserving cultural heritage, preserving cultural diversity and through the pursuit of poverty-reduction strategies, especially through the Sector's contribution to the cross-cutting theme on **poverty eradication**. The concerns of the African continent were addressed through the **preservation of the cultural heritage along the Slave Trade Route**. The International Year promoted UNESCO's activities to preserve memorials of the slave trade and slavery and their integration into policies of cultural tourism. Initiatives taken in the framework of NEPAD – and to provide technical and operational assistance to the Secretariat of the AU in preparation for the AU Heads of States Summit – also contributed to the integration of a cultural dimension into African national development policies.

56. Noteworthy in that connection is the decision to establish an **African World Heritage Fund**. In the framework of the World Heritage Committee, a revision of its working methods was adopted, especially with a view to increasing the number of submissions from LDCs, the decision to keep a seat in the Committee for a State Party which does not have any site on the World Heritage List, and a greater attention paid to Member States that are under- or non-represented on the List. The concept of global partnership for environmental sustainability and poverty eradication was particularly relevant to the **implementation of the World Heritage Convention in Africa**, as it protects some of the most important ecosystems and areas of significant biodiversity, thus yielding social and economic benefits to local communities and national economies. The programme for the **preservation of endangered movable cultural properties and museum development** was initiated and implemented in order to strengthen UNESCO's capacity to support LDCs and low-income countries in the preservation of movable cultural properties.

DECENTRALIZATION

57. **Cooperation between the field offices and Headquarters improved** considerably with regard to ensuring systematic monitoring of operational projects aimed at the preservation and rehabilitation of cultural heritage, the application of a consolidated strategy for sensitizing Member States to the need to implement and/or ratify UNESCO Conventions for the protection of cultural heritage in all its forms and the **rehabilitation of cultural heritage in post-conflict situations**. UNESCO field offices contributed significantly to the **United Nations Task Force on Emergency Response to the tsunami crisis** and were instrumental in leading to the inclusion of India in the preparations for the establishment of an Indian Ocean Tsunami Early Warning System. UNESCO participated in the Indian United Nations Country Team (UNCT) for Disaster Management and Security. Areas for UNESCO intervention were identified and reflected in the “Indian Recovery Framework” and the “Rehabilitation and Reconstruction Programme”.

INTERSECTORAL ACTIVITIES

58. **Intersectoral approaches and linkages** were further pursued in the area of **cultural policy and intercultural dialogue** based on the United Nations Global Agenda for the Dialogue among Civilizations and 32 C/Resolution 47. Intercultural dialogue was promoted through UNESCO's Routes projects, Arabia Plan, and the Euro-Arab Dialogue, as well as the establishment of UNESCO Chairs on interreligious dialogue. Intersectorality was also intensified in tangible and intangible cultural heritage, natural heritage, environment and risk preparedness, cultural diversity/biological diversity, culturally sensitive HIV/AIDS prevention and crafts and design.

Multidisciplinary pilot activities on World Heritage biosphere reserves contributed to the sustainable development of **small island States**.

PARTNERSHIPS

59. The biennium was characterized by a **significant diversification of partnerships** and a considerable **increase in extrabudgetary resources (including under UNDG)**, especially directed towards heritage preservation and the preparation of international conventions on the protection and promotion of the diversity of cultural expressions and on the safeguarding of intangible cultural heritage. Private partnerships have been established in the areas of World Heritage preservation and cultural tourism, and increased funds have been directed at environmental sustainability, crafts, design and cultural industries.

60. Cooperation with the **United Nations Permanent Forum on Indigenous Issues** has been strengthened to pursue joint programmes aimed at promoting cultural rights of indigenous peoples. Activities for the promotion of human rights were also impacted by the **International Year to Commemorate the Struggle against Slavery and its Abolition** (2004), for which UNESCO served as the lead agency in the United Nations system. Fourteen projects for the rehabilitation of Iraq's cultural heritage were successfully implemented under the **UNDG Trust Fund Facility for Iraq** totalling some \$8 million.

61. On the basis of the findings of two UNESCO missions to Kosovo, UNESCO organized a Donors Conference on the rehabilitation of the cultural heritage in Kosovo (May 2005) in cooperation with UNMIK, the European Commission and the Council of Europe. The Conference was an outstanding example of cooperation among international institutions devoted to **heritage rehabilitation and national reconciliation**. Three million dollars were received for the implementation of the first phase of UNESCO interventions from an overall pledge of \$10 million.

SUBPROGRAMMES

Subprogramme IV.1.1 – Promotion of the UNESCO Universal Declaration on Cultural Diversity and implementation of its Action Plan

62. The **UNESCO Universal Declaration on Cultural Diversity** was systematically promoted through broad-based regional consultations and related assessments of national policy needs and improvements. In view of the preparation of a Preliminary Draft Convention on the Protection and Promotion of the Diversity of Cultural Expressions, UNESCO, in consultation with WTO, UNCTAD and WIPO also organized and facilitated intergovernmental and expert meetings, which gathered more than 500 experts from 133 States. The promotion of cultural diversity coincided with the strengthening of **intercultural dialogue** through thematic and regional approaches, including the World Day for Cultural Diversity for Dialogue and Development (May 2005), the symposium on the Arab-Japanese Experience (UNESCO Headquarters) and the regional forum held in Varna, Bulgaria in May 2005. Dialogue in the form of cultural mediation focused on the formulation of reconstruction policies in post-conflict countries.

Achievements

Feasibility studies relating to the creation of regional observatories on cultural diversity accomplished.

Mainstreaming of principles linked to cultural diversity in the work of IGOs, NGOs and in action plans launched in ministerial and other high-level meetings.

Convention on the Protection and Promotion of the Diversity of Cultural Expressions adopted at the 33rd session of the General Conference (October 2005).

Heads of State in South-East Europe encouraged to promote intercultural dialogue, social cohesion and sustainable development in the region.

Enhancement of cultural heritage in post-conflict countries increased.

Subprogramme IV.1.2 – Strengthening the links between cultural policies and development policies

63. Building on the achievements of the Johannesburg Summit, awareness-raising among decision-makers of the role of culture in national policies as a whole has been pursued through a series of expert meetings, an inter-parliamentary conference, technical assistance missions and training sessions in Africa and Latin America. Emphasis has also been placed on the links between biological diversity and cultural diversity as important pillars of sustainable development. UNESCO's assistance in the formulation or updating of national cultural policies was intensified in Member States in the African, Latin American and the Caribbean and Arab regions. A meeting was organized in order to facilitate cooperation between education and culture ministers and the strengthening of cultural institutions in Yemen, Jordan, Sri Lanka, Brazil and Paraguay. Networks for the cultural approach to HIV/AIDS prevention were established in Latin America, Africa and the Arab States.

Achievements

Awareness of the role of culture in national cultural policies has increased in selected regions/countries.

An Observatory on "Culture, tourism and development" was established as part of the UNESCO/UNITWIN Network.

Case studies, knowledge networks and national and regional projects have been launched to increase knowledge of the interdependence of cultural and biological diversity.

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

64. The World Heritage Convention (1972) has made an important contribution to global natural and cultural heritage conservation through the monitoring of the state of conservation of its World Heritage sites and through the enhancement of national capacities for their protection and management. The number of signatory States Parties to the Convention has grown and nominations of properties from regions or categories of heritage, which are currently under- or non-represented, have increased. Two World Heritage Committee meetings and one extraordinary Committee meeting were held during the biennium, along with relevant training programmes and expert meetings. Ninety training programmes for technical personnel and 15 meetings on conservation were launched and a variety of fundraising and promotional activities carried out.

Achievements

Applications for inscription on the World Heritage List increased from 49 in 2004 to 51 in 2005.

Nominations in 2002-2003: 64 properties inscribed; nominations in 2004-2005: 58 properties inscribed.

145 States Parties have submitted new or revised tentative lists.

Four new ratifications have raised the total number of States Parties to the Convention to 181.

Eight new countries had sites inscribed on the World Heritage List for the first time, raising the total number of World Heritage sites on the List to 812.

Technical capacities and knowledge on conservation was increased in several Member States.

Thirty-four partnerships with public and private organizations entered and \$3.4 million raised for major conservation projects.

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

65. UNESCO has pursued its standard-setting functions, coordinating and promoting actions for the preservation and protection of cultural heritage in all its forms to safeguard heritage damaged or threatened by conflicts in different countries and regions in collaboration with many different partners. Several training programmes on heritage conservation and management were launched, especially for specialists from LDCs and post-conflict or transition countries. The number of States Parties to other UNESCO international standard-setting instruments in the field of cultural heritage has systematically increased. The Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation recommended international guiding principles related to objects displaced during the Second World War, while the General Conference (33rd session) invited the Director-General to engage in the preparation of a declaration thereon. Six regional conferences were organized to alert Member States to the importance of identifying their intangible cultural heritage and promoting the ratification of the 2003 Convention.

Achievements

Safeguarding actions for endangered cultural heritage carried out in 50 sites.

The capacities of 1,500 national and subregional heritage specialists were strengthened.

Entry into force of the Second Protocol to the Hague Convention (March 2004).

The UNESCO Cultural Heritage Laws Database launched (February 2005).

Thirty Member States have ratified the Convention on Intangible Cultural Heritage (by 20 January 2006), thus ensuring its entry into force (by 20 April 2006).

Forty-three “Masterpieces of the Oral and Intangible Heritage of Humanity” were proclaimed (November 2005).

Twelve pilots projects for the conservation of endangered movable objects and support for museums were launched in LDCs.

Four issues of *Museum International* were published in four languages.

Subprogramme IV.3.1 – Encouraging arts and crafts for sustainable development

66. Priorities targeting living arts and their contribution to human development and to social cohesion were: the strengthening of the cooperation with specialized networks of artists, the development of a World Observatory on the Social Status of the Artist, the initiation of cooperation with other intergovernmental organizations and with NGOs and support for the regional preparatory meetings of the World Conference on Arts Education (Lisbon, March 2006). In order to link, through crafts and design, economic growth and the fight against poverty, activities have targeted the recognition of the cultural, social and economic aspects of crafts, the reinforcement of craftspeople's professional capacities and the development of micro-enterprises through training workshops and specific attention for creators (designers) at the Forum of Cultures (Barcelona, 2004) and EXPO-AICHI (2005). The award of the "Seal of Excellence" has been continued and Tribute 21 funds (Felissimo Group and Japan) were used to build centres for cultural and artistic activities for children in several countries.

Achievements

The database of the World Observatory on the Social Status of the Artist launched.

Promotional partnerships established with major NGOs, arts councils, ILO and the European Union.

Revision of approaches to arts education launched in several countries.

Prizes to winners among 30 pre-selected designers awarded (2005).

Award of the UNESCO Crafts Prize (2005).

The "Seal of Excellence" was awarded in South-East and Central Asia.

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

67. The main results as regards cultural industries concerned the promotion of such industries at the local level, access to world markets and to the fight against piracy under the Global Alliance for Cultural Diversity, notably through the strengthening of the capacities of professionals in the fields of music, books and film-making in developing countries in Africa and Latin America. Initiatives to combat piracy consisted of training and awareness-raising campaigns. A network of "creative cities" was set up in 2005, giving fresh impetus to cultural industries. Copyright protection was ensured by monitoring changes in the SBN/ISO standard, strengthening the online Index Translationum, consolidating the clearing house on literary translation and holding the sixth Ramallah book festival which was perceived as a peace symbol.

Achievements

A total of 55 partnerships have been established within the Global Alliance.

More than 500 members representing multinational companies and medium- and small-sized enterprises have joined the Alliance.

Accumulated extrabudgetary resources for the Alliance amount to \$3 million.

400 trainers were trained in South-East European countries in the field of copyright and in combating piracy.

Index Translationum registered the highest number of data entries to date (100,000) with over 4,000 users per month – four times more than in the previous biennium.

Cross-cutting projects – successful results and contribution to MDGs

Achievements

“Cultural and ecotourism in the mountainous regions in Central and South Asia”: Local capacities in the field of ecotourism management strengthened.

Development of marketing and service delivery.

Establishment of a regional network to share professional experience and expertise.

Training of rural populations in production, marketing and sale of craft items.

Creation of community-based home stays through the conservation of cultural and natural heritage.

“Strategy for the sustainable development of tourism in the Sahara”: Enhancement of the Saharan heritage by population groups living in extreme poverty.

Encouragement of and support for the formulation of appropriate tourism policies by local government.

Adoption of a common strategy and action plan for the development and protection of the Saharan heritage.

Launching of similar pilot projects, in particular in Africa and rural areas.

68. As regards the contribution to **ensuring environmental sustainability**, the programme has targeted actions for the preservation of World Heritage natural sites and ecosystems, especially in small island developing States. Under **partnerships for development**, a special effort has been made to educate the public at large with regard to conservation and respect for the heritage as a shared universal value.

69. The concept of global partnership for environmental sustainability and poverty eradication was particularly relevant to the **implementation of the World Heritage Convention in Africa**, as it protects some of the most important ecosystems and areas of significant biodiversity, thus yielding social and economic benefits to local communities and national economies. The programme for the **preservation of endangered movable cultural properties and museum development** was initiated and implemented in order to strengthen UNESCO’s capacity to support LDCs and low-income countries in the preservation of movable cultural properties.

RESOURCES

70. Exact figures for expenditures and extrabudgetary contributions received in UNESCO during the biennium will only be available after the accounts are closed at the end of February 2006 and will be provided as an addendum to this Board document. Staff numbers stood at some 174 regular posts, including 108 professionals – 27 of whom are NPOs located in field offices. In addition some 736 person-months of consultancies were engaged.

CONCLUSIONS AND LESSONS FOR THE FUTURE

71. The implementation of Major Programme IV during the 2004-2005 biennium led to several important results, including: (i) significant achievements in the area of drafting/adopting, ratifying

and implementing international standard-setting instruments; (ii) contributions to the reduction of poverty through arts and crafts as well as cultural eco-tourism; (iii) inscriptions on the World Heritage List; (iv) promotion of intercultural dialogue; and (v) post-conflict interventions. Future work under document 33 C/5 will build on the successes reported here and will pay attention to specific challenges such as: (i) the need to anchor activities pertaining to intercultural dialogue more firmly in a coordinated intersectoral approach; (ii) the decrease in support provided (especially through extrabudgetary funding) to activities relating to arts and copyright; and (iii) the need to increase and strengthen assistance to Member States in the field of monitoring the implementation and/or encouraging the ratification of the UNESCO legal apparatus for the protection of cultural heritage, with particular emphasis on capacity-building, training and awareness-building strategies.

72. The Barcelona 2004 Forum was a new concept and modality and the first ever convening of a Universal Forum of Cultures, a large-scale initiative allowing a unique platform for UNESCO and for the promotion of cultural diversity. The positive experience of this major event, also registered by the Barcelona Consortium, will feed directly into the organization of the forthcoming forum in Monterrey in 2007.

Major Programme V – Communication and information (CI)

MAJOR TRENDS AND DEVELOPMENTS

73. The United Nations Millennium Declaration highlighted the “role of IT in the context of a knowledge-based global economy”. In a global environment, where knowledge is increasingly recognized as a principal force of social transformation, ICTs open up new opportunities for social and economic development, poverty reduction and preservation of peace. The Declaration also pointed to increased disparities in access to information and knowledge and the need to bridge the digital divide. These issues were addressed in various international forums, in particular the two phases of the **World Summit on the Information Society (WSIS)** held in Geneva (2003) and Tunis (2005). The outcomes of the Summit were fully taken into account in planning and implementing Major Programme V and the follow-up to WSIS Declaration of Principles and Plan of Action constituted a significant part of the Communication and Information Programme (CI) during the biennium. The concept of knowledge societies which UNESCO has been advocating is progressively being recognized as essential for attaining the **Millennium Development Goals (MDGs)**, particularly in the new framework for international dialogue set by the two phases of the Summit.

PROGRAMMING FRAMEWORK

74. The implementation of Major Programme V was geared towards attaining the following three **strategic objectives** assigned to the programme in the Medium-Term Strategy for 2002-2007 (31 C/4): (i) strategic objective 10 – **Promoting the free flow of ideas and universal access to information**; (ii) strategic objective 11 – **Promoting the expression of pluralism and cultural diversity in the media and world information networks**; and (iii) strategic objective 12 – **Access for all to information and communication technologies**, especially in the public domain. The CI Programme was built around two programmes, encompassing 13 main lines of action: the first one, **Fostering equitable access to information and knowledge for development, especially in the public domain**, which was the principal priority area, was assigned 68% of the regular programme resources. It addressed the challenges of reducing the digital divide through measures designed to promote full and equal participation in the knowledge societies and social inclusion. Through the second programme, **Promoting freedom of expression and communication development**, the Organization continued to assume its leading role in promoting press freedom and freedom of expression while strengthening the capacities of communication media in Member States, especially developing countries.

MAINSTREAMING ISSUES

75. Priority attention was given to the needs of **Africa** and **least developed countries** in such areas as capacity-building, ICT applications in community development including water management and ICT literacy, to sustain UNESCO's contribution to NEPAD. Most efforts undertaken to mobilize extrabudgetary resources and partnerships were aimed at enhancing community access, especially through community multimedia centres, libraries and information networks, developing human resources for media, and information and communication facilities in **least developed countries (LDCs)**. **Gender** was mainstreamed in all actions undertaken in the programme, but special emphasis was placed on training, improving community access to information, knowledge and skills and increasing the capacity of professionals to produce and disseminate development messages. Similarly, active involvement and participation of **young people** was encouraged by supporting training and networking initiatives, including through the INFOYOUTH Programme.

DECENTRALIZATION

76. Decentralization continued to be a key element in the planning and implementation of Major Programme V. In 2004-2005, the rate of decentralization of regular programme resources reached 47.5%. The largest share of these resources (16.44%) was devoted to **Africa**. Given the fact that communication and information specialists (international and national programme officers) are located in virtually all UNESCO cluster offices, field offices played an active role in programme execution, especially in such areas as enhancing community access; capacity-building; policy advice and formulation; promotion of press freedom as well as ICT applications in development. More effective results could have been achieved in strengthening networking with National IFAP Committees, enhancing the impact of communication and information on sustainable development efforts, and empowering people through information, media and ICT literacy, if more field-oriented activities had been undertaken.

INTERSECTORAL ACTIVITIES

77. In 2004-2005, efforts were pursued under Major Programme V to establish intersectorality as a strong strategic element. Such an approach was particularly applied in actions aimed at harnessing ICTs for education (Subprogramme V.1.2) and promoting the expression of cultural and linguistic diversity through communication and information (Subprogramme V.1.3) in close cooperation with Major Programmes I and IV respectively. Considerable energy was devoted to strengthening ICT-enhanced learning, including e-learning and open and distance education, through joint collaborative work involving the Communication and Information Sector, Education and Science Sectors as well as UNESCO institutes. Intersectoral collaboration was further reinforced through the 23 cross-cutting projects dealing with the **cross-cutting theme** on “the **contribution of ICTs to the development of education, science, culture and the construction of a knowledge society**”, for which the CI is the “lead sector”. The results attained by most of the projects point to potential multiplier effects of ICTs in all of the Organization's programme areas.

CCA AND UNDAF

78. UNESCO participated in the **Common Country Assessments (CCA)** and **United Nations Development Assistance Frameworks (UNDAF)** exercises carried out in Samoa through the provision of an assistance and training programme in ICTs for youth and, in Suriname, through support for a network of community multimedia centres. However, the involvement of UNESCO in

integrating a “communication and information component” into national development plans and poverty reduction strategies in the context of joint United Nations system programming frameworks remains a challenge. Further efforts will be necessary to reach this objective, through raising the awareness of communication and information decision-makers of potential impact on education and the achievement of **EFA goals, MDG 1 and 2**, the sharing of knowledge, and promotion of cultural diversity and of the catalytic role of community media and information service providers in governance and sustainable development.

PARTNERSHIPS

79. The “world of ICTs” has been increasingly involving a wide range of actors and stakeholders, from both governmental and non-governmental sources, operating at all levels – international, regional, national and local. Achieving greater integration of efforts among the donor community and multilateral development institutions in responding to capacity-building in ICT infrastructure and human resources development through coordinated or joint programme and project approaches was therefore a key priority. In this context, significant efforts were made which resulted in increased synergies with United Nations agencies, the United Nations ICT Task Force, the Global Knowledge Partnership and international initiatives such as the preparation of the second phase of WSIS (Tunis, 2005). The efforts also helped to enhance the Organization’s own intergovernmental and international cooperation mechanisms, the **International Programme for the Development of Communication (IPDC)** and the **Information for All Programme (IFAP)**.

80. Cooperation with **international and regional NGOs and professional organizations** continued to be an important framework for UNESCO’s work, especially with regard to the promotion of freedom of expression and media independence and pluralism, including in conflict and post-conflict situations. The growing number of organizations working in the area of **community access** using a variety of models and technologies led to the development of new alliances with significant stakeholders and partners, major institutions, civil society groups and the private sector, in line with **MDG 8**. Agreements concluded with the **IT industry**, such as Intel and Microsoft, were part of this approach and helped in expanding the use of ICTs for the exchange of knowledge and experience in the pursuit of shared social and economic development goals.

SUBPROGRAMMES

Subprogramme V.1.1 – Fostering actions to reduce the digital divide and promote social inclusion

81. Action resulted in strengthening an **international framework of cooperation for building knowledge societies** and consolidation of the role of the **Information for All Programme (IFAP)** around three priority areas: information literacy, preservation of information and an understanding of the ethical, legal and societal implications of ICTs. Following the first phase of WSIS, UNESCO promptly acted to implement relevant sections of the Geneva Declaration of Principles and Action Plan and positioned itself as a key organization in preparing for the second phase (Tunis, 2005). The consistency of UNESCO’s key message “towards knowledge societies” with its four underlying principles – freedom of expression, universal access to information and knowledge, promotion of cultural diversity and equal access to quality education – helped to increase its visibility. The second phase of WSIS (Tunis, 2005) resulted in an increased role for UNESCO as key partner and facilitator in the overarching United Nations coordination of implementation of the Summit’s outcomes.

82. **Capacity-building** of communication and information professionals and institutions continued to be a priority: emphasis was placed on training of trainers and networking of institutions as an essential tool for enhancing exchange of information and learning opportunities, as was the promotion of open source software and the provision of UNESCO information processing tools. **Community Multimedia Centres (CMCs)** continued to provide an important platform for a wide range of applications for community development, including education, health, agriculture, daily life, poverty alleviation, and local decision-making. The role of editorially independent **public service broadcasting (PSB)** as a gateway to information and knowledge was also promoted during the biennium, in cooperation with major broadcasting unions.

Achievements

Role and focus of IFAP sharpened, with funding approved for 24 projects in three priority areas; network of IFAP National Committees expanded, reaching a total of 52.

Information collection and sharing about the challenges of knowledge societies and of advances of ICTs enhanced through the restructured UNESCO Observatory on the Information Society (number of visits increased by more than 200%).

UNESCO identified as one of the main facilitators of multi-stakeholder implementation either solely or jointly with other United Nations agencies, mainly ITU and UNDP, in eight out of 11 WSIS action lines.

Expertise, capabilities and learning opportunities of communication and information enhanced: more than 1,200 professionals trained worldwide.

Skills and capacities in information handling of librarians and other information specialists strengthened through support provided to regional and subregional networks such as UNAL, APIN, ACCESS-net, INFOLAC, ESCWA and ICTDAR; and updating and distribution of information processing tools (CDS/ISIS, IDAMS).

Community access to information for development enhanced: over 50 CMCs created/supported in 15 countries; scaling-up of CMCs initiated in three African countries as a test bed for wider provision of access to ICTs in marginalized communities; 26 community radio stations established/enhanced in Africa, Asia and Latin America; \$2,800,000 raised from extrabudgetary sources for these projects.

Challenges

Ensuring effective participation in the United Nations Group on the Information Society (UNGIS) being set up to coordinate the implementation of WSIS will be a key task for the 2006-2007 biennium.

Enhancing community access to enable wider participation of different population segments, especially those in poor and marginalized areas, in knowledge societies.

Subprogramme V.1.2 – Harnessing ICTs for education

83. A principal goal of the subprogramme was to promote ICT-enhanced learning and EFA through the media and information channels as well as to raise international awareness of the importance of information and media literacy. Critical success factors in using ICTs for capacity-building were identified in the UNESCO/Club of Rome conference held in Paris to examine the educational potential of ICTs where formal education channels are limited or inaccessible. Actions

contributed to the development of new strategies and approaches for ICT-enhanced learning, especially in the context of free and open educational software.

Achievements

Public understanding of the importance of EFA enhanced: more than 300 journalists from 63 countries in Africa, Asia-Pacific and the Arab States trained and participated in awareness-raising campaigns in media.

Collaboration in support of ICT-based distance learning enhanced with partnerships established with (i) Microsoft and Intel for teacher training; and (ii) IT companies, Alcatel, Space and IBM for the provision of scientific information to scientific research institutions in South-East Europe (SEE) supported by the European Space Agency (ESA). The cooperation agreement with Microsoft has resulted in (i) the establishment of a fully operational Regional ICT Resource Centre for Youth in Tunisia; and (ii) the setting up of an Internet-based global collaboration space for “Communities of Practice”, known as UNESCO Knowledge Communities. Microsoft and Intel are also contributing to a multi-partner project to develop a UNESCO universal teacher training syllabus.

Challenges

Strengthening intersectoral collaboration to increase the impact of UNESCO’s action in using ICTs to enhance learning, teaching and EFA goals.

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

84. Based on the principles set forth in the **Universal Declaration on Cultural Diversity**, actions involved sensitization of decision-makers to the need to encourage diversified content in the media and global information networks, training of communication and information professionals to produce quality content, and supporting innovative local content productions and their dissemination at the international level. A major development requirement of local content development in information network continues to be the standardization of computer scripts in local languages. The **Memory of the World Programme (MoW)** gained visibility and strengthened its role as an international reference framework for information preservation.

Achievements

Knowledge and skills of communication and information professionals to produce local quality content strengthened in Africa, Asia, Latin America and the Caribbean.

Capacities to define Unicode standards and fonts for a number of local languages enhanced.

Marketing of quality content productions supported by facilitating the participation of content producers from developing countries in international market forums and screening events; UNESCO E-platform developed into a major online forum for 350 selected local productions from 80 developing countries.

Preservation of documentary heritage in libraries and archives supported in Asia-Pacific, Europe and Latin America and the Caribbean; more than 200 experts trained in digital preservation management.

Access to audiovisual heritage improved and MoW Register expanded: 29 new inscriptions added to the International Register bringing the total to 120 from 57 Member States and 10 new MoW National Committees set up, bringing the total to 69.

Challenges

Increasing the professional and financial capacity in developing countries to produce quality local content and preserve documentary heritage.

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

85. The celebration of **World Press Freedom Day** (3 May) and the award of the **UNESCO/Guillermo Cano World Press Freedom Prize** were prominent in raising public awareness of press freedom as a fundamental right and in giving high visibility to UNESCO's efforts in this respect. The Belgrade Declaration and Dakar Declaration on assistance to media in open and post-conflict countries and on media and good governance, adopted by two international conferences held in 2004 and 2005 to celebrate Press Freedom Day, and endorsed at the 33rd session of the General Conference, will have strong strategic significance for further efforts in this field. The comprehensive strategy that has been developed with a broad spectrum of organizations to secure a holistic and coherent approach to media assistance in **conflict and post-conflict areas** has been put into practice in Afghanistan, Burundi, Democratic Republic of the Congo, Iraq, Liberia, Palestine and Rwanda.

Achievements

Awareness of press freedom among decision-makers, media professionals and the public at large increased through the 3 May celebrations: more than 100 events organized each year in more than 80 countries with extensive media coverage.

Protection and monitoring of the rights of journalists enhanced and collaboration consolidated with regional and international media organizations and press freedom advocacy groups.

Awareness of safety and reporting in conflict situation among journalists increased; training on safety organized for reporters in more than 10 conflict zones.

Global Partnership of United Nations, NGOs and donors established in several post-conflict zones to assist independent media organizations.

Challenges

The protection and safety of journalists, especially in conflict and post-conflict areas, continue to be a major challenge in the Organization's efforts to promote press freedom.

Strengthening the role of the media in enhancing intercultural dialogue.

Subprogramme V.2.2 – Supporting development of communication media

86. Communication media development needs in developing countries were addressed primarily through the **International Programme for the Development of Communication (IPDC)**. The IPDC reforms contributed to increasing the quality of project proposals submitted and the efficiency of their implementation. The capacities of communication professionals to produce and disseminate **development messages** on specific issues such as HIV/AIDS, poverty reduction, education for sustainable development – in line with the outcomes of the **World Summit on Sustainable Development (WSSD)** – were strengthened through training and support to specialized networks.

Achievements

Capacities of communication media in developing countries and countries in transition strengthened: 120 regional and national IPDC-supported media development projects, totalling \$3 million, implemented in 70 countries, including 45 projects in LDCs and SIDS.

The global network of young television producers, also supported by UNICEF and UNDP, promoted, and training workshops on HIV/AIDS supported in 23 countries in four regions.

Recommendations on communication policies and public information strategies to reduce risks and damages caused by natural disasters developed in cooperation with the International Federation of the Red Cross.

Challenges

Continued assistance to developing countries to establish policies and legislative provisions conducive to the establishment of local and community media.

RESOURCES

87. Exact figures for expenditures and extrabudgetary contributions received in UNESCO during the biennium will only be available after the accounts are closed at the end of February 2006, and will be provided as an addendum to this Board document. The staff complement consisted of 98 persons including 53 international professionals and 12 national professional officers (NPOs). Professionals from the sector (both international and national) are located in 31 UNESCO field offices.

CONCLUSIONS AND LESSONS FOR THE FUTURE

88. The results achieved during the biennium contributed significantly to attaining the strategic objectives assigned to the programme in the Medium-Term Strategy. Among the lessons learned, the following can be highlighted: (i) the need for a multidisciplinary approach to increase the impact of action at the country level, and for greater intra- and intersectoral collaboration in programme planning and implementation; (ii) the need for regular monitoring of programme implementation to ensure that the activities contribute effectively to attaining the results expected as well as the C/4 strategic objectives; (iii) the need for further concentration in programming with a reduced number of activities; and (v) the need to increase the capacity of programme specialists in project formulation, implementation, monitoring and reporting to enable the generation of more extrabudgetary projects, including from private sector sources. These lessons will guide the implementation of the programme in document 33 C/5.

UNESCO INSTITUTE FOR STATISTICS (UIS)

89. 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. The UIS conducts its work in the following four main action areas: (i) the collection, validation and timely dissemination of policy-relevant cross-national statistics, indicators and related documentation; (ii) the development of methodology to underpin the collection and estimation of reliable data which can be compared cross-nationally; (iii) providing support for building the statistical and analytical capacities of Member States; and (iv) the analysis and

interpretation of cross-national data. The UIS has experienced significant changes over the past biennium, including a change in leadership and in terms of steady growth in staff numbers, which has contributed to both consolidating the core work of the Institute and to facilitating major new initiatives.

UIS achievements

The past biennium can be characterized as a period of consolidation. In terms of programme activities, the UIS improved on the timeliness of education data and met its deadlines for delivering education data to key clients, including the *EFA Global Monitoring Report*, World Bank, UNDP, United Nations Statistical Division, UNICEF and the Secretary-General's report on the Millennium Development Goals.

Furthermore, data coverage continues to improve. For example, the UIS now has publishable indicators available for 85% of countries at the primary level of education (covering 97% of the world's population of primary school-age children) and 80% of countries at the secondary level (covering 95% of the world's young people of secondary school age). Considerable progress has also been made in developing relevant indicators while monitoring progress towards EFA and MDGs. Indeed, three new indicators of primary completion were published in the UIS flagship publication, *The Global Education Digest*, which was released in April 2005.

The Survey of Primary Schools (SPS) is a major initiative to collect data about how schools function in 10 countries that are members of the World Education Indicators Programme. Most countries have fielded the main survey and data will be compiled and analysed in 2006.

The Institute has also made important strides in improving literacy data by revising its survey forms and setting out criteria for acceptance of data. On the basis of a new methodology, the UIS produced a set of quick literacy forecasts for the 2005 EFA GMR and a more thorough working model will be implemented in 2006. At the same time, the UIS is moving ahead with a major initiative to implement a new methodology for assessing literacy in developing countries, through the Literacy Assessment and Monitoring Programme (LAMP). The survey instruments have been finalized after close collaboration with the six partners – El Salvador, Kenya, Mongolia, Morocco, Niger and the Palestinian Authority – and will be implemented in mid-2006.

In terms of data analysis, the UIS released a wide range of reports over the biennium, as well as substantial contributions to external reports, including the EFA GMR. The highlights include a new UIS/UNICEF report on children out of school, which presents a joint methodology to measure the number of these children globally and regionally, which integrates both survey and administrative measures.

As part of the World Education Indicators Programme, the UIS and OECD produced the report entitled, *Education Trends in Perspective – Analysis of the World Education Indicators*. It examines growth in post-primary education since 1995 and changes in resources invested in education in 19 countries.

Over the past biennium, the Institute's science and technology (S&T) programme has moved to the implementation phase, with the introduction of the S&T statistics survey and training workshops. On the basis of the survey results, the UIS released data for 106 countries on human and financial resources related to research and development. These data were published in the *World Development Indicators*, the *United Nations Statistical Yearbook*, the *Human Development Report* and the *UNESCO Science Report 2005*.

In terms of **cultural data**, the UIS and the Culture Sector published a major report entitled *International Flows of Selected Cultural Goods and Services, 1994-2003*, which generated considerable interest, particularly in China and Latin American countries.

Preparations for the World Summit on the Information Society dominated much of the work concerning communication data. Three major documents were launched at the Summit, including the report *Measuring Linguistic Diversity on the Internet*. As a result of this work, the International Partnership on Measuring ICTs for Development has asked the UIS to take the lead in developing standard indicators for ICTs in education. The Institute is actively reinforcing UNESCO's call for new ways to monitor information societies, which go beyond a technocentric view to consider the social impact of the Internet. The UIS continues to stress the importance of traditional media, with the newspaper survey launched in December 2005 and the broadcast survey scheduled for March 2006.

Data quality is an overarching concern of the Institute. Consequently, a new methodology unit was formed in March 2005 to develop and recommend new methodologies and standards in relation to UIS administrative or other surveys. The UIS also secured funding from DfID in 2005 to fund a broad quality initiative, implemented in partnership with Statistics Sweden and external consultants.

With a growing network of regional advisers and statistical advisers attached to field offices around the world, the UIS field presence has been bolstered in its efforts to assist Member States in the enhancement of their **statistical capacities**. Country-level projects are starting up in many parts of the world thanks to sizeable extrabudgetary funding, particularly from the World Bank, the European Union and Japan. The UIS organizes regular regional and subregional workshops for improving data collection systems.

On the management and administration side, the UIS has had to reorganize its structures and processes in order to adjust to its expansion. A larger team headed by a new Administrator is now able to cope with these demands and also with the scheduled rollout of FABS, along with more active participation in results-based planning and management through SISTER.

Challenges

The UIS is at a crossroads. While its resource balance currently enables it to meet its commitments in the area of education, a question mark still hangs over its ability to live up fully to its responsibilities in other areas of its mandate: the sciences, culture, communication, as well as in its all-important technical assistance activities in the field. A further expansion in its core support, from the UNESCO financial allocation, from Canada as host country, and from its major donor partners, is vital if it is to meet those challenges.

CROSS-CUTTING THEMES

Cross-cutting theme 1 – Eradication of poverty, especially extreme poverty

90. **Major trends and developments.** Extreme poverty affects 1.2 billion people around the world. The global agenda against poverty is driven through, for instance: (i) the Millennium Development Campaign launched jointly by all United Nations agencies, programmes and organizations; and (ii) the Millennium Development Goal 1 (MDG 1), namely the halving of poverty by 2015. UNESCO puts major efforts into cross-cutting projects pertaining to the eradication of poverty, especially extreme poverty. These projects seek to empower the poor and their communities at country level, by enhancing their access to knowledge and opportunities, to lift themselves out of poverty.

91. **Programming framework.** The projects are intersectoral and interregional in nature and were planned within the context of the Medium-Term Strategy (31 C/4), which identified the following strategic objectives to be pursued: (i) to contribute to a broadening of the focus of international and national poverty reduction strategies through the mainstreaming of education, culture, the sciences and communication; (ii) to support the establishment of effective linkages between national poverty education strategies and sustainable development frameworks, focusing on UNESCO's areas of competence. Furthermore to help mobilize social capital by building capacities and institutions, especially in the public domain, with a view to enabling the poor to enjoy their rights; and (iii) to contribute to an enabling national policy framework and environment for empowerment, participatory approaches and livelihood generation.

92. The CCT projects were planned and implemented with a view to addressing issues in the following order: Research-Action-Policy, ranging from concrete activities in the field reaching local beneficiaries, to empirical research ending in policy recommendations addressing the long-term objective of social change. Small-scale pilot projects were planned and implemented to raise awareness of specific issues of relevance to the work of the Organization and to offer models to be replicated as well as a set of alternative solutions and recommendations. The expertise of the Organization in its five fields of competence, contributed to tackling the issue of poverty in a way consistent with the United Nations Human Rights approach framework.

93. **Assessments.** Nineteen cross-cutting projects on the eradication of poverty, especially extreme poverty – including some interregional projects – were implemented during the biennium as follows: Africa (eight projects); Arab States (three projects); Asia/Pacific (10 projects); Europe (one project); Latin America and the Caribbean (five projects). Eight projects were directed by team leaders based in field offices and 69.2% of the resources approved for cross-cutting projects were decentralized. The projects emphasized the mainstreaming issues of Africa, LDCs, women and youth. Project countries included: Burkina Faso, Mali, Niger and Benin; China, India, Pakistan, Cambodia and Mongolia; Uruguay and Peru. Intersectorality was emphasized with each project being designed and implemented by teams involving at least two sectors and at least one field office.

Achievements

Policy recommendations on poverty eradication addressed to policy-makers, NGOs and development agencies helped to enhance access to education and the rights of adolescent girls in South Asia, increase the role of micro-finance institutions in the promotion of micro-enterprises and to improve living conditions of female migrant workers in China.

National capacity for research, policy design and analysis enhanced through: support provided to Mali, Niger, Burkina Faso, Benin and Senegal in revisiting the PRSPs; grants given to 43 researchers from Asia, Latin America and Africa to conduct research on poverty-related issues and results to feed into national strategies and frameworks; and training seminars for 15 institutions in 11 African countries on social health indicators.

Advocacy and awareness raised of issues such as interrelation between culture, ecotourism and cultural heritage preservation as a tool for poverty eradication: activities on ecotourism nominated for the “2005 Responsible Tourism Awards”; and the need for enhancing indigenous knowledge for environmental protection and poverty eradication.

Communities empowered and their participation increased through: support for the creation of local employment and entrepreneurial activities; adoption of concrete measures by local government in Indonesia and Nepal to integrate the issue of out-of-school girls into national development policy; improvement of training skills in craft trade for out-of-school youth delivered in 12 countries.

Series of publications, including policy papers, training manuals and books addressed to academia, produced.

Challenges

Effective intersectoral planning and implementation of the projects remains a challenge.

94. **Resources.** A regular programme budget of \$5,120,000 was devoted to the 20 projects as follows: Education, \$820,000; Science, \$1,050,000; Social and Human Sciences, \$2,050,000; and Culture \$1,200,000. Some \$2.84 million in extrabudgetary funding were raised in addition. Fifty staff members and resident consultants, both at Headquarters and in the field, participated in the implementation of the projects.

95. **Conclusions.** The projects were designed and carried out so as to combine the Organization's different sectoral capabilities and create an intersectoral overall view that is needed in order to respond to the multidimensional phenomenon of poverty within the framework of the United Nations human rights framework to programming. The experience of CCT poverty eradication projects has proven to be a useful tool for enhancing intersectorality. Even if this approach has not been entirely successful in its implementation, this exercise retains the merit of setting the process in motion and encouraging teams to build on this approach. It is important to build a culture of intersectorality so that the whole idea of networking becomes an integral part of day-to-day working and therefore is carried out with greater efficiency. An external evaluation of the cross-cutting theme on poverty is currently under way, results of which will be available by June 2006.

Cross-cutting theme 2 – The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society

96. **Major trends and developments.** Information and communication technologies (ICTs) play a significant role in development efforts as they open up new opportunities for progress, the exchange of knowledge, education and training and for the promotion of creativity and intercultural dialogue. These technologies can also help to strengthen social cohesion and reinforce the capacity for development. The World Summit on the Information Society (WSIS 2003 and 2005) clearly reaffirmed the potential of ICTs as tools for achieving internationally agreed development goals, including the Millennium Development Goals (MDGs).

97. **Programming framework.** The goal of the cross-cutting strategy is to provide a coordinated response to development challenges, through innovative ICT-based solutions, using an **interdisciplinary approach**. The Medium-Term Strategy (31 C/4) identified the following four strategic objectives to be pursued in this regard: (i) agreeing on common principles for the construction of knowledge societies; (ii) enhancing learning opportunities through access to diversified contents and delivery systems; (iii) strengthening capacities for scientific research, information sharing and cultural exchanges; and (iv) promoting the use of ICTs for capacity-building, empowerment, governance and social participation.

98. **Twenty three cross-cutting projects on ICTs** were implemented, each of which responded to one or more of these strategic objectives. 42.3% of the resources approved for the cross-cutting projects were **decentralized**. The participation of field offices was essential in ensuring full involvement of local partners and "ownership" of the activities as well as in mobilizing extrabudgetary resources. Five projects were implemented either entirely or partly in **Africa**. The needs of **LDCs** were particularly targeted. **Young people** were a key target group, especially as regards using ICTs for sustainable development and HIV/AIDS preventive education. **Gender** was

mainstreamed in many projects, aiming in particular at using ICTs to promote literacy and the social inclusion of isolated communities.

99. **Projects assessment.** A number of projects aimed at designing principles, policy guidelines and tools in key areas for building knowledge societies and at enhancing learning opportunities through the strategic use of ICTs to expand access to knowledge. Others aimed at strengthening capacities for scientific research, information sharing and cultural exchanges and at demonstrating the potential of ICT applications in support of development, governance, poverty eradication and prevention of HIV/AIDS.

Achievements

Policy guidelines and methodologies designed on different ICT-related issues, including methodologies for digital libraries and world heritage preservation and promotion.

Clearing house/knowledge base of materials, research findings and best practices related to the use of ICTs in education, literacy and learning processes strengthened, while demonstrating the impact of ICT-based alternative delivery systems.

Awareness raised about free and open source software (FOSS); and common standards established for ICT-supported open and distance learning as well as free open source software for education.

A multidisciplinary UNESCO Knowledge Portal created, with several thematic subportals – on education, oceans and the Digi-Arts – which contributed to increased visibility for the Organization.

University curricula for postgraduate diploma in remote sensing and Geographic Information System developed in Africa.

Increased participation of citizens in civic life and decision-making, new opportunities for intercultural dialogue and diversity; best practices for introducing ICTs in municipal policies and training tools for improving local governance disseminated in Africa, Latin America and the Caribbean.

A global Internet discussion forum established (www.sivglobal.org) involving all small island developing States (SIDS) with more than 30,000 persons living in small islands connected; enhanced involvement of young people in the discussion of development issues in SIDS.

Community media and telecentres networks set up in Central America to stimulate economic development in rural areas and marginalized areas.

Representatives from 10 indigenous communities trained in audiovisual content production and ICT use; 13 documentaries, one fiction, one video clip and two DVDs of indigenous audiovisual content produced.

Challenges

Enhancing Headquarters-field office interaction to ensure more effective project implementation, and strengthening partnership with professional bodies, civil society groups and other organizations (United Nations, international and regional), which is crucial for the success of the projects.

100. **Resources.** A regular programme budget of \$5,314,932 was devoted to the 23 projects under the respective major programmes, as follows: MP I – \$1,140,000; MP II – \$660,000; MP III – \$550,000; MP IV – \$525,000; and MP V – \$2,039,932. Staff members, both at Headquarters and in 26 field offices participated in project planning and implementation.

101. **Conclusion and lessons for the future.** In general, CCT projects have proven to be a useful mechanism for enhancing intersectoral collaboration in programme planning and execution. However, the impact of activities was sometimes limited owing to such factors as the size of projects, scarcity of funds, heavy administrative processes, problems encountered in planning and coordination of actions, and identification of local partners. Some of the lessons learned are: (i) the need for clear definition of objectives, expectations, roles and responsibilities of Headquarters and field offices in project planning and implementation; and (ii) implementation of activities was greatly enhanced where there was close collaboration with other agencies, professional groups and local partners. An external evaluation of the cross-cutting projects on ICTs is currently under way, results of which will be available by June 2006.

B. PARTICIPATION PROGRAMME (PP)

102. The execution of the Participation Programme (PP) hinges on increased transparency, and effective intersectoral cooperation in evaluating the requests received in the Secretariat. The work of the Intersectoral Evaluation Committee, which assesses requests for funding, is central to this.

PP and EA achievements

UNESCO implemented the PP with a focus on transparency and effective intersectoral cooperation, ensuring visibility in Member States. This biennium, 1,244 out of 1,785 Participation Programme requests were approved, totalling \$21,420,770 as well as 67 Emergency Assistance requests, totalling \$1,655,008. With more than 50 years in existence, the PP has not lost its appeal and popularity.

There has been an improvement in the formulation of requests, especially by those National Commissions that had received adequate training. *A Handbook on the Participation Programme* was published in 2004 and widely disseminated. This contributed to improved implementation of PP projects by partners, Member States, and international NGOs.

In December 2005, it was decided to reallocate some \$2.28 million (\$2,285,866) representing remaining Participation Programme funds that was not allocated to Member States who failed to submit their financial and activity reports on previous Participation Programme activities on time.

Challenges

The demands for PP awards continue to exceed the funding for the programme. There is also a need to evaluate the real impact of the programme better, especially now that a results-based approach has been adopted by UNESCO. An evaluation of the PP was started in 2005, and the report is expected soon.

C. PROGRAMME RELATED SERVICES

Coordination of action to benefit Africa (AFR)

103. The action plan of the Africa Department was designed to allow for improved coordination and follow-up of the Organization's activities for the benefit of Africa with a view to strengthening the delivery of UNESCO's programme in the region. The objective of the Department is to bolster reinforced cooperation between the Organization and its African Member States, by ensuring that the priorities of NEPAD in UNESCO's fields of competence are duly considered in the programmes carried out by the Organization. In this connection, a new feature of the revised programme

management cycle is the authority now granted to AFR to review the work plans of programme sectors and field offices prior to execution. This has led to a better integration of UNESCO's activities in favour of Africa. In coordinating the programmes benefiting Africa, the Department utilized the "concentric circles" approach, based on subregional economic communities as the pillars of integration. Strong bilateral relations were also maintained with African countries, including a more assertive support to countries in post-conflict situations.

AFR achievements

Relations with African Member States strengthened, notably on the occasion of official visits by Heads of State or Government to Headquarters or by the Director-General in the region (20), through *inter alia* the signing of aides-mémoire and operation plans for the implementation of priority projects.

Cooperation agreement with the African Union updated, further to an official visit to UNESCO Headquarters of a high-level delegation of the Commission of the African Union headed by its Chairperson.

Recommendations of the UNESCO Consultative Committee for NEPAD to the Director-General successfully implemented (acknowledged by two sessions of the Committee).

Inclusion of education and culture as priority items in the agenda of the African Union Summit (Khartoum, January 2006), partly as a result of UNESCO's efforts to promote the MDGs, EFA and cultural diversity, as well as support provided to two preparatory ministerial conferences on education and culture.

Forum of Subregional and Regional African Organizations in support of cooperation between UNESCO and NEPAD (FOSRASUN) established.

Memorandum of Understanding between UNESCO and the Common Market for Eastern and Southern Africa (COMESA) signed.

Closer involvement with National Commissions, Permanent Delegations and the established groups of Member States at Headquarters through information meetings.

Support to countries in post-conflict situation or affected by the consequences of subregional conflicts enhanced as a result of improved coordination of interventions and, specifically, cooperation reinforced with Angola, Côte d'Ivoire and the Democratic Republic of the Congo pursuant to resolutions and decisions adopted by the General Conference and the Executive Board at their previous sessions (33 C/INF.4).

Education services as an immediate and urgent basic need provided to countries in conflict or post-conflict situations (Horn of Africa, Great Lakes Region and Central Africa) through the Programme of Education for Emergencies and Reconstruction (PEER).

Analyses and information notes on priority programmes carried out by UNESCO in Africa (e.g. HIV/AIDS, basic education for all, literacy, culture of peace) and modalities of programme implementation (e.g. centres of excellence, UNESCO Chairs) released.

Database on activities implemented in Africa set up and country profiles completed.

Visibility of activities carried out by the Organization in Africa increased, notably through the issue of the biannual bulletin “Listening to Africa” and the publication of “Outcome of UNESCO’s activities in Africa, 2004-2005”.

Partnership agreement with (a) “La Redoute” for the launching of an information and fundraising campaign for African girls’ education, and (b) “CROISIEUROPE” (tour operator) for support to projects promoting the value of the African cultural heritage, both in close collaboration with the French National Commission for UNESCO.

Challenges

Improvements in the rate of ratification of UNESCO’s normative instruments by African countries.

Imparting a culture of intersectoral work to staff involved in programme implementation. The need to consider partnerships with private sector carefully, particularly when commercial interests are at stake, when marshalling extrabudgetary resources.

The Fellowships Programme (FP)

104. UNESCO fellowships are in high demand and the Fellowships Programme provides a service to Member States by enabling the Organization to manage and administer fellowships. The aims are to intensify the exchange of information, to share knowledge and experience among beneficiaries, to upgrade the skills of young researchers and to enhance capacities in a number of priority areas and programmes. Fellowships administration policies and standards continued to be harmonized better with other United Nations specialized agencies.

FP achievements

Some 386 (31 C/5: 432) fellowships were awarded in priority programme areas. The value of the fellowships amounted to \$6,336,542 (31 C/5: \$6,029,529), of which \$1,147,163 (31 C/5: \$1,204,883) came from the regular budget; \$1,038,879 (31 C/5: \$1,020,636) came from extrabudgetary cash contributions; and \$4,150,500 (31 C/5: \$3,804,010) were contributions-in-kind in the form of fellowships. With regard to gender distribution, 55% (31 C/5: 59%) of the awards were in favour of women.

Challenges

Visibility of the Fellowship Programme can be improved. Demand continues to exceed the amount of funds allocated.

Bureau of Public Information (BPI)

105. **Services.** BPI is responsible for providing the public at large with information on and about UNESCO, and it does this through many direct contacts with the media worldwide.

BPI achievements

The last semester of the biennium (June to December 2005) was marked by significant progress accomplished in the area of online information: namely the launch of the Organization's new website, the promotion of multilingualism, with part of the information now available in the six official languages, and access to information being facilitated through geographical entries.

Content providers from Headquarters and field offices were trained in the various services.

The portal has been gradually transformed to become the principal access point for information on UNESCO for different sections of the public at large (media, schools, administrations, etc.), with about 60,000 consultations per day. This makes it the most visited website among United Nations agencies. The various information products (publications, press releases, events announcements, audiovisual material, photo-banks, etc.) are directly accessible.

Publications constitute a significant traditional means of information delivery. Progress was made in the promotion and dissemination of publications through agreements made with distribution firms. The Secretariat sought to redefine the publications policy, taking into account possibilities offered by electronic publishing. Transferring copyright to editors who agree to translate and disseminate UNESCO publications contributed to diversifying the number of languages in which publications are available.

Challenges

Communications infrastructure in certain parts of the world makes it necessary to continue to provide information in both paper and electronic formats.

GENERAL POLICY AND DIRECTION**A. GOVERNING BODIES****Secretariat of the General Conference (SCG)**

106. The Secretariat of the General Conference was responsible for the preparation, holding and follow-up of the 33rd session of the General Conference (Paris, 3-21 October 2005). The main service provided was the organization of the session, in compliance with the Constitution and the Rules of Procedure of the Conference. In addition, SCG provided the secretariat for the ad hoc working group on the relations between the three organs of UNESCO (established under the terms of 32 C/Resolution 81) and supported the President of the General Conference in his role as Chairperson of the Working Group as well as in his ordinary activities.

SCG achievements

All documents falling within the terms of the statutory deadline were dispatched on time.

All documents were made available online immediately after translation into the six working languages of the Conference.

There was a substantial increase in attendance at the General Conference. 3,137 delegates from 185 Member States and four Associate Members and 466 observers attended the session. It received official visits from seven Heads of State, three Vice-Presidents, one Head of Government and seven Deputy Heads of Government; 218 ministers or ministerial-level officials also attended the General Conference.

Delegates' information and access to the online *Journal* of the Conference (as well as its content and presentation) were substantially improved for the 33rd session.

Challenges

Late receipt of documents to be processed and overall time management and coordination among the subsidiary bodies of the Conference (within the framework of the increasingly reduced duration of the sessions) are the main challenges that SCG still faces for forthcoming sessions of the General Conference.

Secretariat of the Executive Board (SCX)

107. The SCX supported meetings of the Executive Board and Working Groups. On the basis of 155 EX/Decision 5.4 (Annex, para. 12), it also organized thematic discussions to increase interaction between the Secretariat and the Executive Board, and acts as an interface between the Chairperson of the Executive Board and the UNESCO Secretariat.

SCX achievements

Considering the deliberations of the Executive Board and the working methods adopted, notably within the ad hoc working group on relations between the three organs established at the 32nd session of the General Conference, several recommendations were addressed to the General Conference at its 33rd session.

The statutory deadlines for the dispatch of documents to Members of the Executive Board were respected for both the 171st and the 172nd sessions of the Board. This was achieved primarily through better planning on the part of the Secretariat. The Secretariat should continue along these lines in future.

Communication with Members of the Executive Board and Permanent Delegations was improved through email alerts of the release of new documents and participatory information meetings. Several projects for improving the work of the Executive Board will be implemented in the 2006-2007 biennium.

Challenges

It should be noted that the agendas of Executive Board sessions during this biennium were particularly heavy (66 items during the 171st session and 63 for the 172nd), whereas the number of days of the sessions remained unchanged. This had a noticeable impact on the SCX budget lines for documentation and temporary assistance.

B. DIRECTION

Office of the Director-General (ODG)

108. During the biennium under consideration, the Office of the Director-General (ODG) continued to carry out its major functions and tasks, especially in terms of coordinating the development and implementation of the Organization's policies, the strengthening of relations with Member States and the United Nations system, and the enhancement of the Organization's visibility, especially in priority programme areas. These tasks were achieved in close cooperation with the programme sectors, the central services and the Organization's decentralized bodies.

ODG achievements

Regular organization of the meetings of the College of ADGs and of the Directorate and greater synergy between the two, which led to a rationalization of the manner in which policy decisions were made and a heightened sense of collegial responsibility.

Guidance to programme sectors and central services on how to deal with major issues of priority concern.

Efficient organization and follow-up of the Director-General's bilateral meetings and official visits through a 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 Service (IOS)

109. The Internal Oversight Service (IOS) provides a consolidated oversight mechanism which covers internal audit, evaluation, investigation and other management support to evaluate and improve the efficiency and effectiveness of UNESCO's risk management, control and governance processes. It is charged with providing objective assurance that programmes and plans are delivered effectively, that strategic management information is reliable and timely and that continuous improvements are fostered in methods and procedures so as to enhance the quality of UNESCO's operations. IOS is functionally and organizationally independent of the primary control and accountability mechanisms and reports directly to the Director-General.

IOS achievements

Risk model was established and used to identify field audit priorities. Organization-wide risk assessment initiated with focus on UNESCO's response to emergency situation. Other areas to be covered in 2006. IOS participated in various management steering committees to communicate and monitor risks. Evaluation and audit reports were issued to the Director-General to communicate risks observed.

The results of IOS activities were utilized by management to improve programme delivery and to improve UNESCO operational processes: for example, IOS review of SISTER was used as an input to recast the tool; the Director-General phased out the current Monitoring Learning Achievement Project (MLA Evaluation); UNESCO committed to obtaining assurance on the quality of publications released (Materials Quality Evaluation) and improve financial controls in the field (field office audits); the Director-General set up a working group to examine UNESCO's action in emergency and post-conflict situations (PEER Evaluation); and the Director-General launched HIV/AIDS prevention education as one of the three major initiatives in document 33 C/5 (HIV/AIDS Evaluation).

Development and dissemination of self-assessment tools on administrative issues.

Document 33 C/3 – Report by the Director-General on the execution of the Programme and Budget for the 2002-2003 biennium – was completed and posted on the Internet for wide dissemination.

Staff members from Headquarters (250) and field offices (150) trained auditors and evaluators (including self-assessments). Five participants from southern Africa participated in an IOS fellowship programme for six months for hands-on training in evaluation/audit. IOS has been active in engaging interns from Africa who were studying in France.

The evaluations identified for 2004-2005 in the 2002-2007 Medium-Term Evaluation Work Plan (165 EX/19, Annex II) translated into detailed evaluation plans and evaluations conducted accordingly.

Twenty-nine programme evaluations, 17 field office evaluations, 36 field audits and 10 Headquarters audits were undertaken, reports on the risks identified were submitted to the Director-General. All field offices have been audited at least once since IOS was established in 2001. Alleged irregularity cases were investigated. Financial recoveries were identified from 32 audits totalling \$848,000, of which \$96,000 had been reimbursed to UNESCO by the end of 2005.

An internal quality assessment for the audit function was conducted at the end of 2005.

Mechanism to monitor implementation of audit and evaluation recommendations was established. Specialized computer software was selected and was implemented in January 2006. Regular monitoring took place of the implementation of all audit recommendations issued between 2001 and 2005. This covered 4,500 recommendations resulting from over 90 audits. The results are also used as a major input for management in accrediting offices to receive FABS.

IOS drafted a new accountability framework (the Organization-wide table of authority/accountability), and a concept paper on performance agreements/assessment.

Challenges

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

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

Advocating the importance of evaluations so that evaluation is integrated into good management practice.

Further developing the concepts of accountability for results embedded in the EX/4 and C/3 documents so that the expected results, and performance/management indicators are established in work plans and used as the basis for monitoring and reporting.

Management to take ownership of risk management.

Shorten the field offices audit cycle from four years to three years.

Completing the development of Headquarters audit risk model to be applied in document 33 C/5.

Many more challenges rest with management who has the responsibility to follow up the many issues identified by oversight activities. Details are described in the IOS Annual Report of 2005 (174 EX/29).

Legal Affairs (LA)

110. LA provides services to (i) the General Conference, (ii) the Executive Board, (iii) the President of the General Conference and the Chairperson of the Executive Board, (iv) various meetings convened by UNESCO, and (v) the commissions and committees of the General Conference and the Executive Board. The legal advice provided included the formulation of decisions and resolutions, and the finalization of legal instruments. In particular, legal questions relating to the application and the interpretation of the Constitution, the statutory and legal texts of the Organization and modifications thereto, 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 in general were attended to.

LA achievements

LA took an active part in the elaboration of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, the International Convention against Doping in Sport and the Universal Declaration on Bioethics and Human Rights.

LA provided guidance on procedures for the development of declarations and other standard-setting instruments adopted by the General Conference at its 33rd session. A site on Standard-Setting Instruments was created on the UNESCO portal, thus promoting easier access to declarations and other standard-setting instruments.

In addition, the Office delivered many legal opinions to the General Conference (in particular to the ad hoc working group on relations between UNESCO's three organs) and to the Executive Board.

The LA databases were consolidated, improving its classification and internal research tools. This enabled better verification/checking of approximately 600 draft contracts or agreements concluded by the Organization during the biennium.

LA also continued to defend the Organization's interests such as protection against any unauthorized use of its name and emblem. Legal assistance was provided to the sectors and the central services, in particular ADM, BFC and HRM, for the formulation/updating of the UNESCO Manual, Headquarters agreements, and administrative circulars.

Challenges

LA has to maintain high-quality work with insufficient human resources, while being faced with growing numbers of requests for its services.

DECENTRALIZATION

Field Management and Coordination (BFC)

111. BFC is responsible for leading the implementation of the decentralization strategy and ensuring the efficient and effective functioning of the decentralized network. There are 27 cluster offices, 22 national offices, two liaison offices (Geneva and New York), one centre (CEPES) and 12 regional bureaux. Of the 12 regional bureaux, 10 are in cluster offices, one in a national office, and one on its own (Venice), making a total of 53 units in the decentralized field network. The objectives for 2004-2005 were to: (i) provide advice to the Director-General and to senior management on the implementation and refinement of the Organization's decentralization strategy; (ii) participate in the recruitment of directors/heads and administrative officers of field offices and provide support and appropriate training to optimize their management capacities; (iii) liaise with field offices on a daily basis and facilitate the implementation of decentralized programmes; (iv) act as UNESCO focal point for field security, with responsibility for overall execution of the field staff security policy; and (v) act as UNESCO focal point for early response to post-conflict and post-disaster situations.

BFC achievements

A report on the implementation of the decentralization strategy was submitted to both the Executive Board (171 EX/6) and the General Conference at its 33rd session (33 C/25). It focused on lessons learned from six years of implementation of the strategy, described measures taken to address shortcomings and envisaged future developments of the decentralization strategy in budgetary and staffing terms. The report was based on the work of the decentralization task force and evaluations undertaken by IOS.

Several forms of training, coaching and team building of field office staff were organized by BFC and HRM for more than 15 offices, especially when new heads of office were appointed.

Jointly with HRM, an organizational training module for field offices that provides a general introduction to UNESCO as a whole was developed and tested. This will be rolled out in 2006-2007.

BFC also provided direct support to particular field offices to assist them in implementing IOS audit recommendations and in setting up appropriate administrative and financial procedures.

In liaison with BSP and the sectors, BFC facilitated the participation of field offices in United Nations common country programming.

BFC was instrumental in setting up operational units in Liberia and Sierra Leone and in preparing for the establishment of a UNESCO unit in Sudan.

UNESCO's operational response to meet recovery and reconstruction needs associated with the Indian Ocean tsunami (December 2004) later in the biennium was coordinated, and similar backstopping provided to the Organization's response to the South Asia earthquake (October 2005).

Owing to the availability of additional funds authorized by the Executive Board at its 169th and 170th sessions (169 EX/Decision 6.5 and 170 EX/Decision 7.8 respectively), security and safety requirements in field offices were addressed in line with the Minimum Operating Security Standards (MOSS) and the Minimum Operating Residential Security Standards (MORSS).

Challenges

How to ensure effective presence and action of UNESCO at the level of all countries covered by cluster offices, in order to participate fully in United Nations common country programming as well as to take a leadership role in sector-wide approaches developed by the countries in UNESCO's fields of competence. Alternative modes of ensuring UNESCO's presence are being put in place and will be further expanded in the future in coordination with other United Nations agencies.

The technical infrastructure in some countries hosting cluster offices still prevent the full use of electronic communication for implementation of programmes and administration. Several solutions are currently being considered by DIT to alleviate this problem.

Field offices (FO)

112. Field offices (FOs) constitute the means for programme delivery at national and regional levels. As noted under BFC, there are currently some 53 field offices, namely regional bureaux, cluster offices, national offices and one centre.

FO achievements

The submissions from FOs fall into three distinct cases: (i) overall analysis for countries in the various clusters; (ii) showcases; and (iii) submissions made to the sectors. The overall assessments of countries in the clusters were compiled into the 174 EX/4 Addendum. The showcases, used by field offices to highlight success cases, are given in the dedicated 174 EX/4-34 C/3 website. The details covered in the showcases include:

- title of action/activity/intervention;
- explanation of the choice of the action/activity/intervention;
- background and description;
- expected results;
- performance indicators;
- results achieved;
- highlights of reasons for the achievement or non-achievement of the expected results;
- comments on whether the achievements are replicable elsewhere.

The field offices also made submissions on the implementation and achievements of the various programmes directly to the sectors concerned. The information was then used by the sectors to complete both the MLA forms and the overall assessments made by the respective sector ADGs.

SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION

A. Strategic planning and programme monitoring (BSP)

113. The Bureau of Strategic Planning (BSP) continued advancing the Organization's programming reform, among others, by the following: draft document 33 C/5 was designed to achieve greater emphasis on results-based programming, sharpening the formulation of the five principal programme priorities and enhancing the concentration of programme resources, broadening intersectoral action, increasing partnership approaches and mainstreaming the needs of Africa, LDCs, women and youth. The results-based approach was strengthened by introducing across all major programmes, for each main line of action, a set of expected results, performance indicators as well as benchmark indicators, equally to be applied to work plans. To foster application of the RBM methodology, a dedicated RBM training team offered training workshops at Headquarters and to field offices. In preparing document 33 C/5, BSP ensured the implementation of the new programme management cycle, including regional and cluster consultations, sectoral strategic frameworks, resource allocation matrixes and programme review committees, with joint Headquarters/field offices involvement. BSP monitored, through SISTER, the implementation of the work plans for the 2004-2005 biennium. BSP also developed further policies, programme monitoring and training for women and youth mainstreaming, and promoted assistance to LDCs and for a culture of peace. BSP intensified UNESCO's involvement in United Nations system and inter-agency programme activities through CEB and UNDG, resulting also in a positive reflection of UNESCO objectives and priorities in the 2005 World Summit Outcome document, and promoted the progressive insertion of UNESCO's orientations in country-level programming exercises, backed up by new training aimed at building staff capacities for that purpose, especially in the field. BSP also coordinated the Organization's activities pertaining to the dialogue among cultures and civilizations, implementing the new three-pronged strategy, focusing on regional and subregional activities, select thematic orientations and broad-based stakeholder involvement.

BSP achievements

BSP achievements include the preparation/development of: (i) the programme components of document 33 C/5; (ii) the four statutory reports (EX/4 Part I documents) by the Director-General on the execution of document 32 C/5, with contributions from the programme sectors, bureaux and field offices; (iii) monitoring reports and analysis for the Director-General and senior management, highlighting salient trends in implementation of the programme and identification of areas for improvement; and (iv) comprehensive training/coaching programmes for the formulation of results and performance indicators in the context of the Organization's overall results-based programming and management (RBM) both at Headquarters and in the field, involving 641 staff members attending 30 workshops, for capacity-building in country-level programming exercises by United Nations country teams involving 210 staff in three locations, and in gender mainstreaming training with 335 participants at three workshops, which was made mandatory by the Director-General for all staff.

BSP continued to manage and develop SISTER and contributed to the preparation of a major recast of the system. Together with FABS, training was offered to staff from Headquarters and field offices.

The organization of the largest ever youth forum prior to the 33rd session of the General Conference, focusing on the dialogue among civilizations, cultures and peoples.

With UNESCO being the United Nations lead agency, the preparation of the mid-term review report for the United Nations Secretary-General on activities undertaken during the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010.

The development of new policies governing UNESCO category 1 and 2 institutes and centres as well as policies for UNESCO prizes approved by the governing bodies; broadening the thematic scope and regional focus of dialogue-related action. With respect to the latter, the Mondialogo partnership was consolidated, with a successful School Contest and Engineering Award aimed at practical intercultural exchange.

Improved participation in inter-agency processes; and contribution to the drafting of key strategic documents such as the Strategic Review and 2005-2015 EFA Strategy; and the WSIS platform.

Challenges

Ensuring broad adherence to the results-based management approach; securing smooth introduction of SISTER recast and securing seamless application by majority of programme specialists in order to enhance monitoring and reporting; positioning UNESCO to contribute effectively to country-level programming exercises and development of UNESCO country programme documents.

B. Budget preparation and monitoring (BB)

114. The Bureau of the Budget (BB) reports to the Director-General. Its broad mission is to provide advice and assistance to the Director-General, sectors, bureaux and field offices on all matters having a budgetary impact and, in particular, to: (i) prepare, in coordination with the Bureau of Strategic Planning (BSP), the biennial programme and budget of the Organization (C/5); (ii) monitor and analyse the financial execution of programme activities funded from the regular programme and extrabudgetary sources; (iii) develop, improve and disseminate more user-friendly reporting tools in order to facilitate the decision-making process; (iv) control the budget management of staff costs; and (v) report periodically to the governing bodies on the budgetary management of programme activities.

BB achievements

All of the main goals outlined above have been accomplished, namely (i) the Programme and Budget for 2006-2007 (33 C/5) was prepared, examined and adopted by the General Conference at its 33rd session; (ii) regular monitoring reports and recommendations have been prepared and examined in the Committee on Budget and Finance and the College of ADGs; (iii) in the context of the increased connectivity of field offices to FABS, summary monthly tables of budget execution are being provided to programme sectors and field offices to highlight trends in budgetary commitments and expenditures; and (iv) regular reports have been provided to each session of the Executive Board.

Challenges

The increased reliance on extrabudgetary sources of funding will require continuing efforts to ensure that backstopping costs for the implementation of these projects are adequately recovered from donors and that regular programme and extrabudgetary resource data are integrated, meaningful and succinct in order to provide a useful tool for managers.

C. External relations and cooperation (ERC)

115. The Sector for External Relations and Cooperation (ERC) intensified efforts to: (i) strengthen the Organization's relations with its Member States and Associate Members, as well as with permanent observer missions to UNESCO; (ii) improve coordination with the United Nations, its specialized agencies, programmes, funds and organs, and with other intergovernmental and international non-governmental organizations; and (iii) reinforce cooperation with extrabudgetary funding sources.

AchievementsRelations with Member States

Cooperation with Member States enhanced, including at regional and subregional levels.

Closer relations with Permanent Delegations and established groups of Member States at UNESCO through regular thematic or sectoral information meetings.

Continued progress towards universality in UNESCO membership: Brunei Darussalam became the 191st Member State of the Organization (17 March 2005); Singapore was granted observer facilities and discussions for this country to rejoin membership are under way; contacts established with Liechtenstein to explore possibilities for their association with UNESCO.

National Commissions for UNESCO

Structure and content of statutory meetings streamlined and involvement of National Commissions in key programme activities (e.g. EFA, DESD, the Philosophy strategy, WSIS or the Global Alliance for Cultural Diversity) encouraged, resulting in a more knowledge-based and proactive involvement of National Commissions in programme planning and implementation.

Operational capacities of National Commissions for efficient and effective outreach activities strengthened as a result of (i) a stronger capacity-building drive at subregional and cluster levels; and (ii) access to an increased range of ICT tools and services in line with UNESCO's overall communication strategy.

Cooperation, networking and knowledge sharing within and across regions among National Commissions, field networks and national policy-makers strengthened through enhanced communication and ICT capacities of National Commissions.

Partnerships

Partnership with elected representatives (parliamentarians, associations of mayors, cities and local authorities and the elected representatives of civil society) reinforced and expanded towards a more substantive contribution to UNESCO's programme priorities, including the ratification of international conventions, the holding of inter-parliamentary conferences on UNESCO priority themes (e.g. EFA, international conventions in the field of culture, the promotion of human rights and democracy), the signing of a cooperation agreement with United Cities and Local Governments (the world's biggest organization of cities), the launching of a network of parliamentary focal points for UNESCO in national parliaments in cooperation with the Inter-Parliamentary Union.

Outreach to civil society and visibility in Member States of UNESCO's programmes enhanced as a result of support provided to the UNESCO Clubs movement.

Formal association relations re-established for a transitional period of two years with the World Federation of UNESCO Clubs and Associations, which was rejuvenated with UNESCO's assistance.

The Arab Federation of UNESCO Clubs created with a view to developing and stimulating the UNESCO Clubs movement in the region.

International non-governmental organizations (NGOs)

Modalities of cooperation with non-governmental organizations improved through (i) the designation of focal points in programme sectors, (ii) the reinforcement of the capacities of the NGO-UNESCO Liaison Committee, and (iii) the development of regular cooperation between national NGOs and UNESCO National Commissions.

Cooperation continued with foundations and NGOs maintaining official relations with UNESCO, and a number of new organizations admitted to operational relations.

NGO House set up within UNESCO premises to host a number of major NGOs working in the Organization's fields of competence (with the support of the Headquarters Committee).

United Nations system (UN)

Cooperation with the United Nations (including with its programmes, funds, commissions and various 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 (e.g. CEB).

International intergovernmental organizations (IGOs)

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, Russian-speaking countries and ASEAN) through participation in meetings of their governing bodies and conferences, and the organization of joint meetings or activities in areas of common interest (in cooperation with programme sectors).

Cooperation with extrabudgetary funding sources

Relations with extrabudgetary funding sources continue to evolve satisfactorily, resulting in the strengthening of the impact and outreach of UNESCO's activities and programmes. Trends in 2004-2005 are summarized as follows: (i) contributions from most of UNESCO's traditional donors remain stable; (ii) efforts to diversify the funding sources further were rather successful, notably with respect to "non-traditional" government funding sources and the private sector; and (iii) positive developments with regard to the European Commission and with some United Nations multi-donor trust funds.

The volume and details of the extrabudgetary contributions received by UNESCO during the reporting period (2004-2005) will be available after the closure of the accounts at the end of February 2006.

Challenges

Development of a stronger IT-based work culture to improve access by National Commissions to information available to them from UNESCO.

Further optimization of available resources to cope with the increasing demand by National Commissions for capacity-building.

Mobilization of NGOs at national and regional level in order to further involve scientific and intellectual communities in the Organization's activities at the national level.

Improved coordination among in-house actors, including the two liaison offices, to avoid overlapping and duplication of efforts in relations with the United Nations system.

Need for an overall strategy for extrabudgetary resources. Much work already undertaken in this regard in 2005, thus also paving the way for a thorough revision of the main policies and processes relating to UNESCO's extrabudgetary activities.

D. Human Resources Management (HRM)

116. HRM provided services consistent with a more professional human resource function, focusing on strategic planning, policy and advisory functions and enhancement of the overall organizational performance. In particular, HRM concentrated on: (i) the development of a comprehensive HR policies framework; (ii) the enhancement of organizational performance, including improvement of internal communication on HR matters, the rationalization and streamlining of HR processes; and (iii) addressing the issue of geographical distribution of staff.

HRM achievements

The Human Resource Policy Framework, which includes 10 new policies such as the Performance Assessment policy, the Learning and Development policy and the Recruitment policy, was completed and implementation commenced. A medium- and long-term staffing strategy (2005-2010) was developed and approved by the Executive Board (171st session) and the General Conference (33rd session).

In 2004-2005, the level of recruitment activities continued to be very high, with 210 appointments made to Professional posts and above in 2004-2005. The geographical distribution of the staff improved during this period, with 162 Member States (85%) now represented in UNESCO.

HRM has also implemented a very significant learning programme in 2004-2005 across the Organization. From the overall budget of \$6 million, \$4 million were dedicated to corporate training activities to enhance professional, managerial and administrative skills at Headquarters and in the field. Some \$2 million were delegated to sectors/bureaux and field offices to cover their specific training needs.

Also a comprehensive review of the Medical Benefits Fund (MBF) plan and claim processing was completed, and as of 1 January 2006 an external expert firm, ensuring enhanced efficiency, processes all medical claims.

The feasibility study in preparation for the future Human Resource Information System of UNESCO was completed, and a solution provider selected.

Challenges

A common challenge, already identified in document 33 C/3, is that of ensuring the effective implementation of the various new/updated policies dealing with human resources.

E. Administration, maintenance and renovation of Headquarters premises

Administrative coordination and support (ADM)

117. The Administration Sector (ADM) has overall responsibility for ensuring that UNESCO's operations receive the necessary managerial, logistical and administrative support in such areas as finance, information systems, general services and logistics.

ADM achievements

First set of Organization-wide Tables of Authority and Accountability (TAA) on key management processes issued.

Administrative policies, procedures and processes reviewed, updated and streamlined, ensuring alignment with the TAA as well as compliance with all relevant decisions/resolutions of UNESCO's governing organs.

SCORE (strengthening client orientation) initiative launched with a view to introducing a client-oriented approach in the delivery of administrative support services and align these with best agency practices.

Challenges

The sustaining of the above achievements and, eventually, enlarging their scope continue to be a challenge.

Accounting and financial control (ADM/DCO)

118. The Division of the Comptroller is responsible for ensuring that adequate and integrated financial management and reporting systems are in place for all financial resources managed by the Organization.

ADM/DCO achievements

Enhanced financial reporting: (i) quarterly sets of accounts; (ii) 2004 interim accounts closed within statutory deadlines; (iii) quarterly reports on investment risk and performance; and (iv) quarterly monitoring of travel budget with exceptions reports.

Increased security and efficiency of financial management: (i) 100% electronic payments at Headquarters; and (ii) new tool for managing bank accounts.

Enhanced internal controls: (i) 0.1% error rate on completeness and accuracy of data in financial records at Headquarters; and (ii) review of processes in field offices.

Up-to-date financial records with 98% of field offices, 66% of institutes and 85% of projects entering their funds reservation directly in FABS.

Policies and procedures related to travel updated and reflected in a comprehensive Table of Delegated Authority and Accountability.

Challenges

Improvements in reporting on extrabudgetary financial resources.

Information systems and telecommunications (ADM/DIT)

119. The Division of Information Systems and Telecommunications is responsible for providing a full range of information and communication technology services to the Organization, both at Headquarters and in the field.

ADM/DIT achievements

Roll-out of a simplified SAP financial solution to 30 field offices accounting for more than 90% of the field offices' funds reservation directly entered in FABS (excluding Brazil), including the training of some 70 staff.

IT technicians from both Headquarters and field units (11 field offices and one institute) trained on FABS and other IT matters, including UNESCO Web, CDS/ISIS and IDAMS.

Automatic data-transfer of UNESCO Brasilia Office (UBO) funds reservation transactions implemented, thus also laying the ground for future synchronization and integration of UBO financial transactions.

Upgrade to SAP Enterprise SAP R/3 4.7.

Simplification of end-user interfaces with SAP (e.g. for the creation of purchase requisitions or the registration of newly acquired materials).

Improved archiving, cataloguing and multilingual access to UNESCO documents and publications, notably as a result of (a) the introduction of a new Internet application (HERMES) that allows field units to transfer electronic documents directly into the full text database of UNESCO documents and publications, and (b) the retroactive digitizing, indexing and cataloguing of UNESCO main documents and publications since 1946.

UNESCO History Project launched with the international symposium: "60 Years of UNESCO's History" (Paris, November 2005).

Challenges

The ongoing need for review, and where necessary updating, of security and operating procedures.

Procurement (ADM/PRO)

120. The Procurement Section is responsible for the provision of equipment and supplies and for the management of the Organization's inventory. It also assumes a support function for decentralized procurement and contracting activities.

ADM/PRO achievements

Policies and procedures related to procurement updated and reflected in a comprehensive Table of Delegated Authority and Accountability.

Training and coaching of field offices staff in support of the decentralization process.

Office furniture, supplies and IT equipment further standardized, resulting in significant savings.

Enhanced inventory control over non-expendable property of the Organization (including works of art) secured through the newly developed Asset Management Module of FABS.

Challenges

Building and maintaining the procurement capacities of decentralized units. Conclusion of long-term supply contracts and implementation of a purchasing card system as key factors towards streamlining the procurement of equipment and supplies (low-value items and standard commodities, in particular). Use of the computer-assisted inventory control tool extended to field offices and institutes.

Conferences, Languages and Documents (CLD)

121. The Division of Conferences, Languages and Documents is responsible for providing services related to interpretation as well as document translation, composition, reproduction and distribution. It uses the integrated document management system, which covers the whole chain of production.

CLD achievements

Quality of outsourced translation enhanced through adequate control systems.

Greater use of digital technologies for pre-press and printing, including print-on-demand.

Translation and terminology workflow streamlined to maximize benefits from use of computer-assisted tools.

Challenges

Fully computerized workflow from author to delivery remains a challenge.

Common services, security, utilities and management of premises and equipment

122. Responsibility of the Headquarters Division includes the maintenance of the technical facilities and installations of the Headquarters premises, the provision of utilities (electricity, heating, water, etc.), safety and security matters, mail services, space management and the implementation of the Headquarters' renovation plan.

Common services achievements

Upkeep and operation of the technical facilities and installations of Headquarters premises maintained at an acceptable level through the optimal use of available resources.

Safety and security arrangements strengthened: (i) new security arrangements successfully tested during the 33rd session of the General Conference; (ii) safety repairs undertaken in the Miollis/Bonvin site (including replacement of the high-pressure vapour heating equipment at the Bonvin building, installation of fire detectors and alarms at the Miollis building and of sprinkler fire extinguishers in the Miollis car park, renovation of the main Bonvin lifts).

Implementation of Phase 2 of the Belmont plan ongoing; renovation work in the yellow wing of the main Fontenoy building completed.

Technical studies and preparatory work for subsequent work stages up to 2008 completed.

Challenges

The analysis of the state of the Miollis/Bonvin buildings revealed that the situation on that site is no less serious than that in the Fontenoy buildings before the start of the renovation. In May 2005 a specialized commission of the *Prefecture de Police* reconfirmed the existence of serious and urgent safety problems in the Bonvin building. The most urgent work involves the safety of individuals and buildings, and has to be undertaken as a matter of absolute priority. The total cost of renovation work to be carried out on that site had been estimated at €63.2 million at September 2002 prices. The funds for this still have to be secured.

There are still problems related to achieving at Headquarters the minimum required level of compliance with the United Nations standards known as “Headquarters Minimum Operating Security Standards” (H-MOSS). The measures envisaged for Headquarters encompass: reinforced security and safety (access control, safety and security within the premises, detection of explosives, surveillance and response to biological or chemical emergencies) and improvements of building and property management (security of the physical premises, maintenance of fire and chemical alarm systems and strengthening of related technological infrastructure) including detection, surveillance and preventive measures.

PART II SUMMARY AND CONCLUSION

INTRODUCTION

123. **Background.** By 33 C/Resolution 92 the General Conference approved the recommendation from the ad hoc working group on relations between the three organs of UNESCO that the Director-General 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. Hence efforts have been made to better align reporting obligations pertaining to the EX/4 and C/3 documents. The result is the first ever joint 174 EX/4 – 33 C/3 report produced by BSP and IOS. This has been complemented, as an innovation, by an online expanded report by Main Lines of Action (MLAs). The website address will be available by the middle of March 2006. Part II of this report discusses the exercise undertaken by IOS to verify the information in the C/3 document. It also examines the overarching issues emerging from the analysis of the implementation of the Organization’s programme during 2004-2005, i.e. document 32 C/5, as captured for the sectors and services in Part I. Part II is divided into three sections: (i) Analysis of overarching issues relating to programming and reporting; (ii) Implications for programming and reporting; and (iii) Enhancement to C/3 reporting.

124. **The verification process.** In accordance with Executive Board document 162 EX/6, *Proposals of the Director-General for strengthening the report on activities of the Organization*, a process was designed and implemented to verify information submitted for the C/3 document by sectors and services. The approach taken was, first, to verify whether the activities reported had taken place, then, to confirm whether they gave rise to “results”, and finally, to gauge whether the expected results, as stated in document 32 C/5 at the main line of action level, had been attained, by requesting and reviewing relevant empirical evidence.

125. **Sampling and scope.** Sampling for the MLAs included in the verification exercise was carried out using a stratified random sampling method with a view to ensuring that the selections include, for each major programme, at least one MLA contributing to the principal priority of the sector, at least one MLA including a flagship project with explicit expected results and one cross-

cutting (CCT) project from among the two cross-cutting themes. In addition to these, the sectors were invited to select two other MLAs or CCT contributions, namely one that they considered to have been particularly successful, and the other not so successful, but from which important lessons have been learned or can be learned. One unit from the support sectors and central services was also selected for verification. A total of 26 elements (25 MLAs plus one from support sectors and central services) were selected for verification. The sample size is up from the 12 elements in the verification for document 33 C/3 two years earlier.

ANALYSIS OF ISSUES RELATING TO PROGRAMMING AND REPORTING

Achievements

126. **Results-based-management (RBM) approach.** The application of the RBM approach continued to expand and become more refined. All the expected results given in document 32 C/5 for the programme sectors also had performance indicators, a distinct improvement over document 31 C/5. It should be noted that in document 33 C/5 the RBM approach was further improved by adding benchmark targets to the performance indicators. The submissions made in the MLA/Unit Forms contained a number of good results. There is, however, room for improvement, as the familiarity and understanding of staff members with the practice of RBM needs to be strengthened (see below).

127. **Improved description of services.** As was observed in document 33 C/3, the support sectors and central services have improved the way in which they describe themselves in terms of service provision. They continue to be comfortable with the idea of describing themselves as “service providers”.

128. **Reporting process.** The majority of the colleagues were pleased that they were being asked to make only one submission, as opposed to two previously, namely one each for the EX/4 document and one for the C/3 document. The majority were also satisfied with the fact that the MLA/Unit Forms invited them to report against the expected results from document 32 C/5.

129. **Extrabudgetary funding (EXBF).** The total value of extrabudgetary projects for 2004-2005 comes to over \$594 million based on actual expenditures for 2004 and the budget for 2005. A good proportion of this figure is for activities in Brazil (174 EX/21). The exact figures for extrabudgetary contributions received in UNESCO during 2005 will only be available after the accounts are closed at the end of February 2006, and will be included in the published 34 C/3 document. However, from the submissions received for draft document 34 C/3, EXBF plays important roles in the implementation of the various activities. For example, in Education, EXBF continues to be very important for capacity-building for EFA planning; in Science, EXBF was mobilized for work undertaken/led by IOC in connection with early warning systems for tsunami and other natural disasters; in the Social and Human Sciences, over 90% of the budget for the MOST Programme comes from EXBF; in Culture, the principal priority “Promoting cultural diversity and intercultural dialogue” budgeted just over \$2 EXBF for every \$1 RP funds; and in Communication and Information, almost \$3 million EXBF were raised for Community Multimedia Centres (CMCs) established/enhanced in Africa, Asia and Latin America. The extent to which EXBF contributes to the results achieved in the various programmes is a key question to be addressed in assessing the implementation of document 31 C/4.

Challenges

130. **Challenges with RBM.** The verification exercise found that entries on strategies were often mixtures of background information, delivery mechanisms, expected results and activities to be carried out. The justifications for given activities were sometimes unclear. Often what appeared as expected results were actually the activities to be undertaken by UNESCO. Also, the performance indicators often refer to activities such as “number of workshops organized”, and do not refer to the results expected. The most common challenge encountered was with “capacity-building”. It was rarely possible for the C/3 team to verify whether capacity had indeed been strengthened by/through the various training workshops in the absence of baseline information. Hence there is room and need for further staff training, already under way.

131. **Weak monitoring of programmes.** The issue of weak programme monitoring was highlighted already in document 32 C/3: “... an institutionalized system for monitoring the achievement of results was not in place during the 2000-2001 biennium... Much was left to the discretion of the individual programme officer, which meant that a common approach was not necessarily adopted.” Document 33 C/3 also highlighted a problem with monitoring, namely: “Monitoring information in SISTER was present for just 16% of the expected results for the work plans entered for document 31 C/5.” For document 34 C/3, out of some 8,600 expected results entered into SISTER for the 32 C/5 work plans, only about one third have been matched with results achieved complemented by relevant comments. There was indeed an increase in the reporting on results achieved in SISTER for document 32 C/5, but this still could not provide a sufficiently broad basis for producing the statutory reports. It is hoped that with stricter policies and “conditionalities” pertaining to the release of allotments, as well as with the forthcoming introduction of a more user-friendly recast of SISTER, the quantity and quality of entries into SISTER, including monitoring, will improve. However, it should be noted that SISTER is currently being upgraded, and the use is expected to increase. The verification team inquired about the monitoring practices adopted for the various MLAs. It turned out that monitoring is low or non-existent. Hence, in most cases, information on the programme activities and results has to be assembled from scratch whenever a report is compiled. This finding is in line with the findings of a pilot study on self-evaluation conducted by IOS in 2004 and 2005, namely that the sectors do not collect monitoring and evaluation information in a systematic fashion. Programme officers were unaware that collecting the necessary monitoring information was their responsibility. Thus, there is considerable room for improvement and BSP, together with IOS, will step up efforts to work with sectors in that regard, introducing and applying a more systematic monitoring.

IMPLICATIONS FOR PROGRAMMING AND REPORTING

132. **Effort to tackle RBM challenges.** With regard to the RBM approach there is an urgent need for better internalization and application of concepts such as strategy, activities, results and results chains, performance indicators, benchmark targets, delivery mechanisms and modalities, and criteria for assessing performance. Efforts to address the challenges noted above, particularly the issues with weak monitoring of programme implementation, are urgently needed. BSP together with IOS will work on this with a view to continue improving both RBM skills and monitoring among staff, and will relate them to the growing challenges to UNESCO to contribute to country-level programming exercises, such as CCA, UNDAF or PRS.

133. **Units/Office performance agreements and reporting.** In 2004 IOS prepared a concept paper on “performance agreements and assessment” to serve as a mechanism for senior management to hold sectors, bureaux and directors of field offices to account for the responsibilities and the resources entrusted to them. This concept has now been put into practice in the new and

challenging results-based format for the submissions required for the merged EX/4 and C/3 document. However, the initiative needs to be further refined by ensuring that future work plans contain appropriate management indicators that can be used as the basis for subsequent monitoring and reporting.

134. **Facilitation by UNESCO.** A major achievement coming through from the submissions made and several evaluations conducted during the biennium is that UNESCO, by living up to its five central functions, is respected as an “honest broker” in many Member States. Future programming should be able to capitalize on this characteristic for successful programme delivery and the achievement of results.

135. **Web-based approaches and clearing house.** UNESCO’s dissemination of information through web-based approaches came through as a positive development. Capitalizing on this will contribute towards consolidating UNESCO’s standing as a clearing house for information in its areas of competence. The importance of the clearing-house function also came through as a major role in the activities undertaken by the programme sectors.

136. **Capacity-building.** Capacity-building continues to be overwhelmingly represented in the activities of the sectors. The trends show that this aspect of UNESCO’s work will continue to be very important. This however calls for actions to improve the effectiveness of efforts in capacity-building by, for instance, defining clear expected results against baselines for capacities that are to be built and the outcomes envisaged from the improved capacity.

ENHANCING C/3 REPORTING

137. **Joint C/3 and EX/4 document.** It makes sense to have produced a joint EX/4 – C/3 document at the end of the 2004-2005 biennium, thus capitalizing on the synergy between the EX/4 and C/3 documents. However, since both the EX/4 and C/3 documents cover activities and results of the same period, the EX/4 document reporting on progress on a six-monthly basis, and the C/3 document emphasizing the results achieved in the two-year period, the C/3 document is in effect a summation (and synthesis) of the EX/4 documents. The last EX/4 document could therefore be well transformed into the C/3 document. Further, BSP is well placed to synthesize the EX/4 documents into the C/3 document, as information on progress (for the EX/4 documents) is being assembled by BSP during the biennium. BSP and IOS will continue to collaborate for the production of the report, making appropriate use of printed and web-based versions. This would be a more efficient process, with an enriched analysis to feed into future programming.

138. **Timeliness of the report.** It has been demonstrated that the report can be produced on time for the spring session of the Executive Board immediately following the biennium to which it refers. It is recommended that this be adhered to. However, the overall production process, including the procedures employed, should be improved. Timeliness can be improved if SISTER is increasingly used for the production of the EX/4 document.

139. **The outcomes in document 31 C/4.** The request for submissions for document 35 C/3 will have to indicate explicitly that the programme sectors are to report on their achievements against the expected outcomes in document 31 C/4. This will be necessary especially since the next C/3 report will be covering the last biennium of the Medium-Term Strategy (31 C/4), and hence allows a comprehensive retrospective assessment.

Hundred and seventy-fourth session

174 EX/4 Add.2
PARIS, 17 March 2006
Original: English/French

Item 3 of the provisional agenda

**JOINT REPORT BY THE DIRECTOR-GENERAL ON THE IMPLEMENTATION
OF THE PROGRAMME AND BUDGET (32 C/5), AND ON RESULTS ACHIEVED
IN THE PREVIOUS BIENNIUM 2004-2005 (DRAFT 34 C/3)**

ADDENDUM 2

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

SUMMARY

In accordance with paragraph 3(c) of 167 EX/Decision 4.2, the Executive Board decided to remove from the agenda the item relating to “Recent decisions and activities of the organizations of the United Nations system of relevance to the work of UNESCO” and include the relevant information on the subject in the report by the Director-General on the Executive Board of the Programme and Budget (C/5).

In view of major developments in the United Nations system during the second half of 2005, which are of relevance to and affect UNESCO’s work, the Director-General informs the Executive Board in this separate document on relevant decisions and activities of interest to UNESCO.

No decision required.

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Introduction

1. This information document is an addendum to document 174 EX/4. It gives an overview of the major developments in the United Nations system since the second half of 2005, mainly as they relate to the World Summit which took place from 14 to 16 September 2005 at United Nations Headquarters in New York. To provide a background to the follow-up activities in United Nations relevant entities, the document summarizes the results of the Summit as captured in the 2005 World Summit Outcome document.¹ It also reviews UNESCO's action with regard to the follow-up to the Summit Outcome.
2. The document also contains a select list of relevant resolutions adopted by the General Assembly at its 60th session (United Nations Headquarters, 17 September-23 December 2005) which assigns a specific mandate or role to UNESCO.
3. The document further provides information on changes in the organs of the United Nations and their memberships, and appointments to key posts, a list of international days, years and decades, as well as forthcoming sessions of United Nations bodies and conferences.

I. LATEST DEVELOPMENTS IN THE UNITED NATIONS SYSTEM

2005 World Summit

4. The 2005 World Summit Outcome document (General Assembly resolution 60/1) provides a comprehensive reform agenda for the United Nations. The complete text of the Outcome document was made available to the Executive Board at its 172nd session in document 172 EX/INF.13.
5. The Outcome document states (para. 38) that the United Nations has a fundamental role in the promotion of international cooperation for development and the coherence, coordination and implementation of development goals and actions agreed upon by the international community. Much of the Summit implementation activity falls into four broad clusters of activity. The first includes work related to institutional innovations; the second includes the overhaul of oversight and audit arrangements; the third comprises the review of existing financial and human resources management; and the fourth encompasses the review of the system-wide coherence. The document focuses particularly on the need to secure results at the country level, especially in terms of goal-setting, policy choices, and effective United Nations country team cooperation, harmonization and joint action.
6. There remain several issues in the Summit Outcome document which require further discussion by the Member States under the leadership of the President of the General Assembly. Several groups have been established, such as on the Peace-building Commission, the Anti-Terrorism Convention and a related strategy to be submitted by the Secretary-General, the Human Rights Council, the creation of more tightly managed entities in the areas of environment, humanitarian assistance and development as well as on system-wide coherence.
7. The Outcome document offers detailed policy guidance for the ongoing work of the Secretariat and the United Nations agencies, funds and programmes, including at the country level. The implementation of and follow-up to the Outcome document is being undertaken in the

¹ Document 172 EX/INF.13.

framework of the United Nations System Chief Executives Board for Coordination (CEB)² and its subordinating bodies, the High-Level Committee on Programmes (HLCP)³ and the High-Level Committee on Management (HLCM)⁴ as well as the United Nations Development Group (UNDG) and its subsidiary machinery. It is also being taken up by the United Nations Communications Group⁵ as the principal network of senior communications managers of the United Nations system.

Contribution of the United Nations system to the World Summit and its follow-up

8. HLCP prepared a report on the implementation of the United Nations Millennium Declaration “One United Nations – catalyst for progress and change: how the Millennium Declaration is changing the way the system works”. CEB finalized it for issuance early in June as a contribution of the United Nations system to the World Summit. The report was the product of a joint effort by the entire United Nations system of organizations.

9. HLCM focused in 2005 on United Nations system collaboration in regard to accountability and transparency.

10. The first regular session of CEB in April 2005 was entirely dedicated to the follow-up to the Millennium Summit and the preparations for the 2005 Summit. The Director-General participated in this session and the Executive Heads refined their joint approach and input to the summit.

11. HLCP convened in early October 2005 to discuss the implications of the Outcome document for the work of the United Nations system. It agreed that the document was a good platform for renewed engagement in providing multilateral solutions to issues of development, peace and security as well as human rights and the rule of law. It also emphasized that the issues of development, peace and security, and human rights must be tackled in an integrated manner, and that the main horizontal themes – sustainable development, human rights and gender – must be streamlined in the policy of all organizations. HLCP further indicated that it would develop a roadmap, with appropriate indicators and milestones, to pursue the various objectives and

² The United Nations System Chief Executives Board (CEB) for Coordination – formerly the Administrative Committee on Coordination (ACC) – is the forum which brings the executive heads of all organizations to further coordination and cooperation on the whole range of substantive and management issues facing the United Nations system. Chaired by the Secretary-General of the United Nations, the Board meets twice annually. It is composed of the Executive Heads of the member organizations and is assisted by two high-level committees, the High Level Committee on Programmes (HLCP) and the High Level Committee on Management (HLCM).

³ The High-Level Committee on Programmes (HLCP) is the principal mechanism for system-wide coordination in the programme area, established by the United Nations System Chief Executives Board for Coordination (CEB) in October 2000. Its main function is to advise CEB on policy, programme and operational matters of system-wide importance and to foster inter-agency cooperation and coordination on these matters on behalf of CEB. It is composed of senior representatives of member organizations who are responsible for programme matters and are authorized to take decisions on behalf of their Executive Heads.

⁴ The High Level Committee on Management (HLCM) is the principal inter-agency body for coordination in the administration and management areas and to advise CEB on administration and management issues that are of system-wide importance and to promote inter-agency cooperation and coordination on these matters on behalf of CEB. It was established by the United Nations System Chief Executives Board for Coordination (CEB) in October 2000. HLCM is composed of senior representatives with responsibilities in administration and management from member organizations and authorized to take decisions on behalf of their Executive Heads.

⁵ The United Nations Communications Group
Set up in 2002 at the initiative of the Department of Public Information, the United Nations Communications Group (UNCG) has emerged as a unifying platform for dealing with common communications challenges facing the United Nations. It holds regular meetings at United Nations Headquarters, where current communications issues are discussed. It also meets once a year at rotating locations at principal level to discuss policy issues and agree on common responses and programmes of activity. In addition, several issue-based task forces work round the year to develop and carry out agreed communications strategies. Currently, the Group includes 39 United Nations offices, including specialized agencies, including UNESCO funds, and programmes.

commitments outlined in the Outcome document. This work will be continued at the first session in 2006 at the end of February.

12. The autumn session of the CEB, at the end of November 2005, was devoted to an exchange of views about the various steps required for the implementation of the Outcome document as well as about a discussion of the Doha Round based on input from HLCP. CEB members agreed to pursue a number of measures, including achieving greater system-wide coherence at both Headquarters and field level:

- (i) Each organization was requested to report the areas where it could contribute to carrying forward the recommendations contained in the CEB report, “One United Nations – Catalyst for progress and change” to HLCP. On the basis of these contributions, HLCP would then be asked to develop a matrix for action for the United Nations system to move forward in a more cohesive manner, as called for in the Outcome document;
- (ii) Organizations of the system agreed to place the Outcome document before their governing bodies, to inform them of its implications and its follow-up;
- (iii) It was agreed that HLCP should be further utilized as a system-wide instrument for achieving enhanced policy and operational coherence. HLCP was also requested to assist CEB in developing a roadmap, with appropriate indicators and milestones, for the measures outlined in the Outcome document;
- (iv) It was agreed that the MDGs would have to be pursued in the broader context of the entire range of internationally agreed development goals and targets emanating, including but not limited to the MDGs, from the United Nations summits and conferences. In that context, CEB members also pledged their support for the strengthened role of ECOSOC in monitoring the implementation of the internationally agreed goals and targets as well as the related new functions assigned to ECOSOC by the Outcome document, including, in particular, the holding of a biennial development cooperation forum.

13. The 2005 World Summit had recognized the need for a more effective Economic and Social Council as a principal body for coordination, policy review, policy dialogue and recommendations on issues of economic and social development, as well as for implementation of the international development goals agreed at the major United Nations summits and conferences, including the Millennium Development Goals. To this end, ECOSOC should:

- (i) ensure follow-up of the outcomes of the major United Nations conferences and summits and hold annual ministerial-level substantive reviews to assess progress, drawing on its functional and regional commissions and other international institutions, in accordance with their respective mandates;
- (ii) hold a biennial high-level Development Cooperation Forum to review trends in international development cooperation, including strategies, policies and financing, promote greater coherence among the development activities of different development partners and strengthen the links between the normative and operational work of the United Nations.

Discussions about concrete measures and the operationalization of these provisions are currently ongoing in informal consultations organized by the President of the United Nations General Assembly.

UNESCO's assessment of the World Summit Outcome document

14. In his introduction to the general policy debate at the 172nd session of the Executive Board on 19 September 2005, the Director-General, who had attended the World Summit, provided a detailed assessment of the process leading to and the results achieved relating to the Summit (see document DG/2005/136).

15. UNESCO has secured particularly strong support for action in the following core areas:

- (i) education: the Outcome document gives strong support for action in the areas of education (paras. 43 and 44). For the first time, world leaders explicitly engaged themselves in an unambiguous reaffirmation of the Dakar Framework for Action and recognition of the importance of UNESCO's strategy for the eradication of poverty, especially extreme poverty, in supporting EFA programmes as tools to achieve the MDG of Universal Primary Education by 2015. The Outcome document underlined the importance of a holistic approach to quality education at all levels of the education system as a vital approach to the alleviation of poverty as well as the realization of other development objectives;
- (ii) specific attention is given to education for peace and human development (paras. 45, 69-72). This is closely linked to questions of sustainable development and therefore to the United Nations Decade on Education for Sustainable Development (DESD) (para. 56(a));
- (iii) first ever mention by a global summit or by the United Nations General Assembly of cultural diversity: "acknowledging the diversity of the world, we recognize that all cultures and civilizations contribute to the enrichment of humankind. We acknowledge the importance of respect and understanding for religious and cultural diversity throughout the world";
- (iv) several references were made to agreements reached at the World Conference on Disaster Reduction in the wake of the Indian Ocean tsunami disaster (para. 56(f), (g));
- (v) States Parties to the Convention on Biodiversity Protection were encouraged to support the implementation of the Convention and the Protocol attached thereto and of biodiversity-related agreements (para. 56(c));
- (vi) a commitment to respect, preserve, and maintain indigenous and local communities' knowledge, innovations and practices (para. 56(d), (e));
- (vii) endorsement of activities in support of the culture of peace and the dialogue among cultures and civilizations (para. 144);
- (viii) unprecedented strong support for gender equality and mainstreaming;
- (ix) strong commitments for sustainable development, including managing and protecting our common environment, science and technology for development and energy; and
- (x) consolidate commitments to meet the special needs of Africa.

The Outcome document also contains a commitment to preparing comprehensive national development strategies by 2006 to achieve the MDGs and other international development goals (para. 22).

Follow-up to the World Summit at the inter-agency level

16. Beyond CEB and its two subsidiary bodies, HLCP and HLCM, the follow-up to the 2005 World Summit Outcome document is particularly intense and labour-intensive within the framework of the United Nations Development Group and its subsidiary machinery. UNESCO has been a member of UNDG since 2001. The attached charts provide an overview of the enormous range of issues – and the likewise enormous number of working groups and task forces – across which the UNDG members engage through the UNDG Programme Group and the UNDG Management Group, both of which report to the UNDG Principals. They comprise joint policy development, harmonization, country-level action and practical arrangements, including Resident Coordinator issues, as well as mobilization of collective strengths, experiences and comparative advantages of UNDG member agencies and the provision of specialized staff training. UNDG and its machinery monitor also the implementation of agreed policies, particularly at the country level, and seek to ensure an effective learning loop from experience gained.

17. In doing so, UNDG is guided principally by the 2005 World Summit Outcome document, but also by United Nations General Assembly resolution 59/250 on the Triennial Comprehensive Policy Review of Operational Activities, by the 2005 Paris Declaration on Aid Effectiveness and by relevant decisions and guidance provided by CEB, which has the preponderance for policy development for the United Nations system.

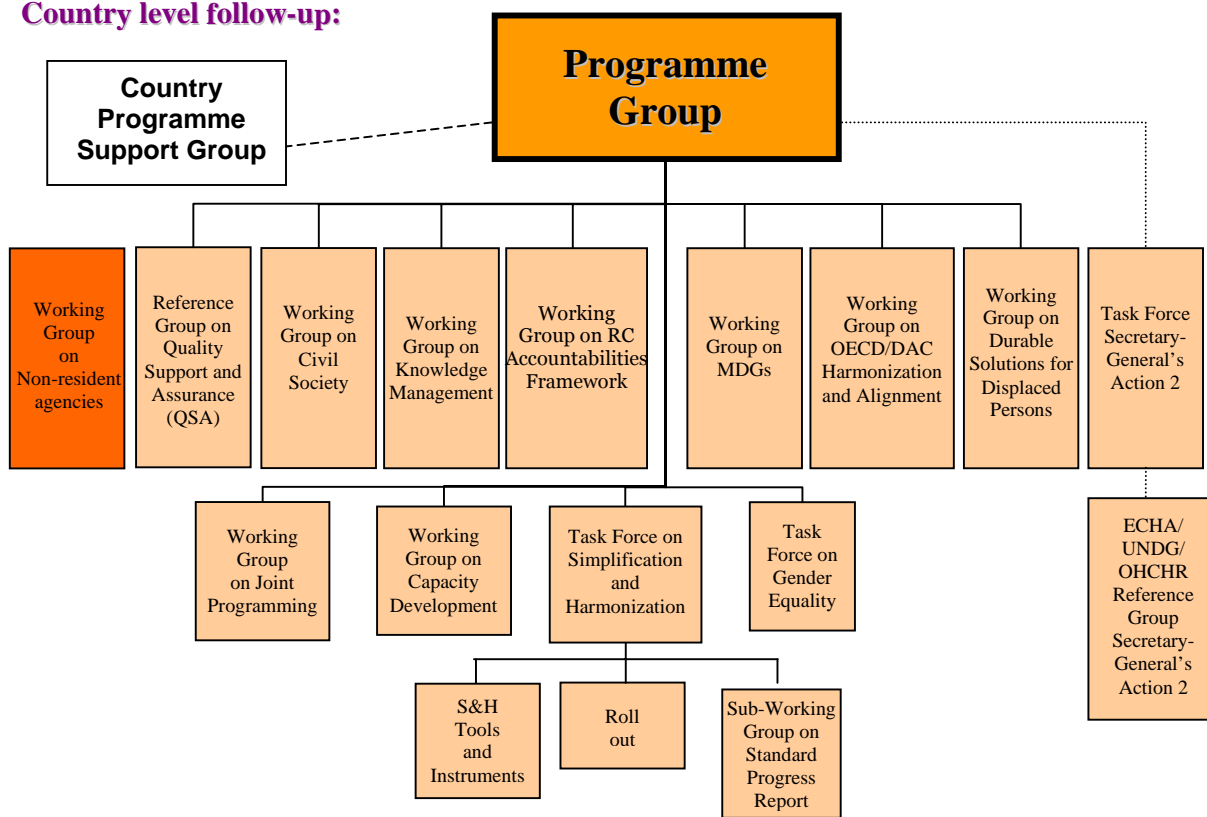
18. With respect to United Nations Country Teams (UNCT), which also comprise UNESCO representatives, UNDG strives to provide them with effective programming policies, instruments and support structures, which will allow them to assist national authorities in developing comprehensive national development strategies to support the achievement of internationally agreed development goals and targets, in particular the MDGs. To this end, they undertake to develop effective programmes together with national authorities such as common country assessments (CCA), United Nations Development Assistance Frameworks (UNDAF), poverty-reduction strategies or sector-wide approaches (SWAp) or joint assistance strategies (JAS). UNDAF plays a particularly important role in that regard as the collective, coherent and integrated programming and monitoring framework for the United Nations development system at the country level.

19. The work programme associated with these activities is at times overwhelming, considering the limited resources of specialized agencies and other smaller entities, both at Headquarters and in the field. UNESCO is also confronted with this challenge. Hence, UNESCO has chosen to involve itself in certain activities more intensely than in others, which in any case will always be taken up at the Principals level, usually attended by the Director-General. Particular emphasis has been given – in addition to the Programme and Management Groups – to the working groups/task forces on capacity development, gender equality, MDGs, non-resident agencies, OECD/DAC Harmonisation and Alignment, Resident Coordinator issues, personnel issues, common premises and services as well as their follow-up within UNESCO. The most important development since the September 2005 summit is, however, that through the Programme Group members are in the process of developing a UNDG Action Plan for implementing the relevant provisions of the 2005 World Summit Outcome document. This joint action plan is expected to be completed during the first half of 2006. Recently, reflection has begun, at least within the UNDG Programme Group, to rationalize the increasingly unwieldy structure of its machinery and thus to reduce the burden on member agencies.

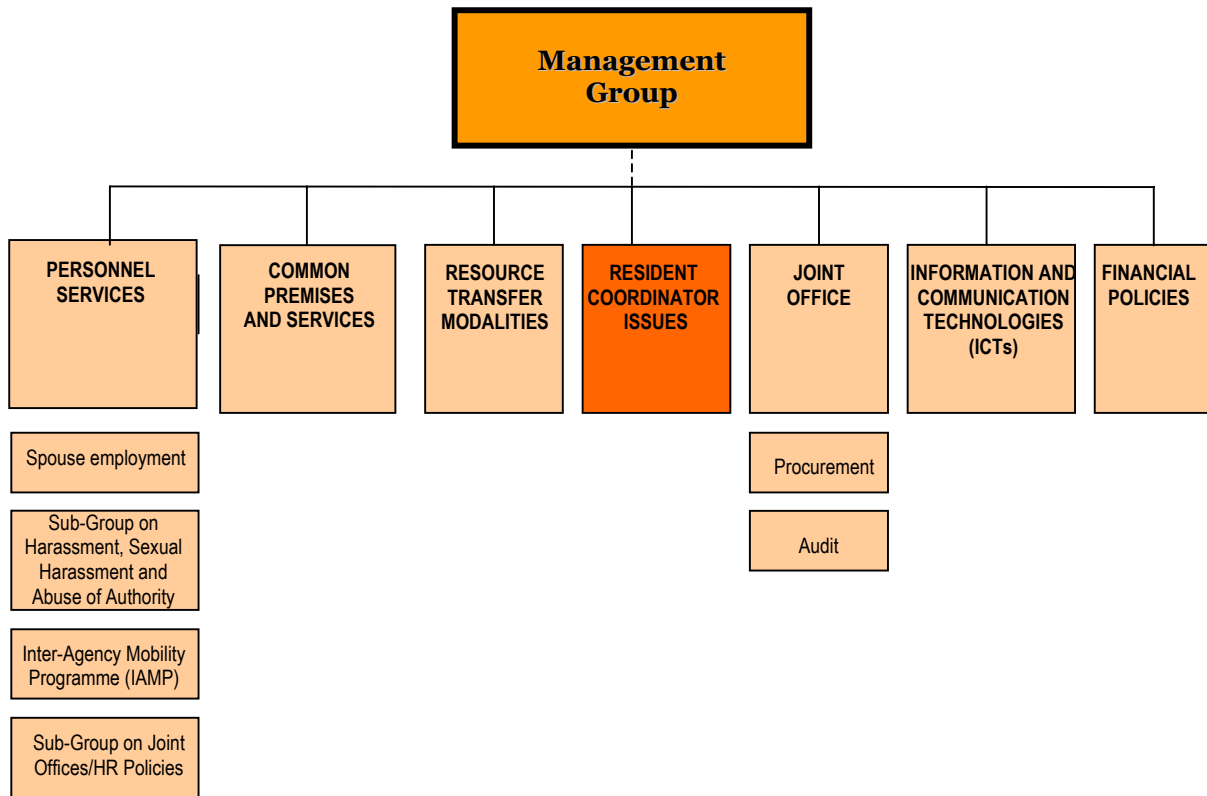
20. Certain issues, such as joint programming, are particularly driven by the four members of the UNDG Executive Committee – UNDP, UNICEF, UNFPA and WFP –, which had been the original members of UNDG before the wave of expansion in membership over the past three to four years. These four agencies are all under the authority of the United Nations Secretary-General, share a similar governance structure lending itself to moves towards common governance, have specific funding and programming approaches (such as country programmes approved by governing bodies together with multi-year indicative allocations) and are all represented with offices in virtually all developing countries.

UNDG Programme Group

Country level follow-up:



UNDG Management Group



Challenges for UNESCO

21. Results-orientation will be critical for future programmes and hence the absolute necessity for UNESCO to improve the quality and content of the result formulation for the Organization's programme documents and work plans. These internal results must in turn inform the Organization's contribution of expected results to national development activities and especially the results matrix of United Nations Development Assistance Framework (UNDAF). Although the Outcome document placed particular emphasis on Education, the Organization should gradually and proactively introduce expected results related to all other domains of UNESCO into such country-level programme documents as well. This may require the field offices to take on extra roles and responsibilities such as chairing sectoral task forces or working groups, leading to the formulation of parts of United Nations assistance to national documents and their results framework.

22. Furthermore, the Organization will intensify, as already requested by the Executive Board, staff training to build capacities for contributions to country-level programming exercises. In addition, steps have been taken to prepare UNESCO country programme documents (CPDs), both for national offices and selected cluster offices. These CPDs shall present an analysis of national priorities in UNESCO's domains and provide a better understanding of what UNESCO can contribute to the national development process and its priorities, drawing on the Cluster Strategic Frameworks. CPDs shall also serve as a strategic framework of cooperation and for mobilizing resources at the country level.

23. The Organization will also act to implement initiatives in aid effectiveness (e.g. follow-up to the Paris Declaration on Aid Effectiveness), from UNESCO's perspective with an emphasis on capacity development, but also with a readiness to engage progressively in joint programming.

Other major events in the United Nations system

World Summit on the Information Society, Part II

24. Phase 2 of the World Summit on the Information Society (WSIS) was held in Tunis in November 2005, following the first summit in Geneva in December 2003. Access to information and knowledge as a prerequisite to achieving the Millennium Development Goals was the main theme for the Summit. The second phase of the Summit was, therefore, seen as a summit of solutions for ICT for Development. The Summit brought together more than 30,000 participants from governments, IGOs, the private sector and civil society and contributed to an intensification of international dialogue, cooperation and agreements on the development of joint projects and programmes. It established frameworks for collaborative actions while raising the awareness of the potential of ICT for development.

25. UNESCO played an important role during the Summit which helped to increase the visibility of the Organization. The concept of knowledge societies was effectively presented and UNESCO's lead role in implementation endorsed. The results of the summit as well as UNESCO's follow-up to and implementation of the decisions are reported in document 174 EX/15 entitled Report by the Director-General on the implementation of and follow-up to the outcomes of the World Summit on the Information Society (Tunis, Tunisia, 16-18 November 2005).

Alliance of Civilizations

26. Created by the Prime Ministers of Spain and Turkey, the Alliance of Civilizations was launched in July 2005 by the Secretary-General of the United Nations. It intends to respond to the need for a committed effort by the international community, at the institutional and civil society

levels, to bridge divides and overcome prejudice, misconceptions, misperceptions and polarization which potentially threaten world peace. The Alliance will aim to address emerging threats emanating from hostile perceptions that foment violence, and to bring about cooperation among various efforts to heal such divisions. It is intended as a movement to advance mutual respect for religious beliefs and traditions, and as a reaffirmation of humankind's increasing interdependence in all areas (from the environment to health, from economic and social development to peace and security).

27. Several Governments and organizations have already expressed their interest in joining them. The Secretary-General has also established a High-Level Group of 20 eminent personalities to guide the initiative. Mr Federico Mayor, former Director-General of UNESCO and President of the "Culture of Peace" Foundation, is co-chairing the Group. The Group is expected to present a report with recommendations and a practical plan of action later in 2006.

II. RESOLUTIONS OF THE GENERAL ASSEMBLY OF INTEREST TO UNESCO

28. The 60th session of the United Nations General Assembly was held from 17 September to 23 December 2005 immediately after the 2005 World Summit.

29. The outcome and pledges of the World Summit dominated the debates of the six committees at the 60th session of the General Assembly, which dealt with matters as diverse as the creation of the Peace-building Commission and a Human Rights Council to replace the Commission on Human Rights; reform of the Security Council; the fight against poverty; action to protect the environment and climate-change related issues (at the end of a year marked by natural disasters – the Indian Ocean tsunami and earthquakes); the adoption of the Optional Protocol to the Convention on the Safety of United Nations and Associated Personnel; questions of peace and the culture of peace; matters of international security and disarmament, and the drawing up of a convention on international terrorism; the World Programme of Action for Youth to the Year 2000 and Beyond and the contribution of young people to achieving the Millennium Development Goals; economic and financing for development matters, South-South cooperation; humanitarian, cultural and human rights affairs; peacekeeping operations, and, finally, the programme and budget of the United Nations for 2006-2007.

30. UNESCO contributed to various reports of the Secretary-General to the General Assembly at its 60th session, and also took part in the debates of the different committees at the session. The General Assembly adopted 250 resolutions, 46 of which are of interest to UNESCO's programmes and activities. In the 11 resolutions below, however, the General Assembly entrusted the Organization with a specific mission.

Resolution 60/3, of 20 October 2005, on International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010

Commends the United Nations Educational, Scientific and Cultural Organization for recognizing the promotion of a culture of peace as the expression of its fundamental mandate, and encourages it, as the lead agency for the Decade, to strengthen further the activities it has undertaken for promoting a culture of peace, including the dissemination of the Declaration and Programme of Action on a Culture of Peace and related materials in various languages across the world;

Welcomes the efforts made by the United Nations Educational, Scientific and Cultural Organization to continue the communication and networking arrangements established during the International Year for providing an instant update of developments related to the observance of the Decade.

Resolution 60/4, Global Agenda for Dialogue among Civilizations

Commends the United Nations Educational, Scientific and Cultural Organization (UNESCO) for its contribution to implementing the Global Agenda by including it in its Medium-Term Strategy for 2002-2007 with a view to achieving its strategic objective of safeguarding cultural diversity and encouraging dialogue among cultures and civilizations.

Resolution 60/9, of 3 November 2005, on Sport as a means to promote education, health, development and peace

Acknowledging the major role of the United Nations Educational, Scientific and Cultural Organization in promoting human development through sport and physical education, through its country programmes,

Invites the United Nations system to promote further sport and physical education, including assistance for the building and restoration of sports infrastructures, the implementation of partnership initiatives and development projects, as a contribution towards achieving the internationally agreed development goals, including those contained in the United Nations Millennium Declaration, and the broader aims of development and peace;

Welcomes the adoption of the International Convention against Doping in Sport by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its thirty-third session, and invites Member States to consider adhering to this Convention as early as possible.

Resolution 60/10, of 3 November 2005, on Promotion of interreligious dialogue and cooperation for peace

Takes note with appreciation of the work of the United Nations Educational, Scientific and Cultural Organization on interreligious dialogue in the context of its efforts to promote the dialogue among civilizations, cultures and peoples as well as activities related to a culture of peace, welcomes its focus on concrete action at both the global and regional and subregional levels and its new flagship activity on the promotion of interfaith dialogue, and encourages relevant bodies of the United Nations to work closely with the Organization and coordinate their efforts in this regard.

Resolution 60/125, of 15 December 2005, on International cooperation on humanitarian assistance in the field of natural disasters, from relief to development

Welcoming the work carried out by the Intergovernmental Oceanographic Commission of the United Nations Educational, Scientific and Cultural Organization in the setting up of regional tsunami early warning systems, in the Indian Ocean, the Mediterranean and the north-east Atlantic,

Requests the United Nations system to improve its coordination of disaster recovery efforts, from relief to development, *inter alia*, by strengthening institutional, coordination and strategic planning efforts in disaster recovery, in support of national authorities.

Resolution 60/141, of 16 December 2005, on The girl child

Reaffirming the Dakar Framework for Action adopted at the World Education Forum,

Urges the United Nations system to strengthen efforts bilaterally and with international organizations and private-sector donors in order to achieve the goals of the World Education Forum, in particular that of eliminating gender disparities in primary and secondary education by

2005, and to implement the United Nations Girls' Education Initiative as a means of reaching this goal, and reaffirms the commitment contained in the United Nations Millennium Declaration in this regard;

Requests the Secretary-General, as Chairman of the United Nations System Chief Executives Board for Coordination, to ensure that all organizations and bodies of the United Nations system, individually and collectively, in particular the United Nations Educational, Scientific and Cultural Organization take into account the rights and the particular needs of the girl child in country programmes of cooperation in accordance with national priorities, including through the United Nations Development Assistance Framework. UNESCO is also expected to continue actions with the view to eliminating all forms of discrimination against girls, especially towards achieving the goals of the World Education Forum, particularly that of eliminating gender disparities in primary and secondary education by 2005, and implementing the United Nations girl's education initiative.

Resolution 60/166, of 16 December 2005, on Elimination of all forms of intolerance and of discrimination based on religion or belief

Underlining the importance of education in the promotion of tolerance which involves the acceptance by the public of, and its respect for, diversity, including with regard to religious expressions, and underlining also the fact that education, in particular at school, should contribute in a meaningful way to promoting tolerance and the elimination of discrimination based on religion or belief,

Invites the United Nations Educational, Scientific and Cultural Organization, to consider promoting dialogue among civilizations in order to contribute to the elimination of intolerance and discrimination based on religion or belief, *inter alia*, by addressing the following issues within the framework of international standards of human rights:

- (a) The rise of religious extremism affecting religions in all parts of the world;
- (b) The situations of violence and discrimination that affect many women as a result of religion or belief;
- (c) The use of religion or belief for ends inconsistent with the Charter of the United Nations and other relevant instruments of the United Nations.

Resolution 60/167, of 16 December 2005, on Human rights and cultural diversity

Welcoming further the Universal Declaration on Cultural Diversity of the United Nations Educational, Scientific and Cultural Organization, together with its Action Plan, adopted on 2 November 2001 by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its thirty-first session, in which Member States invited the United Nations system and other intergovernmental and non-governmental organizations concerned to cooperate with the United Nations Educational, Scientific and Cultural Organization in the promotion of the principles set forth in the Declaration and its Action Plan with a view to enhancing the synergy of actions in favour of cultural diversity,

Calls upon United Nations agencies to recognize and promote respect for cultural diversity for the purpose of advancing the objectives of peace, development and universally accepted human rights.

Resolution 60/192, of 22 December 2005, on **International Year of Planet Earth, 2008**

Designates the United Nations Educational, Scientific and Cultural Organization as the lead agency and the focal point for the Year to organize activities to be undertaken during the Year, in collaboration with the United Nations Environment Programme and other relevant entities of the United Nations system, as well as the International Union of Geological Sciences and other Earth science societies and groups throughout the world, and in this regard agrees that the activities of the International Year of Planet Earth will be funded from voluntary contributions, including, *inter alia*, from industry and major foundations mobilized by a consortium of international organizations, led by the International Union of Geological Sciences. This will provide UNESCO with an opportunity to highlight its role in Earth Sciences and report on progress achieved on the Year and its links with UNDESD at the 62nd session of the UNGA in 2008.

Resolution 60/204, of 22 December 2005, on **Role of the United Nations in promoting development in the context of globalization and interdependence**

Noting the ongoing work on cultural diversity in the United Nations Educational, Scientific and Cultural Organization,

Reaffirms the need for the United Nations to play a fundamental role in the promotion of international cooperation for development and the coherence, coordination and implementation of development goals and actions agreed upon by the international community, and resolves to strengthen coordination within the United Nations system in close cooperation with all other multilateral financial, trade and development institutions in order to support sustained economic growth, poverty eradication and sustainable development;

Invites relevant organizations of the United Nations system and other relevant multilateral bodies to provide information to the Secretary-General on their activities to promote an inclusive and equitable globalization.

Resolution 60/209, of 22 December 2005, on **Implementation of the first United Nations Decade for the Eradication of Poverty (1997-2006)**

Emphasizes the critical role of both formal and non-formal education, in particular basic education and training, especially for girls, in empowering those living in poverty, reaffirms in that context the Dakar Framework for Action adopted at the World Education Forum, and *recognizes the importance of the United Nations Educational, Scientific and Cultural Organization strategy for the eradication of poverty*, especially extreme poverty, in supporting the Education for All programmes as a tool with which to achieve the Millennium Development Goal on universal primary education by 2015.

III. COMPOSITION OF THE UNITED NATIONS ORGANS, APPOINTMENTS TO KEY POSTS, MAJOR CONFERENCES AND INTERNATIONAL DAYS, YEARS AND DECADES

The General Assembly, the main deliberative organ, is composed of representatives of the 191 Member States. The President of the sixtieth session is **Mr Jan Eliasson** of Sweden.

The Security Council has 15 members. The five permanent members are China, France, Russian Federation, United Kingdom and United States. The 10 non-permanent members in 2006 are Argentina, Congo, Denmark, Ghana, Greece, Japan, Peru, Qatar, Slovakia and United Republic of Tanzania.

The Economic and Social Council (ECOSOC) has 54 members, elected for a three-year term by the General Assembly. In 2006, the composition of the Council is as follows: Albania, Angola, Armenia, Austria, Australia, Bangladesh, Belgium, Belize, Benin, Brazil, Canada, Chad, China, Colombia, Costa Rica, Cuba, Czech Republic, Democratic Republic of the Congo, Denmark, France, Germany, Guinea, Guinea-Bissau, Guyana, Haiti, Iceland, India, Indonesia, Italy, Japan, Lithuania, Madagascar, Mauritania, Mauritius, Mexico, Namibia, Nigeria, Pakistan, Panama, Paraguay, Poland, Republic of Korea, Russian Federation, Saudi Arabia, South Africa, Spain, Sri Lanka, Thailand, Tunisia, Turkey, United Arab Emirates, United Kingdom of Great Britain and Northern Ireland, United Republic of Tanzania and the United States of America. The President for 2006 is **Mr Ali Hachani** of Tunisia.

The International Court of Justice, the principal judicial organ of the United Nations, is composed of 15 judges elected by the General Assembly and the Security Council to a nine-year term of office. The current composition of the Court is as follows: President Shi Jiuyong (China), Vice-President Raymond Ranjeva (Madagascar), Ronny Abraham (France), Bruno Simma (Germany), Hisashi Owada (Japan), Awn Shawkat Al-Khasawneh (Jordan), Bernardo Sepúlveda Amor (Mexico), Mohamed Bennouna (Morocco), Kenneth Keith (New Zealand), Abdul G. Koroma (Sierra Leone), Leonid Skotnikov (Russian Federation), Peter Tomka (Slovakia), Rosalyn Higgins (United Kingdom), Gonzalo Parra Aranguren (Venezuela), Thomas Buergenthal (United States of America).

International Days, Years and Decades

2006 – is the *International Year of Deserts and Desertification* (A/RES/58/211).

The observance of one new International Day and two International Years has been decided upon by the United Nations General Assembly:

- **27 January** as the *International Day of Commemoration in memory of the victims of the Holocaust* (A/RES/60/7 of 1 November 2005).
- **2008** as *International Year of Planet Earth* (A/RES/60/192 of 22 December 2005).
The General Assembly designated **UNESCO as the lead agency** and the focal point for the Year to organize activities to be undertaken during the Year. The Secretary-General will report to the General Assembly at its sixty-second session on the progress of the preparations for this international Year.
- **2008** as *International Year of the Potato* (A/RES/60/191 of 22 December 2005).

Regular sessions of United Nations organs and inter-secretariat meetings

Economic and Social Council (ECOSOC), substantive session, Geneva, 3-28 July 2006.

- High-level segment will debate on “Creating an environment at the national and international levels conducive to generating full and productive employment and decent work for all, and its impact on sustainable development”.

General Assembly, sixty-first session, New York, 12 September – December 2006.

- High-level dialogue on international migration and development, (14-15 September 2006);
- High-level meeting on the midterm comprehensive global review of the implementation of the Programme of Action for the Least Developed Countries for the decade 2001-2010 (19-20 September 2006).

United Nations System Chief Executives Board for Coordination (CEB). First regular session, Madrid, 7-8 April 2006; second regular session, New York, October 2006.

Major conferences foreseen for 2006

Third International Conference on Early Warning, Bonn, Germany, 27-29 March 2006.

International Conference on “Deserts and Desertification: Challenges and Opportunities”, Be’er Sheva, Israel, November 2006.

International Conference on Poverty Alleviation and Development, Mauritius, 2006.

Elections and appointments to posts within the United Nations system

- Ms Ann M. Veneman (United States of America) as Executive Director of United Nations Children’s Fund (UNICEF) (May 2005).
- Mr Paul Wolfowitz (United States of America) as President of the World Bank (May 2005).
- Mr António Manuel de Oliveira Guterres (Portugal) as High Commissioner for Refugees (June 2005).
- Ms Karen AbuZayd (United States of America) as Commissioner-General of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) (July 2005).
- Mr Kemal Dervis (Turkey) as Administrator of the United Nations Development Programme (UNDP) (August 2005).
- Mr Mohamed ElBaradei (Egypt) reappointed to a third term as Director-General of the International Atomic Energy Agency (IAEA) (September 2005).
- Mr Supachai Panitchpakdi (Thailand) as Secretary-General of the United Nations Conference on Trade and Development (UNCTAD) (September 2005).
- Mr Pascal Lamy (France) as Director-General of the World Trade Organization (WTO) (September 2005).
- Mr Abdoulie Janneh (Gambia) as Executive Secretary of the Economic Commission for Africa (ECA) (September 2005).
- Mr Jacques Diouf (Senegal) re-elected to a third six-year term as Director-General of the Food and Agriculture Organization of the United Nations (FAO) (November 2005).
- Mr Kandeh Yumkella (Sierra Leone) as Director-General of the United Nations Industrial Development Organization (UNIDO) (December 2005).
- Mr Marek Belka (Poland) as Executive Secretary of the Economic Commission for Europe (ECE) (December 2005).

ANNEX

LIST OF INTERNATIONAL DAYS, YEARS AND DECADES

International Days (observed by the United Nations system)

27 January	International Day of Commemoration in memory of the victims of the Holocaust
21 February	International Mother Language Day (UNESCO)
8 March	International Women's Day
21 March	International Day for the Elimination of Racial Discrimination
21 March	World Poetry Day (UNESCO)
22 March	World Day for Water
23 March	World Meteorological Day (WMO)
24 March	World Tuberculosis Day (WHO)
7 April	World Health Day (WHO)
23 April	World Book and Copyright Day (UNESCO)
3 May	Sun Day (UNEP)
3 May	World Press Freedom Day (UNESCO)
15 May	International Day of Families
17 May	World Telecommunication Day (ITU)
21 May	World Day for Cultural Development (UNESCO)
21 May	World Day for Cultural Diversity for Dialogue and Development
22 May	International Day for Biological Diversity
25 May	Africa Day
29 May	International Day of United Nations Peacekeepers
31 May	World No-Tobacco Day (WHO)
4 June	International Day of Innocent Children Victims of Aggression
5 June	World Environment Day (UNEP)
17 June	World Day to Combat Desertification and Drought
20 June	World Refugee Day
26 June	International Day against Drug Abuse and Illicit Trafficking
26 June	United Nations International Day in Support of Victims of Torture
11 July	World Population Day (UNFPA)
First Saturday July	International Day of Cooperatives
9 August	International Day of Indigenous People
12 August	International Youth Day
23 August	International Day for the Remembrance of the Slave Trade and its Abolition (UNESCO)
8 September	International Literacy Day (UNESCO)
16 September	International Day for the Preservation of the Ozone Layer
Last week September	World Maritime Day (IMO)
21 September	International Day of Peace
1 October	International Day of Older Persons
5 October	International Teachers' Day (UNESCO)
9 October	World Post Day (UPU)
16 October	World Food Day (FAO)
17 October	International Day for the Eradication of Poverty
24 October	United Nations Day

24 October	World Development Information Day
First Monday October	World Habitat Day
Second Wednesday October	International Day for Natural Disaster Reduction
6 November	International Day for Preventing the Exploitation of the Environment in War and Armed Conflict
10 November	World Science Day for Peace and Development (UNESCO)
16 November	International Day for Tolerance (UNESCO)
20 November	Africa Industrialization Day
20 November	Universal Children's Day (UNICEF)
21 November	Philosophy Day (UNESCO)
21 November	World Television Day
25 November	International Day for the Elimination of Violence against Women
29 November	International Day of Solidarity with the Palestinian People
1 December	World AIDS Day (WHO)
2 December	International Day for the Abolition of Slavery
3 December	International Day of Disabled Persons
5 December	International Volunteer Day for Economic and Social Development
7 December	International Civil Aviation Day (ICAO)
9 December	International Anti-Corruption Day
10 December	Human Rights Day
11 December	International Mountain Day
18 December	International Migrant's Day
19 December	United Nations Day for South-South Cooperation

International Years (proclaimed by the United Nations General Assembly)

2006	International Year of Deserts and Desertification
2008	International Year of Planet Earth
2008	International Year of the Potato

International Decades (proclaimed by the United Nations General Assembly)

1997-2006	First United Nations Decade for the Eradication of Poverty
2001-2010	Second International Decade for the Eradication of Colonialism
2001-2010	International Decade for a Culture of Peace and Non-Violence for the Children of the World
2001-2010	Decade to Roll Back Malaria in Developing Countries, Particularly in Africa
2003-2012	United Nations Literacy Decade
2005-2014	United Nations Decade of Education for Sustainable Development
2005-2014	International Decade for Action, "Water for Life"
2005-2014	Second International Decade of the World's Indigenous People.

Hundred and seventy-fourth session

174 EX/4 – Draft 34 C/3 Add.3
PARIS, 5 April 2006
Original: English

Item 3 of the agenda

**JOINT REPORT BY THE DIRECTOR-GENERAL ON THE IMPLEMENTATION
OF THE PROGRAMME AND BUDGET (32 C/5), AND ON RESULTS ACHIEVED
IN THE PREVIOUS BIENNIUM 2004-2005 (DRAFT 34 C/3)**

ADDENDUM 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 2004-2005 (174 EX/4 – Draft 34 C/3). The joint report has been prepared in response to recommendation 2 of 33 C/Resolution 92.

This addendum to the joint report presents summarized details of budgets and expenditures for both the regular programme and extrabudgetary funds. This data became available after the accounts were closed at the end of February 2006, which was after the joint document had been completed. All figures are unaudited. The final 34 C/3 document will contain audited summarized data from the Management Chart for Programme Execution in 2004-2005, which will be available for the 175th session of the Executive Board.

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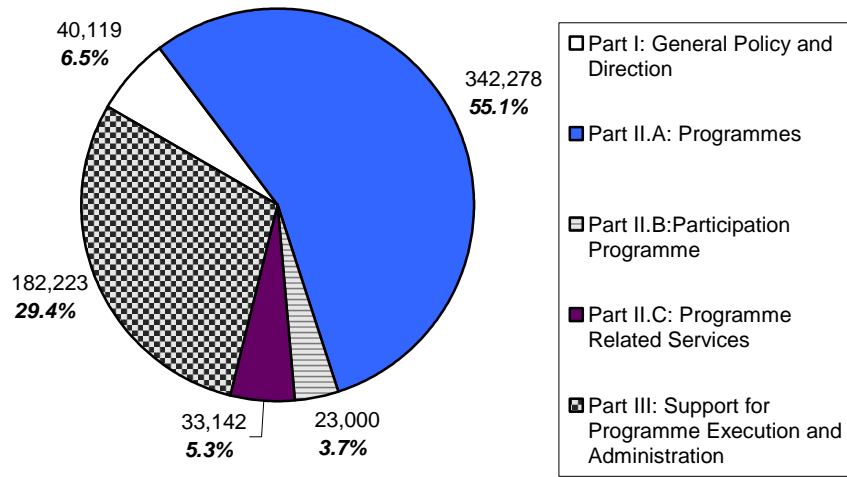
Overall UNESCO Budget by sources of funds as at 31 December 2005				
	Overall budget/ allocation (in thousands of US \$)	%	Provisional expenditures (in thousands of US \$)	%
Regular programme	620,762	50.28%	620,391	54.22%
Self-benefiting EXB funds received	254,435	20.61%	235,343	20.57%
“Other” EXB funds received	359,328	29.11%	288,430	25.21%
Total	1,234,525	100%	1,144,164	100%

Distribution of UNESCO budget and expenditures by parts of the budget as at 31 December 2005 ----- Regular programme				
	Budget/Allocation		Provisional expenditures	
Parts of the budget	(in thousands of US \$)	%	(in thousands of US \$)	%
Part I: General Policy and Direction	40,119	6.5%	37,760	6.1%
Part II.A: Programmes	342,278	55.1%	344,414	55.5%
Part II.B:Participation Programme	23,000	3.7%	23,065	3.7%
Part II.C: Programme Related Services	33,142	5.3%	31,867	5.2%
Part III: Support for Programme Execution and Administration	182,223	29.4%	183,286	29.5%
Total	620,762	100%	620,391	100%

Distribution of UNESCO budget and expenditures by parts of the budget as at 31 December 2005 ----- Extrabudgetary resources				
	Budget/Allocation		Provisional expenditures	
Parts of the budget	(in thousands of US \$)	%	(in thousands of US \$)	%
Part I: General Policy and Direction	6,184	1.01%	5,916	1.13%
Part II.A: Programmes (Self-benefiting EXB funds received)	254,435	41.45%	235,343	44.93%
Part II.A: Programmes ("Other" EXB funds received)	340,725	55.51%	272,639	52.05%
Part II.C: Programme Related Services	2,845	0.46%	2,440	0.47%
Part III: Support for Programme Execution and Administration	9,574	1.56%	7,435	1.42%
Total	613,763	100%	523,773	100%

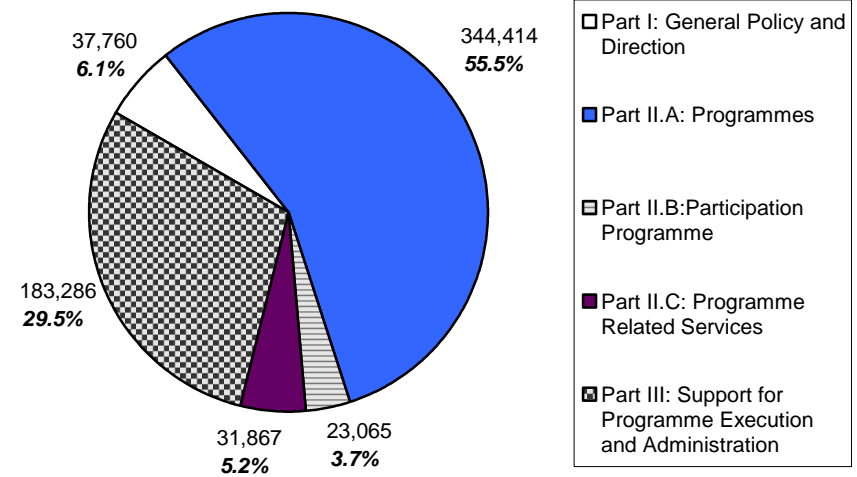
**Budget/Allocation by parts of the budget as at
31 December 2005
Regular programme (in thousands of US \$)**

Total Regular programme: 620,762

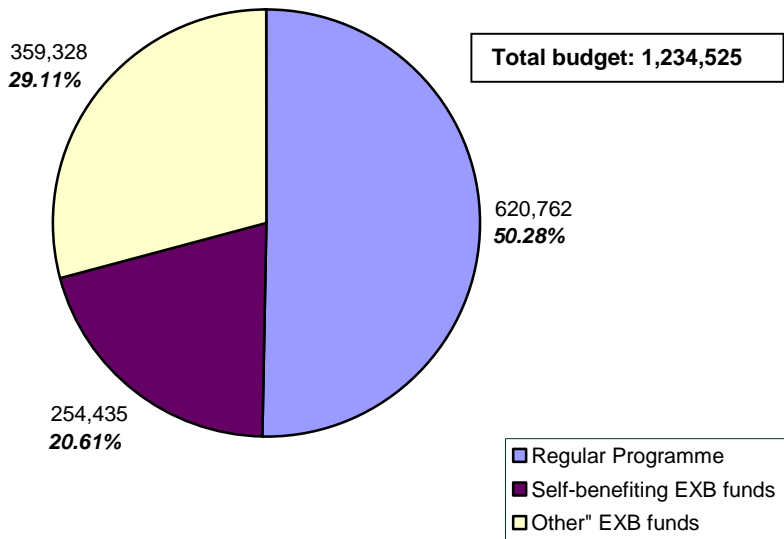


**Provisional expenditures by parts of the budget as at
31 December 2005
Regular programme (in thousands of US \$)**

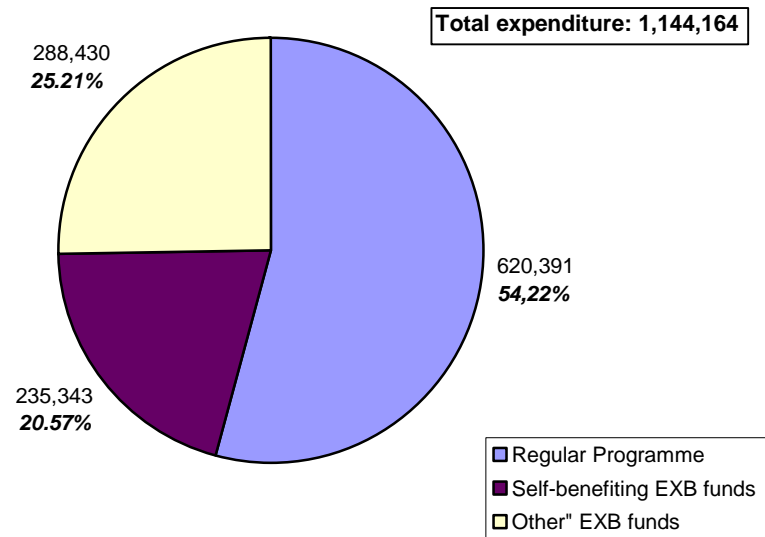
Total Regular programme: 620,391



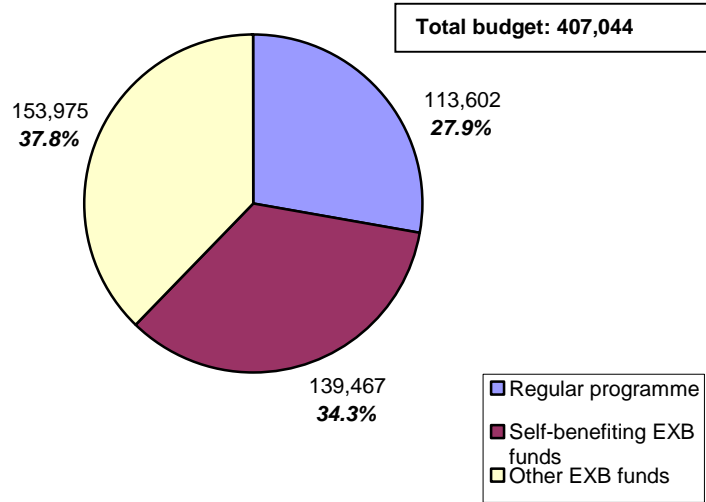
Overall Budget / Allocation as at 31 December 2005
(in thousands of US \$)



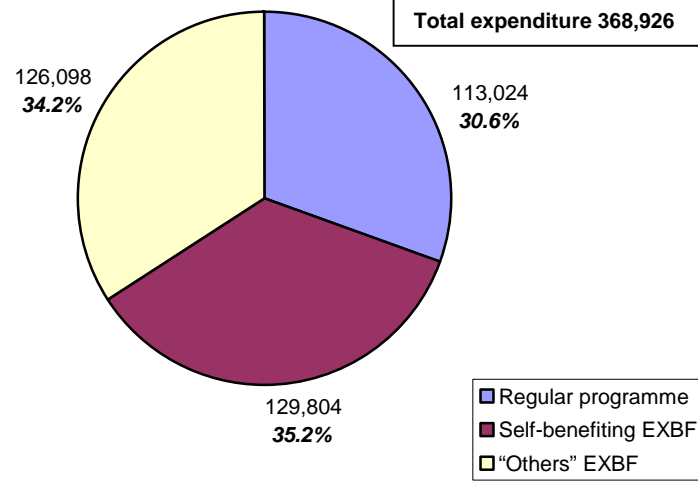
Overall Provisional Expenditures
as at 31 December 2005
(in thousands of US \$)

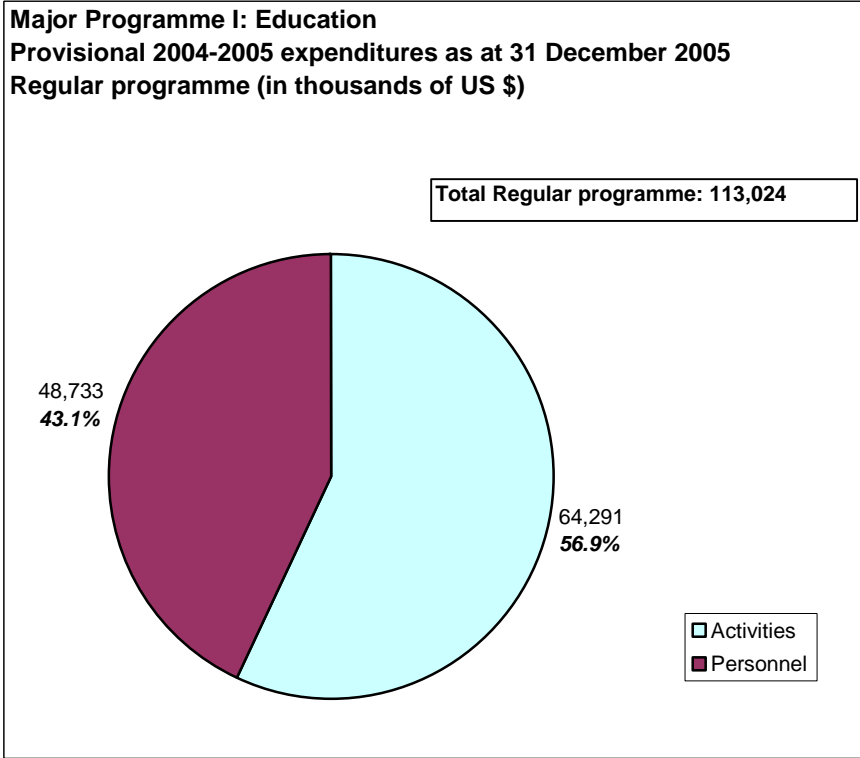
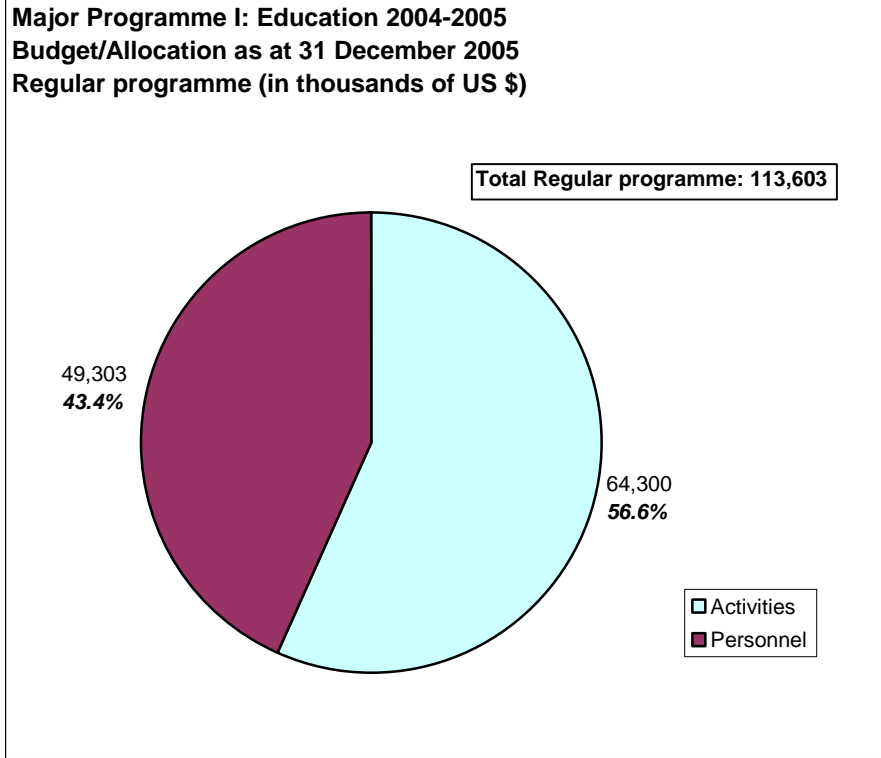


Major Programme I: Education 2004-2005
Distribution of resources by sources of funds
as at 31 December 2005 (in thousands of US\$)

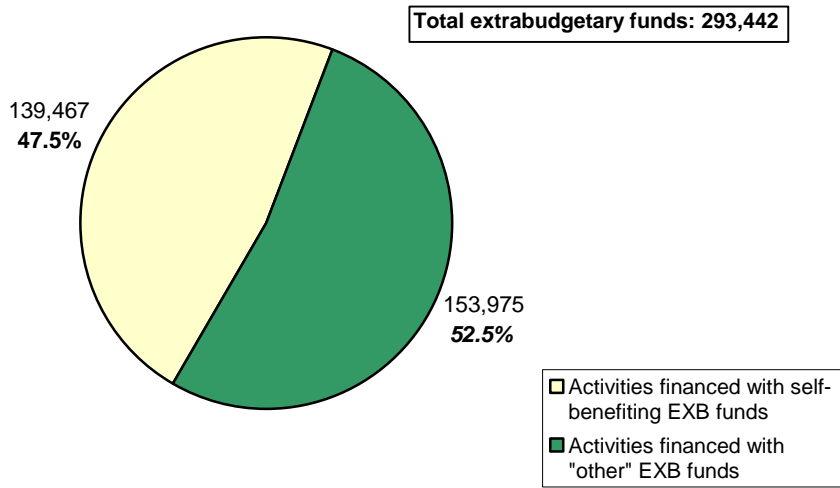


Major Programme I: Education
Distribution of provisional 2004-2005 expenditures by sources of funds
as at 31 December 2005 (in thousands of US \$)

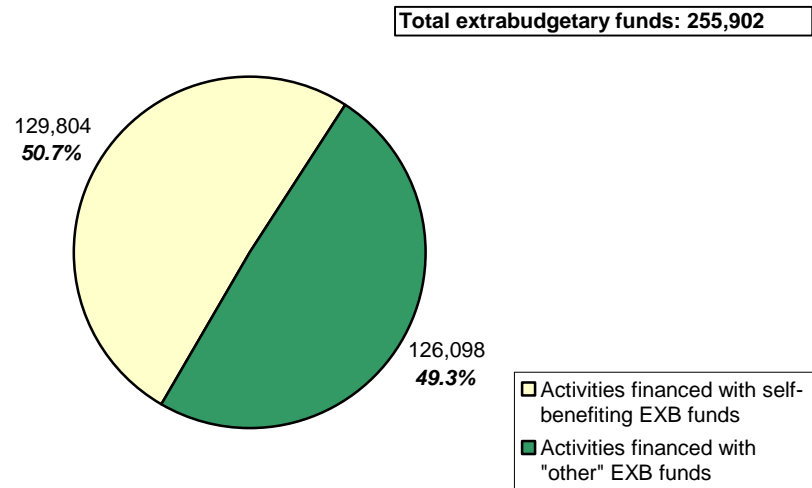


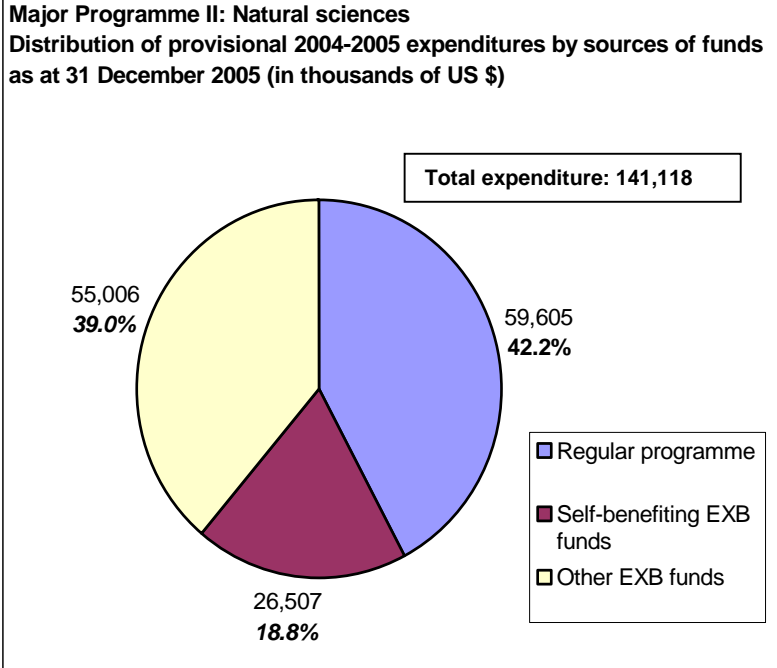
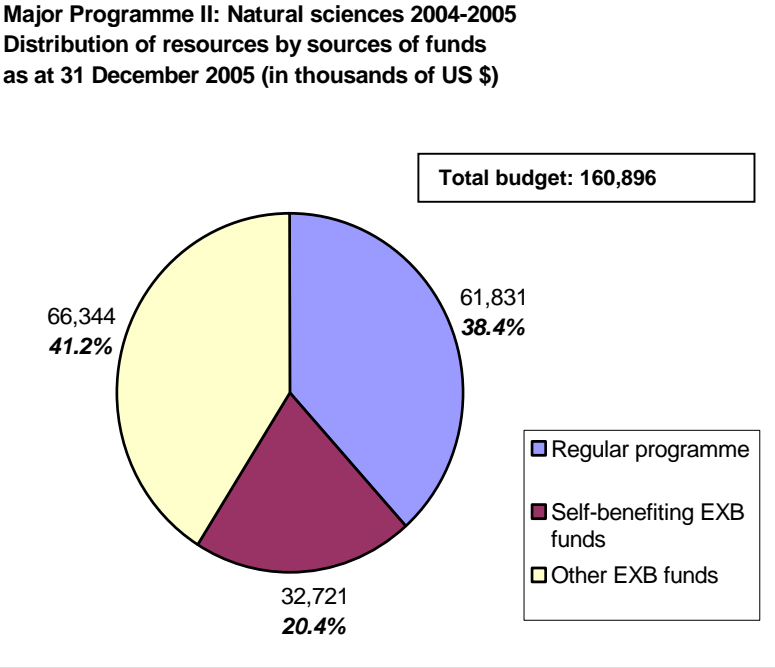


Major Programme I: Education
2004-2005 Extrabudgetary funds allocated
as at 31 December 2005 (in thousands of US \$)

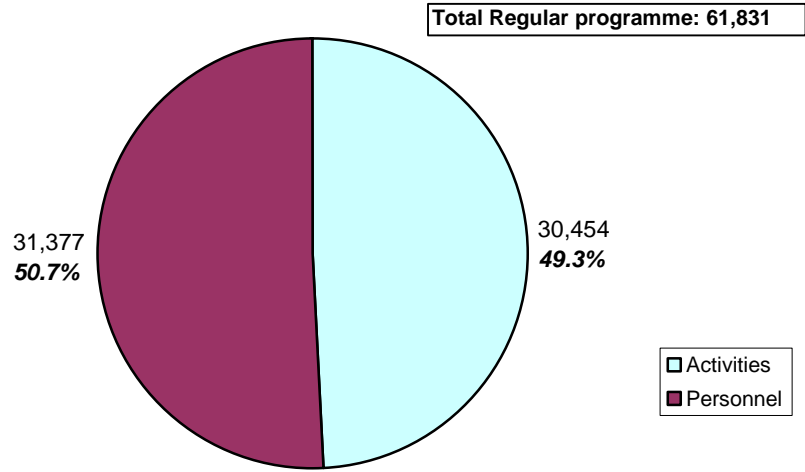


Major Programme I: Education
Extrabudgetary funds
Provisional 2004-2005 expenditures as at 31 December 2005
(in thousands of US \$)

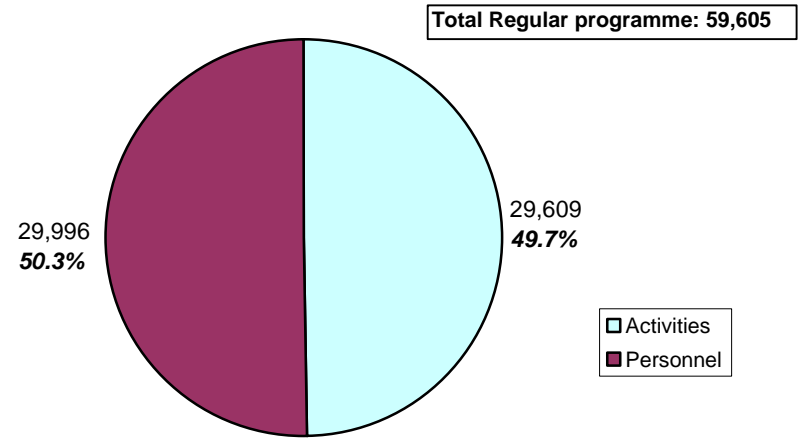




**Major Programme II: Natural sciences 2004-2005
Budget/Allocation as at 31 December 2005
Regular programme (in thousands of US \$)**

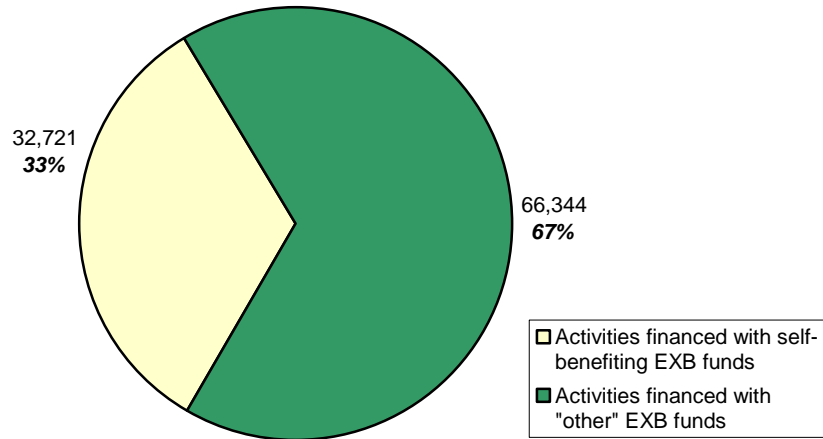


**Major Programme II: Natural sciences
Provisional 2004-2005 expenditures as at 31 December 2005
Regular programme (in thousands of US \$)**



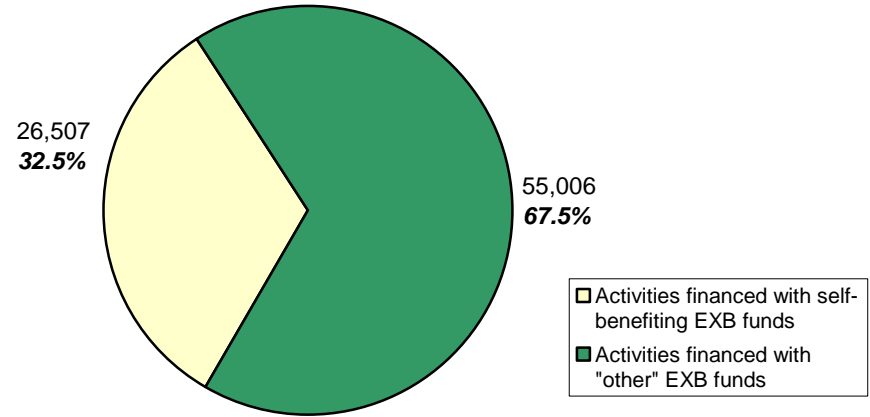
**Major Programme II: Natural sciences
2004-2005 Extrabudgetary funds allocated
as at 31 December 2005 (in thousands of US \$)**

Total extrabudgetary funds: 99,065

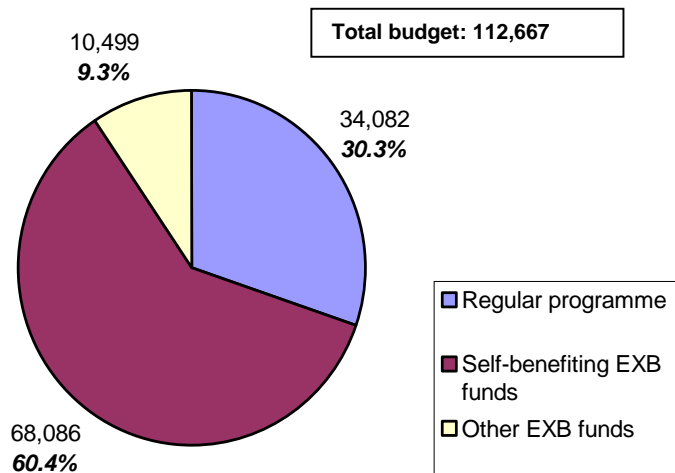


**Major Programme II: Natural sciences
Extrabudgetary funds
Provisional 2004-2005 expenditures as at 31 December 2005
(in thousands of US \$)**

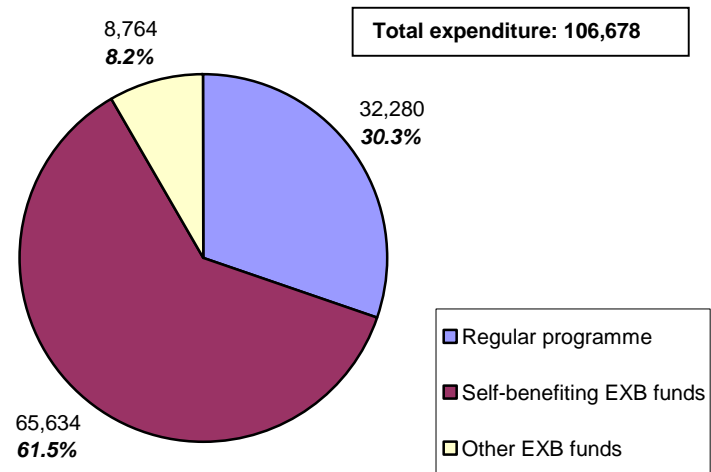
Total extrabudgetary funds: 81,513

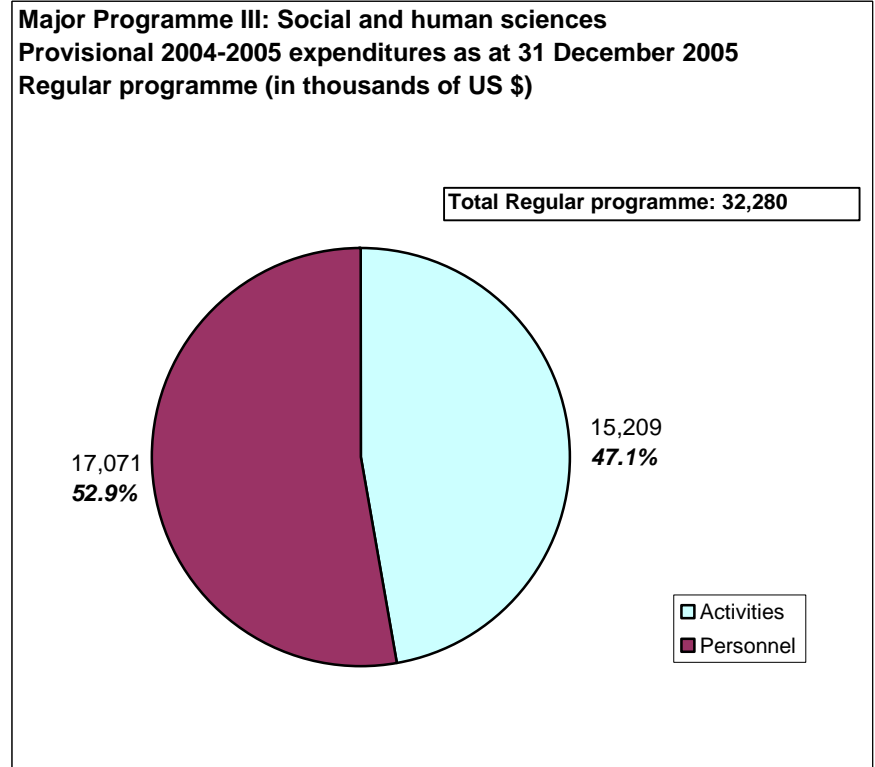
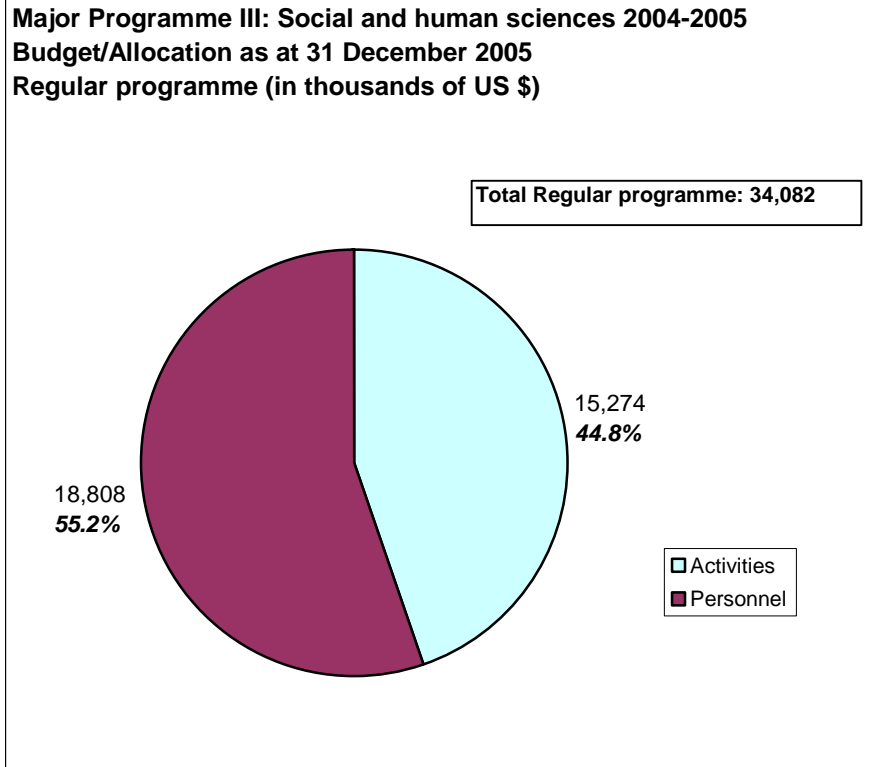


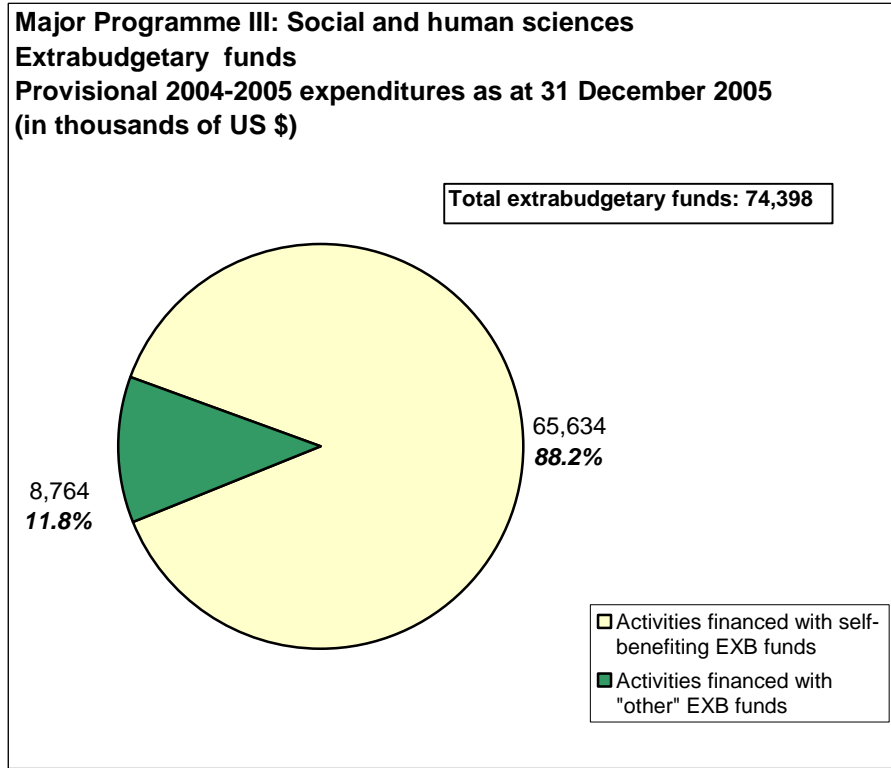
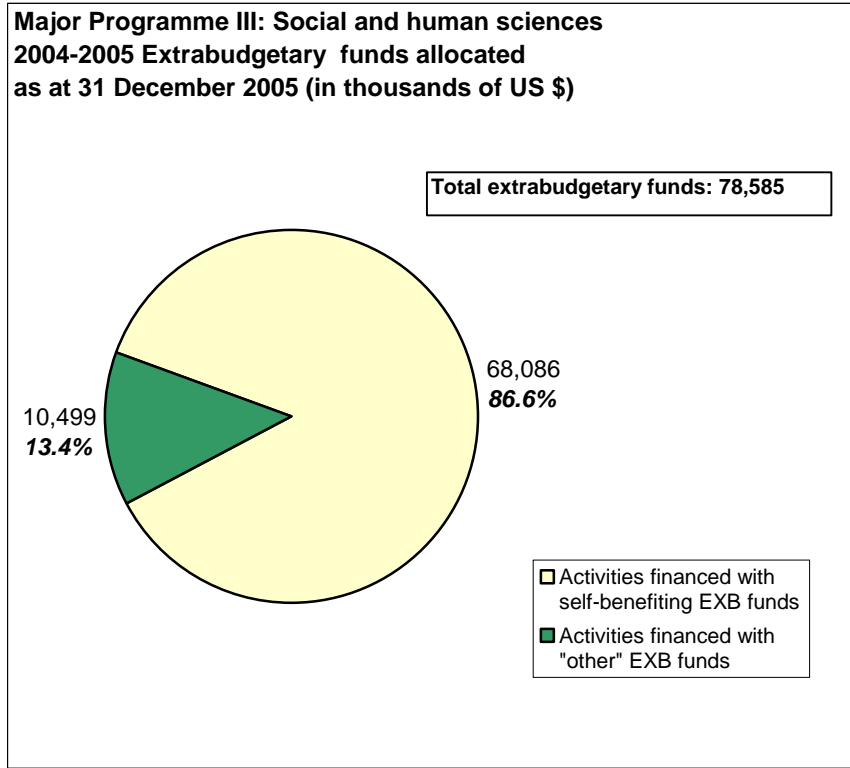
Major Programme III: Social and human sciences 2004-2005
Distribution of resources by sources of funds
as at 31 December 2005 (in thousands of US \$)



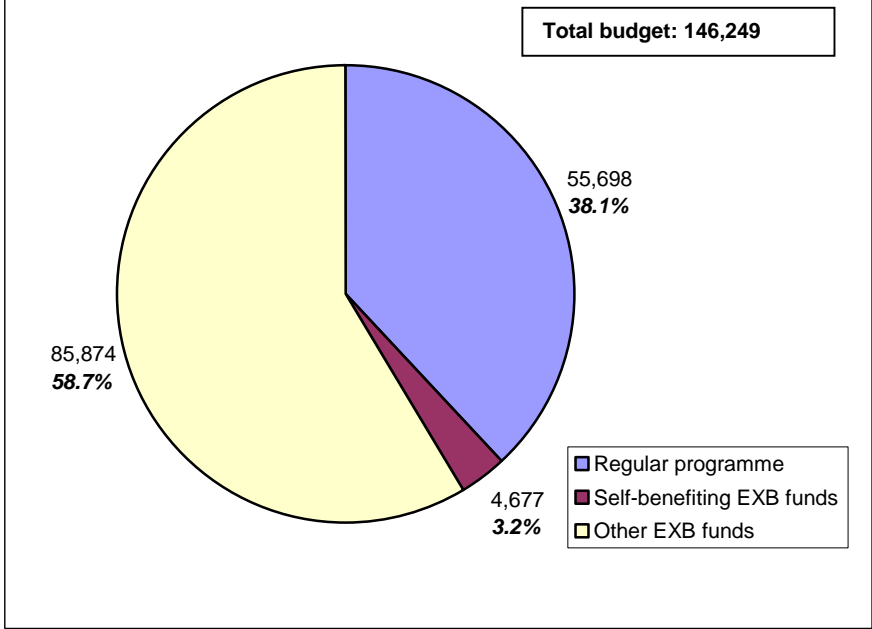
Major Programme III: Social and human sciences
Distribution of provisional 2004-2005 expenditures
by sources of funds
as at 31 December 2005 (in thousands of US \$)



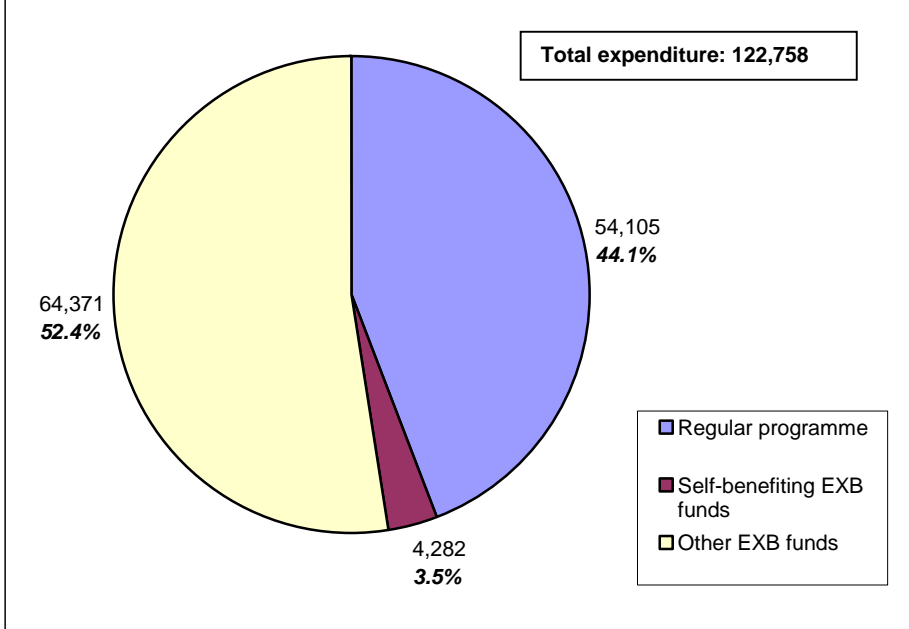




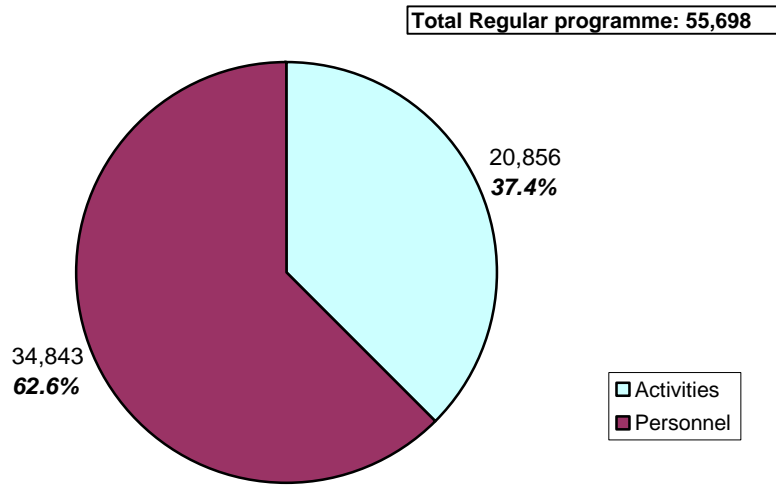
Major Programme IV: Culture 2004-2005
Distribution of resources by sources of funds
as at 31 December 2005 (in thousands of US \$)



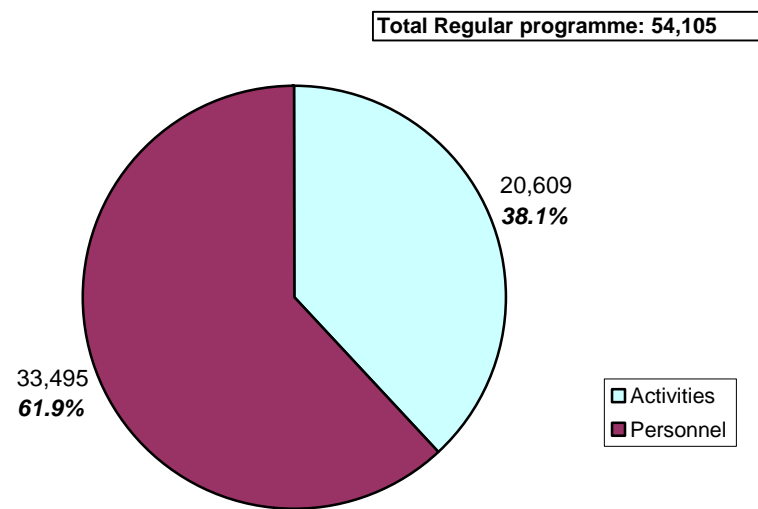
Major Programme IV: Culture
Distribution of provisional 2004-2005 expenditures by sources of funds
as at 31 December 2005 (in thousands of US \$)

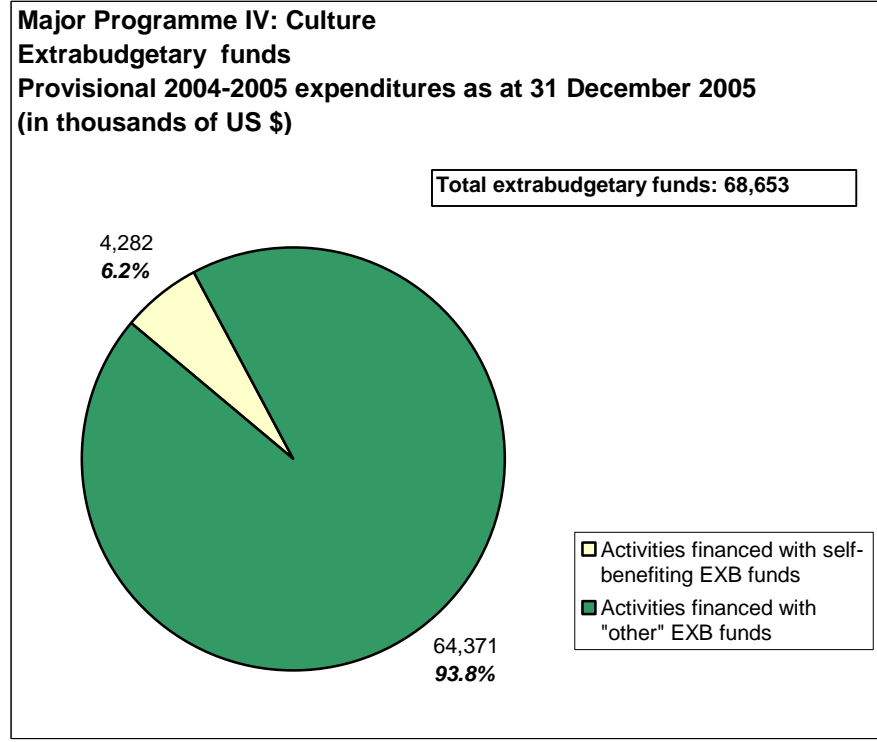
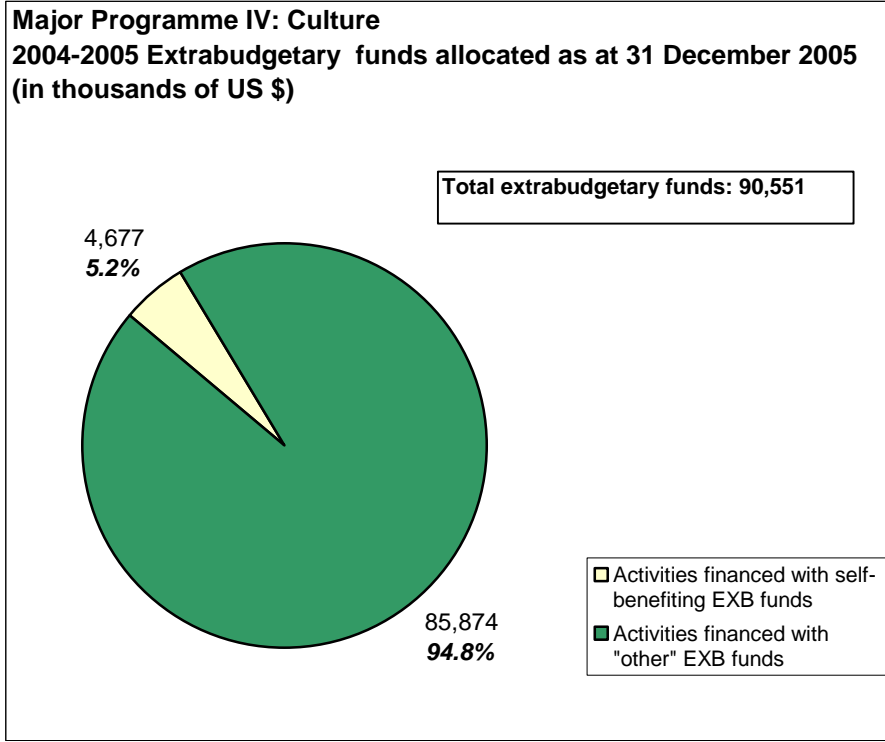


Major Programme IV: Culture 2004-2005
Budget/Allocation as at 31 December 2005
Regular programme (in thousands of US \$)

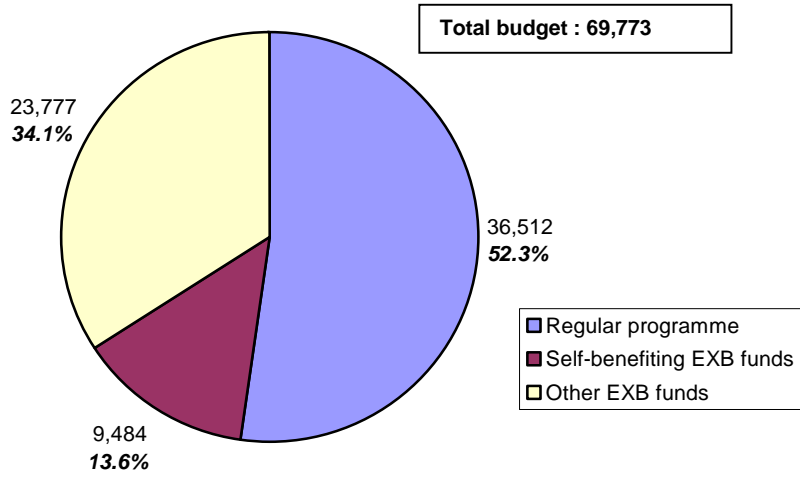


Major Programme IV: Culture
Provisional 2004-2005 expenditures as at 31 December 2005
Regular programme (in thousands of US \$)





Major Programme 5 : Communication and information 2004-2005
Distribution of resources by sources of funds
as at 31 December 2005 (in thousands of US \$)



Major Programme 5 :Communication and information
Distribution of provisional 2004-2005 expenditures
by sources of funds
as at 31 December 2005 (in thousands of US \$)

