*R*eport of the Director-General

the

Director-General

1998-1999

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UNESCO

Report of the Director-General 1998-1999

Report of the Director-General on
the activities of the Organization in 1998-1999
communicated to Member States
and the Executive Board in accordance
with Article VI.3.b of the Constitution

*General Conference
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Introduction

1. The present version of the *Report of the Director-General on the activities of the Organization in 1998-1999,* represents an initiative by the Secretariat to assess programme results attained during the 1998-1999 biennium and the extent of their contribution to the objectives set forth in the relevant programme resolutions of the General Conference.

2. It should be recalled that in a number of documents the Director-General has already made factual information available on the activities implemented during that period to the governing bodies of the Organization. This information is contained, in particular, in documents 30 C/INF.6 and 156 EX/4 (Parts I and II), which provide an overview of the activities implemented during the first 18 months of the 1998-1999 biennium together with budgetary details and management charts. They are also available on the Internet.

3. Unlike these reports, the present one – to meet the expectations of Member States – has focused on assessing actual programme results achieved. The Report includes examples of the most successful activities and, although less frequently, those that were not so successful, together with the relevant indicators.

4. Activities financed from extrabudgetary resources are not treated as a separate category but in terms of their relationship with the regular programme activities.

5. By and large, reporting on non-programme activities is done in the same manner, which makes it significantly different from past practices. It is focused on satisfaction with the services provided and on their efficiency.

6. Needless to say, the Report – the very first step in a new direction – is not free from certain weaknesses. However, they should not overshadow the fact that it is the result of a new type of analytical work carried out by the Secretariat. The introduction of results-based management in the Organization will facilitate the improvement of such reports in the future.

I.

Programme Implementation

Major Programme I:

Education for all throughout life

Programme I **Basic education for all**

Programme I **Reform of education
in the perspective of education
throughout life**

  I.2.1 - Educational strategies for the twenty-first century

  I.2.2 - Renovation of general secondary and vocational education

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Special projects

UNESCO International Bureau of Education (IBE)

UNESCO International Institute for Educational Planning (IIEP)

UNESCO Institute for Education (UIE)

UNESCO Institute for Information Technologies in Education (IITE)

Programme I.1 **Basic education for all**

A.   **Main results**

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Expansion of primary education systems	29 C/Res. 1 para. 2.A(b), (e)			
1. Capacity-building for educational personnel enhanced and training materials developed through national and regional workshops.[1]			X	
2. Progress made towards sustainable book development in one Asian and seven African countries through the establishment of national mechanisms to assist book development and capacity-building.[2]		X		
3. Local capacities of curriculum developers upgraded and evaluation techniques strengthened in primary schools in the Maldives.		X		
4. Framework for Education and Poverty Eradication formulated and developed.		X		
Promoting early childhood education	29 C/Res. 1 para. 2.A(b), (c) 29 C/Res. 8			
1. UNESCO/KEDI (Korean Education Development Institute) Early Childhood Programme completed in Mongolia and Viet Nam.		X		
2. Early childhood networking enhanced through the establishment of six UNESCO Early Childhood Cooperating Centres and the creation of the "Réseau Océan Indien Prime Enfance".		X		
3. UNESCO Early Childhood Databases, publications and Internet pages expanded.			X	
Literacy, post-literacy and basic adult education				
1. Policy dialogue on literacy and non-formal education in Africa reinforced.			X	
2. Literacy/non-formal education information base in Asia developed and used.		X		
3. Capacity-building of NGOs and other partners reinforced and experiences shared in the field of basic education, particularly non-formal education.		X		
4. Partnerships with civil society organizations in basic education reinforced and expanded.		X		
5. Gender awareness enhanced through the publication of the manual, *Gender Sensitivity*, which translates gender issues into gender-sensitization training guides.			X	
"Reaching the unreached", a priority for securing education for all	29 C/Res. 1 para. 2.A(b), (e)			
1. Innovative initiatives taken by Member States, at policy and organizational level, developed and implemented, and the multi-sectoral approach to service provision reinforced.			X	
2. Inclusion further developed through facilitated networking for school improvement.		X		
3. Awareness of the EFA network improved through increased information and mobilization.			X	
4. Impact on education provision for special groups enhanced at the different education levels.			X	
5. Regional and interregional networking of major actors in initiatives and projects intensified.		X		
6. Support of street children and working children increased through the consolidation of international platforms, community mobilization and the participation of teachers in educational and rehabilitation actions.		X		
Community education to provide education for all, especially girls and women	29 C/Res. 1 para. 2.A(f)			
1. Creation of open learning communities further developed through inputs for a global programme with partners from 15 countries.			X	
2. Community education centres constructed to provide basic education and literacy for rural and urban populations.		X		
International Consultative Forum on Education for All				
1. Broad political support of basic education for all mobilized, through active participation of more than 180 countries in the EFA 2000 Assessment.		X		
2. Capacities of governments to collect data improved through participation in the EFA 2000 Assessment.			X	
3. The functional capacities of Ethiopian and Liberian teacher-education institutions improved as a result of the further development of distance education courses through the Indira Gandhi National Open University.		X		
4. Progress in the provision of EFA in all E-9 countries made thanks to national action supported through and catalytic role of UNESCO.		X		
5. Adoption of the Recife Declaration during the Meeting of the E-9 Ministers of Education in Recife, Brazil.		X		

B.   Assessment of implementation

(1)   In terms of its overall impact on a priority target region, the seventh Conference of Ministers of Education of African Member States (MINEDAF VII, April 1998) was a historical watershed for African education. Over 500 participants attended the Conference – including 39 Ministers from 46 African Member States, United Nations organizations, IGOs and NGOs, the Organization for African Unity and the Economic Commission for Africa – and focused their discussions on ways in which education can be used to build a better future. In adopting the Durban Statement of Commitment the Ministers committed themselves to utilizing existing infrastructure and networks or devising other cooperative arrangements with a view to using existing African expertise to promote regional or subregional educational reforms and capacity-building. The Ministers emphasized the need to help each other and to use existing excellent educational centres and facilities in Africa and to make the best use of the expertise available so that the capacity and experience of one or a cluster of countries becomes defined as part of the capacity of all African countries.

(2)   Most of the activities for the expansion of primary education systems were supported by funding partners. Member States indicated their satisfaction by requesting a repeat of the activities. The most common and sustainable success factors are attributable to: active participation of stakeholders in Member States at all levels of the development of the activities; cooperation with the relevant field offices and National Commissions; and partners who have a genuine interest in education of children. Usually the programme used local consultants but occasionally international experts were needed.

(3)   The overall impact of UNESCO's efforts in the field of early childhood care and education has been good. In particular, efforts were made to reinforce UNESCO's activities in promoting early childhood care and education as part of basic education programmes, in disseminating information and data on early childhood care and education, in expanding partnerships and in consolidating inter-agency cooperation. In a number of programme actions, key factors of success included: increased cooperation with National Commissions and field offices; enhanced partnerships with civil society; shared responsibilities in designing actions; ownership of programmes by the stakeholders; and responsiveness to the Member States and other partners such as NGOs. The effectiveness of decentralization depends on follow-up and monitoring, and joint planning.

(4)   The contribution of extrabudgetary resources was particularly important in areas such as: capacity-building of local NGOs; strengthening the Association for the Development of Education in Africa (ADEA) working groups, especially on non-formal education; impact studies; strengthening the development of indicators and tools for non-formal education assessment; support of senior managers and political commitment to the activities in question; training in innovative approaches to preparing learning materials for women and out-of-school girls; and manuals for trainers.

(5)   Particularly successful areas and modalities of action regarding special needs education with an inclusive education orientation are: relevant policy development in countries where inclusive approaches have not yet emanated; capacity-building in terms of human resources in countries that have already initiated developments in inclusive education; and building up the networks of teacher educators in eastern, western and southern Africa. Closer cooperation with the EFA Steering Committee was established in order to further promote inclusive education. It is clear that the factors leading to sustainable success include the expressed desire on the part of the Member State to develop inclusion; the catalytic role of inter-agency cooperation between UNESCO, ILO, UNICEF and WHO in the field of disability; active intellectual exchange; and extrabudgetary funding from DANIDA, Finland and Norway. The concerns of those with special needs have been included within the framework of some programmes, such as concerning refugees, technical and vocational education and higher education, and cooperation in training has been initiated with the International Institute for Educational Planning (IIEP). The inclusive education approach however should be adopted throughout UNESCO's programme. As a result of reinforcing Regional Offices with human resources specialized in special needs education, it has been possible to decentralize all activities in Latin America to UNESCO-Santiago as well as many activities to UNESCO-Bangkok and to UNESCO-Dakar. Regular programme and extrabudgetary resources are used to complement each other. As a rule, regular programme activities have been geared towards policy development for inclusive education while extrabudgetary resources went to initiating practical applications at the country level, mainly in Africa. As regards inclusive schools and community support programmes, a follow-up project to the World Conference on Special Needs Education (Salamanca, Spain 1994) promoting the inclusion of children with

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1. Member States help to develop the training materials. Most of UNESCO field offices concentrated on personnel training in primary education.

2. Encourage countries to move towards establishing book policies, work towards reducing the cost of books, building capacity for decentralization of book management and promoting a culture of reading.

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Mobilizing political and public commitment to basic education	29 C/Res. 1 para. 2.A(h), (i)			
1. African Ministers of Education committed themselves during MINEDAF VII (Durban, South Africa, 20–24 April 1998) to promoting regional or subregional educational reforms and capacity-building emphasizing the need to help each other.		X		
2. Awareness enhanced among political and educational decision-makers of the need to implement women-oriented EFA programmes.		X		
3. Cooperation increased and intensified between the nine countries through a joint initiative on distance education and a joint project on "Women as educators, women's education".			X	
4. Teacher methodologies in universities and other tertiary institutions in Africa improved as a result of a series of workshops.			X	
5. Women leaders in education strengthened through a joint programme with the Forum for African Women Educationalists (FAWE).		X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Website of Ministers of Education of African Member States and its associated document service.	X		X	X	
2. Curriculum reform orientation for countries undergoing curriculum reform exercises and preparation of a handbook for curriculum reform.	X	X	X	X	
3. Low-cost learning materials using locally available raw materials.	X	X	X	X	
4. Joint UNESCO/International Reading Association/READ Pan-African Conference on Reading for All and launching the reading initiative in 20 African countries.	X	X	X	X	
5. Scholarship programme for girls in collaboration with FAWE.	X	X	X	X	
6. Education and information programme for women borrowers of the Grameen Bank, adding a dimension to microcredit.	X	X	X		
7. UNESCO Early Childhood Cooperating Centres, in the framework of the UNESCO *Early Childhood Partnerships Programme*.	X		X		
8. *Clos d'enfants* project/Mobilizing women to create innovative early education structures – first regional project of the *Réseau Africain Francophone Prime Enfance*.		X	X		
9. UNESCO's *Early Childhood Databases*, early childhood publication activities and presence on the Internet within the framework of the Strategic Plan for UNESCO Early Childhood and Family Education Programmes (2000–2013).	X			X	
10. Inter-agency cooperation to develop support and prepare joint actions for early childhood education.	X			X	
11. International Literacy Day Ceremony and Prizes.	X	X	X		
12. Coordination of ADEA Working Group on Non-Formal Education.	X	X	X	X	X[3]
13. UNESCO/NGOs Collective Consultation on Literacy and Education for All.	X	X	X	X	X[4]
14. Consultative meeting to prepare a training framework for middle-level women personnel in non-formal education.	X	X	X	X	X[5]
15. Development of assessment and evaluation tools for non-formal education.	X	X	X	X	
16. Study on learning partnerships with new literates.	X	X	X	X	
17. Dissemination of information and experiences on education for children in difficult circumstances, publication of activity reports for information and action.	X	X	X	X	
18. Reinforcement of professional capacities of educators and social workers and other target groups.	X	X	X	X	
19. School readiness camps for rural children with mild and moderate disability.	X				
20. Seminar "Multi-sectoral Collaboration for Equalization of Opportunities for Persons with Disabilities" (Bukhara, 1998).[6]	X			X	
21. Two subregional workshops for teacher educators on inclusive education to facilitate networking.		X	X		
22. Reference materials for different categories of education personnel in support of inclusive education.				X	X

special needs in regular schools, Phase II is about to terminate and Phase III is pending confirmation of funding.

(6) Mobilization and involvement of Member States, NGOs, local and national partners for wider support for and involvement in education for children in difficult circumstances (especially street and working children) has been consolidated through the dissemination of documentation and advocacy materials, the reinforcement of professional capacities of educators and social workers (at national and subnational levels mainly in Africa), and the development of training materials for educators and social workers. As regards learning opportunities for marginalized youth, stakeholders' satisfaction was particularly high with regard to policy development in the field of non-formal education, using a multimedia approach to extend basic education and training to unreached youth; national capacity-building; and development of innovative learner-centred multimedia didactic materials. Important factors for success included: extrabudgetary funding and a good cooperation with other United Nations agencies at country level; a strong political commitment on the part of the Member State concerned to develop non-formal basic education and practical skills training; the opportunity for intersectoral cooperation (CII, SHS) to develop an integrated development approach; and the commitment of NGOs and local associations, as well as the interest and support provided by local authorities and civil society.

(7) The success of the EFA 2000 Assessment was largely because three principles were observed: local ownership through the establishment of National Coordinators as the government's representative in each of the countries involved; decentralization of responsibilities to countries and regions through the setting up of Regional Technical Advisory Groups (RTAGs) which determined their work plans and raised much of the required resources independently of UNESCO Headquarters; and broad-based partnership through the inter-agency EFA Steering Committee, the RTAGs and national structures which ensured full participation of all stakeholders, most notably of the countries themselves. Overall, the EFA 2000 Assessment managed internationally to raise extrabudgetary funds of approximately $6 million. At the national and regional levels, resources provided more than matched this figure.

(8) The distance education diploma programme through the Indira Gandhi National Open University pioneers a modality for providing high quality cost-effective upgrading programmes targeted at teacher-education institutions. The extrabudgetary Pilot Programme on Multigrade Schools, funded by the Norwegian Government, is developing a model that includes curriculum development, textbook development, teacher training, construction of low-cost but

permanent buildings utilizing local building materials, local manufacture of suitable furniture, community participation and government support. The programme has been very successful. Its evaluation is about to be completed.*

(9) The E-9 countries found the EFA 2000 Assessment exercise extremely useful as it provided decision-makers at all levels with hard data on EFA, which is an essential tool to improve existing policies. The countries worked together successfully, sharing their experiences on subjects such as women's education and distance education.

(10) As regards extrabudgetary funds** of the Education Sector, approximately 37% of the total received under Programme I.1 - Basic education for all ($26,040,000), mainly directed towards the International Consultative Forum on Education for All (which alone received over 9% of the funds of the Sector) and "Reaching the unreached". Other strongly supported substantive areas are the expansion of primary education systems (including special needs education) and literacy, post-literacy and basic adult education.

C. Lessons learned and their implications for the future

(11) One of the most important lessons of this biennium is that the expectations of Member States and the international community vis-à-vis UNESCO, in view of its leading role in the field of education, far exceed the Organization's capacity in terms of both human and financial resources. While internal management decisions can improve certain shortcomings (e.g. streamlining the field office structure), it is also necessary that the governing

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* Through the utilization of distance education to upgrade teachers, the provision of low-cost electronic libraries of teaching/learning materials, the utilization of African human and financial resources, the involvement of communities in the establishment and decision-making processes of their schools, and assisting governments in adopting policies and strategies that are both technically sound and affordable.

** The figures represent 1999, but according to budgetary practices the percentage would remain the same for the whole biennium. The total amount received in 1999 corresponds to $79,094,000 (without the institutes) and the figures mentioned in this document represent 90.4% of that amount. The remaining 9.6% went to projects with no correlation to specific main lines of action. As regards future substantial support, greater involvement of UNESCO in project formulation activities should positively change the present state of affairs of all programmes and subprogrammes.

3. Participatory reinforcement of the contribution of non-formal education to the overall performance of national systems of basic education.
4. Possibility to consult and work with NGOs collectively on substantive matters and international conferences/events such as EFA.
5. Recognizing the need to prepare more women to participate in decision-making in non-formal education.
6. Joint activity with ILO, UNICEF and WHO.

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
1. Studies and situation analyses on street and working children to facilitate action.					X[7]
2. Case studies on practices in addressing the needs of marginalized/excluded groups (extrabudgetary).				X	X[8]

bodies take decisions on redefining priorities and streamlining the programme accordingly. Reductions in financial provision must be reflected in programmes if the quality of programme delivery is not to suffer. This remark applies to the entire Major Programme I.

(12) Primary education programmes should be built up gradually with Member States until they have achieved their objectives. This is a slow process. Conferences and symposia are particularly useful in launching initiatives and providing opportunities for the sharing of experiences. When national governments are committed to bringing about change in the education system, the limited resources of UNESCO have a very effective catalytic role. Interregional initiatives are important so that regions can also learn from each other. Cooperation between Headquarters, field offices and the UNESCO institutes strengthened and primary education programmes expanded. More resources are needed to assist Member States in improving the teaching and learning environment. This is critical in the follow-up to Dakar. The reform programmes will continue to focus on promoting education systems that are inclusive and that respond to the needs of the poor.

(13) UNESCO's strength in terms of early childhood care and education lies within three main areas: training and capacity-building; networking and partnership-building; and information and documentation. Early childhood partners in the field appreciate UNESCO's convening power, its access to global documentation and its perspectives, and important specialized clearing house and networking role. The EFA 2000 assessment in early childhood care and education shows that relevant policies and systems in a majority of Member States exist mostly on paper, are often largely fragmented into formal and non-formal components, and need further efforts to translate them into concrete actions. UNESCO should focus its work on integrating early childhood care and education policies and systems, including the development of indicators; strengthening parent/family education; and reinforcing early childhood information, advocacy and networking.

(14) There is a clear need for greater coherence in terms of strategies and for greater political commitment to literacy and women's education. Locally generated information and experiences should be used to develop further upstream policy- and strategy-building. Matching experience and technical expertise relative to the demands of the task is important. Strengthening non-formal education, improving the quality of learning and literacy, monitoring and assessing effectively our actions and ensuring that the education system is inclusive and flexible by bridging the gap between formal and non-formal education are all vital. UNESCO should avoid providing support to institutions to meet overhead costs. Rather, strictly defined contractual responsibilities and outcomes, with funding contingent on agreed conditionalities, should be the rule.

(15) Activities to reach the unreached children require collaboration with experienced and committed non-governmental institutions and the involvement of governments in educational and even survival activities. The need to strengthen efforts for the mobilization of political will of governments is crucial not only for combating the social exclusion of children, but also for attempting to eradicate the phenomenon.

(16) The lessons derived from the International Consultative Forum on Education for All are conveyed by three words: partnership, decentralization and ownership. Never before have so many countries (165) produced comprehensive national reports on the status of basic education or have so many partners made such an effort to contribute to a wide-scale assessment, involving extensive cooperation beyond national borders. The importance of basic education for all is fully recognized and is seen as the cornerstone in poverty eradication, and achieving gender equity, and equal opportunity for women and girls. There is a further need to build on the partnership, decentralize influence and control, and promote ownership of the results, the planning and the implementation of the joint efforts.

(17) As regards "Education for all in Africa", the UNESCO institutes can play a crucial role in improving access to and quality of education. Distance education is playing an increasingly important and cost-effective role. UNESCO should lend support to distance education programmes as one of its major modalities for strengthening institutional capacities. UNESCO can provide assistance in developing suitable and relevant educational models and materials through affordable modalities and has an important role in developing the professional and technical skills in new technologies. UNESCO should utilize wherever possible the capacities of centres of excellence worldwide.

(18) It is important in the E-9 countries to give continued and increased attention to the EFA 2000 Assessment and its follow-up, to literacy, to teacher training, to girls' and women's education, and to educational technologies. The number of joint projects needs to be increased substantially, to enhance the level of sharing of experiences. The nine UNESCO offices need to be strengthened in terms of staff and funds, in order to work more effectively, in full partnership with national bodies and other agencies.

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7. Financing.
8. The countries did not manage to provide accurate information; the case studies provided reflected the "traditional" special education paradigm.

Programme I.2 **Reform of education in the perspective of education throughout life**

I.2.1 - Educational strategies for the twenty-first century

A.   Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Promoting education systems responsive to the challenges of the twenty-first century 1. National capacities in the field of reconstruction, reform and elaboration of policies and programmes and the development of stronger and more effective education systems in developing countries by means of technical assistance.	29 C/Res. 1 para. 2.B(a)	X		
2. Preparation and introduction of transitional programmes of action for the reconstruction of education systems in countries in post-conflict situations.		X		
3. Identification, development and implementation of education programmes and projects (Albania, Mauritania, Mali).			X	
4. Policy-makers and the general public in Member States better informed about current trends in education, especially the extent to which the right to education as defined in the Universal Declaration of Human Rights is implemented, through the publication of the *World Education Report*.		X		
5. Improved common understanding of the concepts and processes related to the formulation of policies and programmes for educational reform and educational development by means of a methodological handbook on input activities and international cooperation.			X	
6. Awareness raised of the importance of learning throughout life among key policy-makers in Member States, the World Bank and NGOs through joint seminars, speeches and presentations.		X		
Information and documentation services to sustain the renewal of education systems 1. Policy-makers, teachers and other specialists in education better informed about the situation in education today through dissemination of some 350,000 printed and audiovisual documents[9] and expansion of promotion of the Education Sector's Internet website content, in three languages.	29 C/Res. 1 para. 2.B(b)		X	
2. Strengthened cooperation within UNESCO and with UNESCO's partners in the field of education providing an extension of the education information network.		X		
Learning Without Frontiers: breaking down barriers to learning 1. Innovative practice strengthening in Member States partnership-building and networking.[10]	29 C/Res. 1 para. 2.B(c)		X	
2. Technical inputs on open and distance learning in several Member States, notably in Africa, through pilot projects on new information technology.			X	
Adult and continuing education: recognizing learning acquired outside formal systems 1. Further awareness of the CONFINTEA[11] Declaration on and Agenda for the Future through increased networking and publication.	29 C/Res. 1 para. 2.B(d)	X		
2. National planning and policy-developing capacities upgraded through national policy and inter-country exchange.			X	
3. Member States in all regions sensitized to the importance of adult and continuing learning.[12]		X		
Technical assistance for the renewal of education systems 1. Improved educational buildings and furniture in several Member States.	29 C/Res. 1 para. 2.B(e)	X		
2. Maintenance of educational buildings and furniture improved through provision of guidelines and manuals.			X	
3. Member States better prepared for natural disasters as a result of technical assistance.		X		
4. Further development of favourable reading environment in developing countries through a methodology for a study on balancing subsidies and market economy force in publishing industry.			X	

B. Assessment of implementation

(19)   The services provided by UNESCO in the framing of policies and strategic programmes for reform have been primarily for the benefit of developing countries, chiefly some of the least developed African countries. In spite of budgetary restrictions on the regular programme, a high proportion of requests met with a favourable response thanks to the mobilization of considerable extrabudgetary resources, in particular from UNDP. For lack of human and financial resources, the unit was not in a position to respond favourably to all requests for technical assistance. The International Commission on Education for the Twenty-first Century report, *Learning: The Treasure Within*, has now been published in over 25 languages.* This report led to many debates and discussions in 1998-1999. Recommendations have been translated into policy and legislation in many countries and reached a wide audience. Education policies in several Member States have been directly inspired by the report. The *World Education Report 2000* has been published in English and French, and will also appear in the other four languages of the Organization. The external evaluation of UNESCO's world reports will be presented to the Executive Board (160 EX/45).

(20)   The factors leading to the success of the documentation and information services were the intersectoral nature that highlights the links between educational programmes and those in the other sectors, and the use of a wide range of information and communication technologies. The use of new technologies should be increased and interactive cooperation with National Commissions, an important mechanism in decentralization and the development of communication infrastructures in developing countries, in particular in the Africa region, should be strengthened. The results of the evaluation of periodicals, documents and publications were made available to the Executive Board at its 156th session (156 EX/INF.10).

(21)   During the 1998-1999 biennium, Learning Without Frontiers focused on experimental activities aimed at (i) promoting new visions on learning, and (ii) the use of ICTs to enhance learning and the learning environment. They were implemented through the Learning Without Frontiers (LWF) network, involving UNESCO field offices as well as through continued intersectoral cooperation. However, it never functioned as an integral component of Major Programme I. Learning Without Frontiers focused on networking and partnership-building.

(22)   Success factors for adult and continuing education are attributable to: strong support and involvement of Member States, NGOs and civil society; decentralization of follow-up and the transfer of responsibility to the

UNESCO Institute for Education (UIE); established cooperation with the UNESCO Secretariat, field offices and institutes; interest and support of donors. As regards the renewal of education systems, most of the activities are supported by extrabudgetary funding sources permitting the carrying out of a wide range of projects and the development and expansion of programme activities.

(23)   An important factor contributing to the improvement of educational buildings includes close collaboration with a range of different parties for the overall benefit of the projects concerned (e.g. student participation in project implementation has helped to reduce project costs while at the same time generating on-the-job training possibilities and exchange and dissemination of knowledge). Another factor is the strengthening of national capacities through development of norms and standards for school building design and construction, the principles of which can also be applied to development of school building design prototypes and master plans, thus adopting a holistic approach for the renewal of education systems. Sustainable success has been achieved by ensuring active participation and collaboration with the Member States and, wherever possible, collaboration with other agencies and NGOs including UNICEF and UNDP so as to pool expertise and resources.

(24)   Approximately 37.9% of the total of extrabudgetary funds of the Education Sector was received under Programme I.2 - Reform of education in the perspective of education throughout life, and Subprogramme I.2.1 - Educational strategies for the twenty-first century.

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*   Several hundred thousand copies have been printed.

9. Including the multimedia package *UNESCO-50 Years for Education,* the *World Education Report*, the Education Catalogue, leaflets, posters and other documents produced by the Education Sector.

10. E.g. Central American countries, Colombia, Egypt, India, Morocco, Mozambique, Turkey and Zimbabwe.

11. Fifth International Conference on Adult Education.

12. Africa: Adult Learners' Week, national seminars on educational reforms, regional and subregional consultations. Arab States: specific focus on access to adult learning through media and on new information technologies, in cooperation with UNEDBAS. Asia and the Pacific: policy encounters established in cooperation with PROAP in China, Philippines and Thailand. Latin America and the Caribbean: education centred on inclusion of indigenous people. Europe: holding of various seminars on lifelong learning and literacy.

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Cooperation with regional organizations and mechanisms.	X[13]	X	X	X	
2. Assessment and case studies: education in situations of emergency and crisis.	X	X	X	X	X[14]
3. Cooperation of partners in the field in emergency education.	X	X	X	X	X[15]
4. Learning throughout life seminar in Lisbon, collaboration with the Gulbenkian Foundation.	X				X[16]
5. Conference in Melbourne on the widespread applications of the Delors report.	X		X	X	
6. CONFINTEA follow-up.	X	X	X		
7. Preparation of EXPO 2000 (Building Learning Societies).		X		X	
8. Rehabilitation of schools and provision of school furniture in the Palestinian Autonomous Territories.			X	X	
9. Norms and standards for design of school buildings and furniture in Morocco.	X		X		
10. Prototype school building in Iraq.	X	X			
11. Preparation of a master plan for a youth centre in Bhutan.			X		
12. Guidelines describing school rehabilitation, furniture production and provision of school materials in Iraq.	X		X		
13. Arabic versions of the *Guide for Sustainable Book Provision from Plan to Print* and *A Framework for the Development of National Policies for the Provision of Training Materials and Schools and Non-Formal Education Programmes* are completed for printing.				X	
14. Management training manual for publishers to address the unique challenge of publishing industry as information industry under preparation.[17]	X		X	X	
15. Encouragement of local production of quality chalk as a basic education industry in developing countries.	X		X		

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
1. Support for the organization of transitional programmes of action for the reconstruction and development of education systems in countries in a post-conflict situation.					X[18]
2. Operational assistance in the field in situations of emergency and crisis.					X[19]
3. Enrichment and renewing of printed and multimedia collections of educational publications, in cooperation with ED units and away from Headquarters, and subscriptions.					X[20]
4. Development of prototype buildings for specific natural disaster-prone areas.					X[21]

C. Lessons learned and their implications for the future

(25) The development of strategic policies and programmes for reform has fully achieved its goals in the case of certain Member States such as Mali and Chad, in that it has facilitated political dialogue among national decision-makers, civil society and school system partners and led to the organization of successful sectoral round tables. The Working Group on Education Sector Analysis (WGESA) has completed an inventory and analytical review of 229 sectoral studies on education carried out in Africa between 1990 and 1994 entitled "Analyses, agendas and priorities for education in Africa". As regards the follow-up to the Report of the International Commission on Education for the Twenty-first Century, the successful collaboration with the Gulbenkian Foundation in organizing a seminar on learning throughout life has shown the value of co-operation with NGOs. Task-sharing eases the burden for both partners and increases the value of the content.

(26) Taking into account the development of information and communication technologies, the financial and human resources, and the functions of documentation and information services, must be rethought. Cooperation with National Commissions, who should take on more pluri-ministerial responsibility and become a very important and indispensable mechanism in decentralization, must be strengthened and UNESCO should attempt to raise extra-budgetary resources in order to contribute to reinforcing communication/infrastructures and equipment, particularly in the least developed countries. The external evaluation of the Education Sector's periodicals, documents and publications has raised a number of pertinent questions on the sector's publication strategy. A new strategy has not yet been defined.

(27) The Learning Without Frontiers initiative has been suspended as a separate programme. Its objectives will be integrated in a new strategy concerning the application of new technologies in the field of education.

(28) Although many activities recommended by CONFINTEA have been implemented, the numerous themes resulted in some fragmentation and overlap with other programmes. A mechanism should be developed for a more focused follow-up and for monitoring activities undertaken by other partners and organizations.

(29) With regard to the renewal of education systems, it is important to adopt a holistic approach when implementing projects concerned with educational buildings and facilities. Development of norms and standards for school building design and construction, rehabilitation of school buildings, provision of school furniture and educational materials, are all activities that are interrelated and should not be considered in isolation from each other. Neither should they be considered in isolation from the educational policies and requirements so that the real needs of the beneficiaries can be addressed.

(30) While there is enormous demand for assistance from Member States, greater than can be met with the available resources, financial and human, it is critical to build on existing expertise and not be afraid to replicate successful project ideas while always looking for ways to improve them.

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13. Catalyst role for the Working Group on Sectoral Analysis in Education (WGESA) established as part of the Association for the Development of Education in Africa (ADEA).
14. New strategy and leader role in this specific area.
15. Normative and preventive role linking humanitarian assistance and reconstruction programmes.
16. The seminar was a central element in the Gulbenkian Foundation's new interest in educational matters.
17. Based on the seminar for publishers in China, 17-22 January 2000, on Managing organizations during change strategy and financial planning for growth.
18. Lack of human and financial resources.
19. UNESCO must rapidly develop an emergency educational programme.
20. Lack of financial resources.
21. Lack of funding.

I.2.2 - *Renovation of general secondary and vocational education*

A.   Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Renovation of secondary education: structures, contents and networks 1. Secondary education and youth reform promoted in the Asia-Pacific region through the establishment of clearer priorities for their further development.[22] 2. Teaching techniques that respect cultural traditions of pedagogy modernized through the refinement and replication of a school-based curriculum development and staff development model for the Pacific. 3. Greater awareness and exchange of information on secondary education reform through a website and country case studies on innovative approaches. 4. Increased collaboration to explore modes of cooperation on eight priority issues in secondary education reform and youth policy, including curriculum policies, through a general agreement in United Nations, IGO and NGO bodies at the Inter-agency Consultative Group on Secondary Education Reform and Youth Affairs, UNESCO, Paris, June 1999.	29 C/Res. 1 para. 2.B(f), (g)	X X	 X X	
Science and technology education 1. Policy guidance for decision-makers and capacity-building for curriculum renewal and teacher-training enhanced in over 70 Member States.[23] 2. Integrated and interdisciplinary approaches to STE encouraged through collaborative agreements with the World Bank for a Virtual Multimedia Network, WHO on health education, and re-launching of the SEMEP network. 3. Popularization of S&T enhanced among children through launching of the International Campaign on Children's Views on Science in the Twenty-first Century. 4. UNESCO's clearing house function strengthened through reinforcement of STE website and dissemination of *Connect* to over 175 Member States.	29 C/Res. 1 para. 2.B(f)		X X X X	
Preventive education against drug abuse and AIDS 1. Thirty decision-makers from ministries of education mobilized and trained on issues related to HIV/AIDS and education, in Africa and Central Asia. 2. Formulation and implementation of 14 national plans of action in Asia/Pacific, South Africa and Latin America. 3. Teacher training programmes set up and curriculum developed or adapted/translated and used, in Latin America, Asia and in the Arab States. 4. Greater awareness of HIV/AIDS messages to women's groups in local communities in 17 African countries through the elaboration and utilization of culturally appropriate materials for grass-roots women's organizations. 5. Increased exchange of information and experiences in the field of drug abuse prevention, through the expansion to Africa of the UNESCO/EC PEDDRO network.	29 C/Res. 1 para. 2.B(h)	X X X	 X X	
Teacher education and improvement of the status of teachers 1. Teachers' status improved in the Pacific subregion as a result of ILO-UNESCO Recommendation.[24] 2. Enhanced information-sharing on issues pertaining to the educational, social and economic conditions of teachers, through the establishment of an ongoing working group by the Inter-agency Consultative Group on Secondary Education Reform and Youth Policy.	29 C/Res. 1 para. 2.B(i)		X X	
International Project on Technical and Vocational Education 1. Increased awareness, through the establishment of functional links within the framework of the UNEVOC network, among technical and vocational education experts from more than 100 Member States. 2. Establishment of references for national policy reforms in 50 countries through the introduction of new concepts and best practices.	29 C/Res. 1 para. 2.A(j)	X	 X	
Enlarging girls' access to scientific, technical and vocational education 1. Awareness in more than 30 African Member States about the importance of increasing girls' and women's participation in STVE, and the need to take the necessary steps to enhance their access to relevant education and training.[25] 2. Public awareness on the need for, and the guiding principles of gender-sensitive approaches to STVE increases.	29 C/Res. 1 para. 2.A(f)	X	 X	

B.   Assessment of implementation

(31)   Regional cooperation and information-sharing at all levels were promoted through the UNESCO-ACEID International Conference on Education.* The Quito seminar was a first step in a daunting process and the topic was a series of difficult questions to be answered. To what priorities for secondary education reform should the ministries of education of all LAC countries be asked to eventually subscribe in 2000-2001? What are the best means to identify those priorities nationally, then subregionally, through what modes of research and seminars: and funded by what means? The participants reached broad consensus regarding priorities.

(32)   The Inter-agency Consultative Group on Secondary Education Reform and Youth Affairs has made a positive start with the various partner agencies examining constructive and concrete ways of collaborating and co-operating with regard to secondary education reform and the education of youth.

(33)   Main factors for success for science and technology education include the broadened approach to basic science and technology education putting more emphasis on societal issues, notably in relation to the environment, renewable energy sources, health, nutrition, etc., totally in line with global trends in this field and expectations of Member States. Reinforced cooperation with the Science Sector was an additional factor.** This success was achieved in spite of numerous budgetary constraints throughout the biennium, which negatively affected the planning and implementation of activities, as well as their cost-effectiveness. An additional difficulty encountered included the lack of adequate expertise at Headquarters and in field offices in technology education.

(34)   About 90% of the activities in the field of preventive education against drug abuse and AIDS were implemented under extrabudgetary financing. Such dependency on extrabudgetary sources can negatively affect their continuation.***

(35)   The Pacific seminar was successful; explicit use of both the 45th ICE recommendations and the ILO-UNESCO normative instrument to produce practical follow-up in the subregion and the tripartite constituency of the seminar (education/labour/employers) contributed to its success. The explicit and followed-through priority of the seminar was to relate the education and labour agenda to an overarching concern for subregional culture and for using the normative instrument to help build national capacities in teacher training from shared cultural traditions of the subregion.

(36)   The $82,600 extrabudgetary Education International/World Bank/UNESCO/ILO project is of interest mainly because the donor was the World Bank and the recipient was the Education International. The funding dynamic and the participation of the World Bank in the training seminars for union leaders resulted in open dialogue between these two bodies. Constructive dialogue was established among teachers' union leaders, World Bank officials, education authorities, and UNESCO and ILO representatives through two subregional training workshops on education-related economic issues in which 16 African countries participated.

(37)   The Seoul Congress was very successful. Recommendations and requests for concrete follow-up actions indicated a high level of stakeholder satisfaction. The success is attributable to: the contribution of the host country, the Republic of Korea, of approximately $500,000 and provided an excellent team to carry out final arrangements at the Congress site; AusAid, Norway, Finland, France, Japan, ISESCO, European Training Foundation, ILO and ALCATEL; a high degree of cost-effectiveness was achieved through a range of mechanisms (including consultants for the substantive preparation) and the effectiveness of decentralization (a series of regional preparatory conferences were held prior to the Seoul Congress to bring into focus the regional inputs to the Congress).

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*   Some 600 participants from 35 countries worldwide, mainly from the Asia-Pacific region (high-level educators such as Ministers of Education, Directors-General of education, teacher educators, university academics, curriculum developers, policymakers, teachers and school-level administrators, parents and members of the business community).

** Through the contribution to the World Conference on Science (Budapest, 1999), the organization of the education workshop, the co-organization of the women's workshop and preparative African forum, the publication of a special issue of *Connect*, the contribution to the PACSICOM Conference (Maputo, 1998), through the co-organization of the education and information workshop and the collaboration with IOC in the preparation of three manuals for schoolchildren on the sea.

*** The European Commission had to suspend for several months all its contracts with its partners, including UNESCO, in 1999.

22. As a result of the UNESCO/ACEID International Conference (Bangkok, December 1998): "Secondary education and youth at the crossroads: Innovative visions for a new century".

23. By means of technical advice and regional, subregional and national workshops and seminars in the Arab States, Asia, Europe and Latin America; the Aral Sea Region and West Africa; Bangladesh, Cuba, Nepal, Ukraine, Zambia, India and Egypt.

24. Emerging from an ILO-UNESCO seminar for 12 island States and Australia and New Zealand in Nadi, Fiji, October 1998.

25. Notably through cooperation with existing networks, through joint organization with the Science Sector of the African Forum on Women and Science and Technology, Ougadougou, 25–28 January 1999, as a preparation for the World Conference on Science, and through collaboration with regional networks, notably the FEMSA project.

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Actions to prepare medium- and long-term general secondary education reform in Latin America and the Caribbean.		X	X		
2. Dissemination of *Low-Cost Equipment for Science and Technology Education* (E/F).		X	X		
3. Resource materials and prototype teaching materials such as the *UNESCO Resource Kit on Science and Technology Education*, including a teachers' manual, activity sheets and a video cassette, a CD-ROM on recycling and Vol. VII of *Innovations in Science and Technology Education*.		X	X	X	
4. International youth campaign launched for a twenty-first century free of drugs.	X	X	X		
5. Pilot project launched in all government colleges of education on HIV/AIDS-related issues in Madhya Pradesh.	X		X		
6. ILO-UNESCO Seminar on the Status of Teachers in the Pacific, Nadi, Fiji, October 1998.	X	X	X	X	X[26]
7. Second International Congress on Technical and Vocational Education.	X	X	X	X	X[27]

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
Strengthening and extending Project 2000+ national task forces.			X	X	X[28]

(38) Some 12.1% of the total of extrabudgetary funds of the Education Sector was received under Programme I.2 - Reform of education in the perspective of education throughout life, Subprogramme I.2.2 - Renovation of general secondary and vocational education ($9,575,000), mainly directed towards the International Project on Technical and Vocational Education (UNEVOC) and science and technology education. Another strongly supported substantive area is preventive education against drug abuse and AIDS.

C. Lessons learned and their implications for the future

(39) The annual ACEID Conferences on Education have been particularly successful in mobilizing extrabudgetary funds to cover the costs associated with running the conferences, including financial support for participants from LDCs, and to cover the costs of keynote and other invited speakers; and the funds were important catalysts for facilitating high-profile follow-up actions, including publications and materials for a clearing house in the Asia-Pacific region on secondary education reform.

(40) Strategies for the future should include continued emphasis on making science available to all with more integrated approaches and broader definitions of science education that embrace health education, environment, etc.; renovated teaching methods emphasizing scientific skills and cognitive processes; increased focus on new technologies; and attempts to reduce stereotyping of science with a view to improving participation of disadvantaged groups, notably girls and young women. With the increasing dependence of societies across the world on the rapid advances made by science and technology the acquisition of scientific and technological knowledge and skills has become a major priority notably for the developing world.

(41) There is a need to enhance UNESCO's visibility and role both at international, regional and national level in the field of education for HIV/AIDS prevention. Priority should be given to implementation rather than to the visibility. Upstream approaches, while corresponding to UNESCO's comparative advantage, are not always visible *in fine*. There is therefore a need to better communicate on UNESCO's role. Mobilizing decision-makers among ministries of education usually creates a multiplier effect and guarantees a certain sustainability of programmes, except when there are several ministerial changes within a limited number of years. There is a need in the future to mobilize officials from a lower level who would be in a position to follow the projects/programmes despite the ministerial changes.

(42) Clear priority should be given in the medium term to the follow-up of ILO-UNESCO subregional seminars to improve the training and working conditions of teachers. The new activities of the Institute for Statistics, as they relate to including more reliable teacher-indicators starting in 2000, constitute a promising precedent for this type of follow-up.

(43) The efficiency of the UNEVOC network depended to a large extent on the information and communication technology (ICT) capability of individual UNEVOC centres. Equipping the centres with the necessary ICT infrastructure would therefore greatly enhance their ability to receive and disseminate information.

(44) A substantial reallocation of funds would be required to meet the Member States' expectations following the Seoul Congress. Several Member States have requested assistance to reframe their national technical and vocational education and training (TVET) policies. Some of these are in post-conflict situations and would like to empower their youth with the skills to engage in productive livelihoods. Thus TVET is perceived not only as a branch of education but also as a means of restoring social stability.

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26. The underlying long-term goal of the activity, contained in the recommendation to create a Pacific Teacher Registration Board, was to strengthen national capacities in the island-States for doing their own teacher training. In the medium term, UNESCO could well promote interregional dissemination of this seminar with the Caribbean, for example, since the Caribbean subregion has some similar characteristics to the Pacific regarding gender-equity issues for boys, inter-island logistics affecting travel and communication, and brain-drain issues, all pertaining to teacher training and the conditions of teachers.
27. Identified possible trends in the early years of the new century.
28. Lack of response from partners and insufficient funding.

I.2.3 - *Higher education and development*

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
The role and functions of higher education				
1. In the field of policy and reform, policy advice provided to developing countries and countries in transition for the implementation of reform of their higher education systems and for the establishment of new universities.[29]	29 C/Res. 1 para. 2.B(k)	X		
2. Active partnerships maintained and strengthened with the main IGOs and NGOs competent in higher education.[30]		X		
3. Debate on higher education intensified in universities via the UNITWIN/UNESCO Chairs Programme.[31]			X	
4. Reform in the countries in transition and those with problems of social cohesion implemented and further debate on European higher education promoted.[32]		X		
UNITWIN/UNESCO Chairs Programme				
1. Inter-university cooperation strengthened through improved sustainability of UNITWIN/UNESCO Chairs.			X	
2. Concrete support in strengthening and improving the capacity in developing countries provided, mainly in Africa and Latin America and the Caribbean.		X		
3. Awareness increased of policies of open and distance education through guidelines provided to educational decision-makers.[33]			X	
4. Strengthening of Palestinian, European and American inter-university cooperation through the PEACE Network.[34]			X	
5. Adoption of the Declaration and Framework for Priority Action to guide future worldwide renewal and reform in this sector.[35]		X		
6. Infrastructure put in place for effective follow-up action at national, regional and international levels.[36]			X	
Promotion of academic mobility				
1. Academic mobility[37] in the field of higher education enhanced through *inter alia* the follow-up of the Joint Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the States in the European Region.[38]	29 C/Res. 1 para. 2.B(m), (n)	X		
2. Broader implementation of the Recommendation on the Status of Higher-Education Teaching Personnel.[39]			X	
3. Strengthened and intensified teaching and learning capacities at higher education level regional activities, particularly in Africa.[40]			X	

Particularly successful activities:					
Activity	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Adoption of the Declaration and Framework for Priority Action by the World Conference on Higher Education and the setting up of follow-up mechanisms.	X	X	X	X	
2. The 6th NGO Collective Consultation (May 1998).	X	X	X	X	
3. UNESCO-CEPES Project "Ten Years After and Looking Ahead: A Review of the Transformation of Higher Education in Central and Eastern Europe", with 12 case studies on CEE countries.	X	X			
4. Evolution of several UNITWIN/UNESCO Chairs into international networks (e.g. ORBICOM) and the establishment of a new network of UNITWIN networks, Global Network for Innovation in Higher Education (GUNI) in partnership with United Nations University.	X	X	X		
5. UNESCO-CEPES assured the Secretariat of the Council of Europe/UNESCO Network of Information Centres on Academic Mobility (ENIC) involving 54 States.		X	X		
6. Publication of a UNESCO Policy Paper on Open and Distance Learning.	X	X	X		
7. Issuing of the CD *Guide to Teaching and Learning in Higher Education* (BREDA).	X	X	X	X	
8. Publication of the 31st edition of *Study Abroad*, in collaboration with IBE.		X	X		

B. Assessment of implementation

(45)   The growing number of countries, across all regions, undertaking action related to the reform and renewal of higher education demonstrated that the World Conference on Higher Education was a timely activity. The large attendance at the WCHE clearly attested to the central relevance of the conference objectives and of the higher education sector itself for social and economic development. The numerous stakeholders involved (IGOs, NGOs, the economic sector, parliamentarians, etc.) have continued their support for the WCHE dynamic by being closely associated with various activities planned as part of the Follow-up Strategy in the 2000-2001 biennium.

(46)   Efforts were employed to improve geographical and subject coverage of the newly created Chairs and to ensure the self-sustainability of new Chairs. Several actions were undertaken in order to improve internal house-wide coordination and management of this truly interdisciplinary and intersectoral programme. The UNITWIN/UNESCO Chairs Programme involves 338 established Chairs and 32 established networks, located in over 500 institutions in more than 105 countries in all regions of the world. Several Chairs established during the precedent biennia have evolved into truly international networks (e.g. ORBICOM). The sustainability of the majority of UNESCO Chairs was assured through widening their partnership with society, including the economic sector.* An external evaluation of the programme will be presented to the 160th session of the Executive Board. Despite limited funds from UNESCO, all Chairs and networks have found means to expand their activities.

(47)   Almost $3 million of extrabudgetary funds received under this subprogramme were mainly directed in support of activities relative to the role and functions of higher education and to the UNITWIN/UNESCO Chairs Programme.

C. Lessons learned and their implications for the future

(48)   The emphasis on regional specificity constitutes an important component in UNESCO's support to the global debate on higher education that should be pursued in the future. The decentralization of funds has a positive impact in that regional action can be undertaken. However, overall, the budget is too often small and fragmented and Regional Offices must actively seek extrabudgetary funds to ensure sufficient resources.

(49)   Sustainability of UNESCO Chairs in the least developed countries, particularly in Africa, remains a real concern due to budget limitations.

(50)   It has been very beneficial to closely link the WCHE Follow-up Strategy to those of other major conferences, notably the World Conference on Science and the Second International Congress on Technical and Vocational Education, as well as to the EFA 2000 Assessment. The synergy generated by coordinated results and their applications will ensure that, on the one hand, UNESCO continues to lead worldwide debate in these fields, and, on the other hand, is able to cross-fertilize the reflection process, which helps designing more relevant and effective cooperative activities.

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* A meeting of UNESCO Chair-holders took place within the framework of the World Conference on Higher Education (WCHE) on 8 October 1998 and two editions of the UNITWIN Directory were produced (1998 and 1999). An external evaluation of the programme started in September 1999. The UNITWIN database was established and a relevant web page created on the Internet
http://www.unesco.org/education/educprog/unitwin/index.html

29. Countries in Eastern and South Eastern Europe and Liberia, Gambia, Bolivia, Saudi Arabia, Cambodia, Viet Nam and United Republic of Tanzania were involved.

30. The 6th NGO Collective Consultation (May 1998) provided input to the WCHE Round Table on Business Ethics with AIESEC (December 1998).

31. Meetings and publications resulting from projects in the UNITWIN/UNESCO Chairs Programme.

32. UNESCO-CEPES project "Ten Years After and Looking Ahead: A Review of the Transformation of Higher Education in Central and Eastern Europe" with 12 case studies on CEE countries; position paper on the "Further Development of Higher Education in South-East Europe"; publication of the CEPES quarterly review *Higher Education in Europe*.

33. Policy paper published on Open and Distance Learning (E,F,S).

34. Palestinian-European Academic cooperation in education.

35. The WCHE had three aims: wider access on merit, modernization of systems and institutions, enhanced relevance and links to the world of work 1998: completion of the regional preparatory meetings (Beirut and Toronto); holding of the WCHE (October 1998) with 5,000 participants and 130 ministers.

36. 1999: appointment of the International WCHE Follow-up Committee and Regional Follow-up Committees; nominations of 350 national, IGO, NGO and donor focal points; publication of the WCHE Proceedings including the final report on electronic archives; wide dissemination of these documents to Member States.

37. A Chinese version of the *World Guide to Higher Education* published and *Study Abroad* issued in book and CD-ROM form.

38. UNESCO-CEPES, together with the Council of Europe, assures the secretariat of ENIC (specialized Joint Council of Europe/UNESCO network of information centres on academic mobility). Fifty-four States are involved.

39. The Executive Board of UNESCO at its 157th session (Autumn, 1999) has approved the extension of the mandate of the Joint ILO/UNESCO Committee of Experts in charge of the application of the Recommendation concerning the Status of Teachers (1966), CEART, to cover also the Recommendation concerning the Status of Higher-Education Teaching Personnel (1997).

40. BREDA has organized several workshops on university pedagogy (150 participants in total) and produced a *Guide on Teaching in Higher Education* for the attention of university teachers in Africa.

Special projects

Enhancement of learning opportunities for marginalized youth

(51)   This project aims to promote the socio-economic insertion of marginalized youth and isolated ethnic groups so that they can contribute to rural sustainable development and alleviate poverty. This requires both adequate policy development and grass-roots applications (at country level) with a view to empowering youth and young adults in income-generating skills to upgrade their living conditions.

(52)   Non-formal distance education and national policies in the field of basic education and training for marginalized and isolated ethnic groups have been established in 15 countries. Some 20 fund-raising and operational projects for youths on basic functional education, mixing income-generation and life-skills training were implemented. Training seminars and fellowships for national counterparts in distance basic education, didactic materials production and project managements were organized, as well as for non-formal educators in the participatory approach and active pedagogy.

(53)   Regular programme activities could play a more active catalytic role vis-à-vis extrabudgetary projects by disseminating information on innovations and "success stories" and thereby developing governmental authorities' awareness on the necessity of enhancing training opportunities adapted to the market outlets of the informal economy.

Promoting girls' and women's education in Africa

(54)   This project evolved as a programme by the end of the first phase. The second phase of it, launched in 1996 as a follow-up to the Ouagadougou Pan-African Conference on Education, saw the further development of guidance and counselling on gender-related issues through regional workshops for trainers of trainers in Malawi and Côte d'Ivoire, and for decision-makers, teacher trainers, and social and youth workers from 27 countries and the establishment of the Guidance, Counselling and Youth Development Centre for Africa. Some of the more successful activities were national training workshops for trainers in 11 countries, training materials in guidance and counselling, and training booklets and tapes for trainers for gender-sensitive programmes in non-formal education.

(55)   The strategy of the programme is capacity-building within the cultural, social and economic contexts of the participating countries, allowing countries to define and adjust it to their individual needs.

(56)   The programme is moving into its consolidation and institutionalization phase. The most important lesson learned is that responsible officers in the ministries of education should give leadership to programmes that are intended to bring about a change in the education system.

Training workshops will continue and special attention will be given to the sustainability of the programme. The governments will be encouraged to continue to set up the Guidance and Counselling Units so that young people, particularly girls, in and out of school can have access to such services. Relevant UNESCO Chairs would also enhance national capacity-building.

(57) The guidance and counselling programme* focuses primarily on school-age girls, with special attention to gender-sensitivity in both formal and non-formal education. The immediate beneficiaries are senior-level policy-makers and administrators, teachers and teacher trainers, literacy and non-formal education personnel and social workers; the ultimate beneficiaries are the girls and women in participating countries. Funded by UNESCO, DANIDA and Finland, the programme is carried out at the regional and national levels. It has received support from UNICEF, UNFPA, the United States and the Rockefeller Foundation, and it collaborates, in the French-speaking countries of Africa, with ISESCO.

(58) The gender-sensitivity in the non-formal education component of the project is aimed at local professionals to prepare gender-sensitive materials for non-formal education in 19 countries. Materials cover areas such as: HIV/AIDS, domestic violence, the exploitation of girls employed as domestic servants, the lack of positive role models for women and girls, the economic potential of women through small business development, the negative consequences of child marriage; and the need for a more equal division of labour between men and women with regard to domestic responsibilities.

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* The programme, initiated in 1994, now reaches 27 participating countries, namely: Botswana, Burkina Faso, Burundi, Cameroon, Côte d'Ivoire, Gambia, Ghana, Guinea, Kenya, Lesotho, Liberia, Malawi, Mali, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Seychelles, Sierra Leone, South Africa, Swaziland, Uganda, United Republic of Tanzania, Zambia and Zimbabwe. Each is at a different stage depending on when the country entered the programme.

Educational policy reform in LDCs

(59) No action has been taken on this special project in light of the EFA 2000 Assessment in order to avoid overlapping.

Scientific, technical and vocational education of girls in Africa

(60)   This phase of the project emphasized the promotion and utilization of innovative activities at national and local level through the creation of a website and dissemination of relevant publications.* Cooperation with existing networks was reinforced and increased notably through official linking to the FEMSA project (Female Education in Mathematics and Science in Africa). Public awareness was enhanced through the joint organization with the Special project on Women and science and technology of the African Forum on Women and Science and Technology, Ouagadougou, 25-28 January 1999, as a preparation for the World Conference on Science in 1999. The promotion of science camps for girls was a particularly successful activity, leading to nationally initiated follow-up actions.

(61)   The main factors leading to success include the positive response to the project by Member States, as well as the intersectoral cooperation in the preparation of the World Conference on Science. Areas and modalities of action that revealed particular interest include science camps with low-cost and hands-on science activities experiments as well as motivation campaigns for girls.

(62)   Activities planned for the third and final biennium of the project take into account lessons learned during 1998-1999, and focus on the elaboration of a resource kit on science activities and experiments particularly selected to also meet the needs and interests of girls. The increasing recognition given by the world community to the importance of the acquisition of scientific and technological knowledge and skills by girls and women in the overall progress of society is a major issue to be taken fully into account in UNESCO's future medium- and long-term programmes. Given the overall success of the special project, its expansion to other regions could be envisaged in the upcoming Medium-Term Strategy.

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*   *Innovations in Science and Technology Education*, Vol. VII, and five issues of the Special Project series on: *Context and Recommendations, Guidelines for Programme Planning, Summary of 21 National Reports, Science Experiments for Girls* and *Motivating through comic strips*.

Women, higher education and development

(63) This project aims at strengthening the role and contribution of women graduates in the development process, particularly in Africa and in countries in transition. Improved advocacy, information exchange, training and research in specific gender-related fields (women in higher education management, science, social inclusion, culture and development) were among the main achievements. Some 500 women were trained across all regions via the activities of five UNESCO Chairs and two special project networks.*

(64) Stocktaking on gender in higher education and sensitization of the higher education community took place at the global level. Member States and other higher education stakeholders made commitments to promote gender equity. At the WCHE (Paris, 1998), a debate on gender equity in higher education was sponsored by SIDA and attended by some 1,000 participants; the recommendations were included in the Declaration and Framework for Priority Action of the WCHE. Through this activity, a large number of decision-makers were sensitized to the issue of gender equity and Member States and other stakeholders made a commitment to its further promotion when adopting the Declaration and Framework. Regional initiatives were developed to commence gender-related projects. Each Regional Office pursues an analogous programme of activities to promote gender equity via the same modalities. For example, each office ensured that women were present in the various regional preparatory meetings for the WCHE; BREDA has supported activities of the two Chairs for women in science/technology (Swaziland and Ghana); CEPES implemented a programme on "Good Practice in Gender Equity in Central and Eastern Europe" in 1998-1999.

Interest in national initiatives related to the promotion of gender equity in higher education was enhanced. One aim of the special project is to encourage more national initiatives to promote gender equity and to realize the objectives of the Beijing Platform of Action. During 1998-1999 (the second of the three biennia of the special project), the number of national projects saw a significant increase (e.g. Tunisia, Morocco, India and Russia). This indicates a growing recognition of the importance of this issue, notably in contexts where action regarding this question was limited.

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*   The special project is composed of five UNESCO Chairs and two networks to promote women in higher education management, science/technology, social inclusion and culture/development. Each Chair and network has its own programme to strengthen advocacy, research, training and information exchange. Each project aims at a multiplier effect so that training received at international level is replicated at other levels (i.e. regional, national and institutional) by the specialists involved.

UNESCO International Bureau of Education (IBE)

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Observatory of educational contents, structures and methods Information service expanded and diversified through data banks, world data on education, *INNODATA*, *Study Abroad* and the country files.	29 C/Res. 2 para. 1(a)	X		
Contribution to the strengthening of capacity-building at national, subregional and regional levels 1. Establishment of regional and subregional networks in the Mediterranean region, Central and South-East Asia, Latin America and the Caribbean, as well as in Africa, centred on the management of renewal of curriculum.[41]	29 C/Res. 2 para. 1(b)	X		
2. Cooperation increased with renowned specialists through the establishment of a College of Fellows and with universities, NGOs and other institutions through partnership agreements.		X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Launching of regional and subregional networks and training courses in curriculum management.	X	X	X	X	
2. *Prospects. Quarterly Review of Comparative Education* published in Arabic, Chinese, English, French, Russian and Spanish.[42]		X	X		
3. Quarterly newsletter *Educational Innovation and Information*.		X	X		

B. Assessment of implementation

(65) A decisive change was made at the beginning of 1998, transforming IBE into a UNESCO centre for the content of education. The information produced by IBE is appreciated by decision-makers, educational researchers and teachers. Due to the lack of staff and financial resources the preparation of the 32nd edition of *Study Abroad* has been delayed. The success of the activities already carried out, especially training courses, indicates that the first results of IBE's work according to the new orientation are promising. Extrabudgetary resources have been sought and an important contribution from the Swiss Government (SF 500,000 annually for four years, beginning 2000) has been obtained in support of systematizing information on the contents of education. It is also encouraging to note the example of countries that directly supported the activities of the Bureau (Netherlands provided two associate experts, France provided the Administrator of the Mediterranean network, India contributed in kind to the organization and holding of a subregional meeting).

C. Lessons learned and their implications for the future

(66) The problem of human and financial resources should rapidly be addressed, as a lack of them constitutes a serious obstacle to pursuing IBE's new mission, limiting or delaying its response to needs arising from different parts of the world.

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41. Depending on the needs of each region, the activities have taken the form of intensive course/seminars on curriculum change for decision-makers and curriculum development specialists, surveys on curriculum developments, study on renewing the curriculum and the policies concerning the textbooks, Internet Forum on "Teaching the history and geography for living together", etc.

42. The themes of evolution of education systems, learning to live together through the teaching of history and geography, higher education for the twenty-first century, the control of discipline in the school, technical and vocational education, children's rights in education, educational research, education, poverty and inequality are subjects addressed in its open files during 1998-1999.

UNESCO International Institute for Educational Planning (IIEP)

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
1. Education systems in 22 countries reformed and reconstructed through the provision of services and technical support for the implementation of their components dealing with skills development in policy formulation, planning and management of education systems and institutions.	29 C/Res. 4 para. 1(a)	X		
2. National capacities in policy planning, management and evaluation of education enhanced through the training of over 1,000 specialists, including some 230 women.[43]	29 C/Res. 4 para. 1(a), (b)	X		
3. Research skills of planners of educational administration and universities upgraded in association with some 200 specialists from 63 different countries.	29 C/Res. 1 para. 1(c)	X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Confidence and capacity in the Ministry of Education rebuilt in the Palestinian Autonomous Territories.[44]	X	X	X	X	
2. Subregional distance education course on "Strategic financial management in higher education for selected African countries".[45]	X	X	X	X	
3. Research and studies on policies and projects for the education and training of disadvantaged groups in French-speaking African countries.[46]	X	X	X	X	

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
1. Internet Forum on a key issue in educational planning in French-speaking countries in Africa.[47]				X	
2. Organization of a forum on "Education and environment".			X		

B.   Assessment of implementation

(67)   The main factors for success for the *training activities* are the following:

▸ In spite of differences among the countries represented, the ATP put an emphasis on challenges that they have in common and on which the participants work together during their training.

▸ In order to meet the needs of countries at the regional level, IIEP has decentralized programmes and activities to Latin America. The IIEP Regional Office was created in Buenos Aires in order to support the educational transformations occurring in the countries of the Mercosur.

▸ The use of distance education technologies is a particularly suitable approach for capacity-building.

▸ To organize ITCs, the efficiency of national organizers is the main factor of success.

(68)   IIEP training activities encountered two main difficulties. The first problem that occurred is that the number of candidates for ATP far exceeded the places available in the eight-month ATP. The trainees who finally attended represented one out of three to four applicants. The second main problem concerned funding of fellowship which is difficult to find for certain selected candidates.

(69)   Given the renewed interest for IIEP *research programmes*, projects (supervision and support services in education ministries, monitoring of educational achievements, education strategies for disadvantaged groups, etc.) are well received everywhere and given full national support.

C.   Lessons learned and their implications for the future

(70)   Concerning *research activities*, the two following points will have consequences for the future:

▸ Translating research results into policy recommendations and raising awareness among policy-makers are more difficult enterprises than the implementation of the research work itself. To overcome this constraint, the IIEP is preparing "policy briefs" and "managers guides" which summarize the research results and are specifically addressed to policy-makers.

▸ To undertake an in-depth evaluation of the impact of an innovative approach towards education for disadvantaged groups is complex and takes a long time. An institutional approach focused in the process of introduction, implementation and institutionalization of innovative programmes has been adopted which led to interesting findings. In the future, the impact of such education and teaching programmes on poverty alleviation and their link with other sectors could be strengthened.

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43. Training activities included the Annual Training Programme (ATP) and the Intensive Training Courses (ITC). In addition, the IIEP supported the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ), which provides integrated training and research programmes for decision-makers.

44. Development of a five-year plan for education. Creation of strong teams of managers to different departments within the Ministry. Exploration of different models of education and their likely development outcomes, including a cost for each scenario. Special effort is given to build awareness and consensus among local populations. Improvement of the Ministry auditing capacity and drawing up of new management and communication procedures. IIEP was able to mobilize parents, teachers and other institutions and social partners during regional and national assemblies on education. The international community was also alerted and mobilized during a donors' round table.

45. Fifty-nine senior- and middle-level financial managers from 10 different countries strengthened the skills needed to manage their finances both with regard to income-generation and better use of existing resources. Use of distance education technologies. Training of team managers who, together, may then become a collective change agent. Use of IIEP training materials and exercises delivered to clusters of participants. Organization of on-line discussions that allowed participants to act as peers providing advice to each other.

46. Constitution of three research teams to study three selected programmes. Close collaboration with Ministries of Education in Burkina Faso, Benin, Guinea and Mali.

47. The modest response can be partially explained by the limited number of former participants with access to the Internet. Nevertheless, the experience was evaluated very positively, pointing to the efficacy of the approach for serving the needs of those persons who have access to e-mail.

UNESCO Institute for Education (UIE)

A.   Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Follow-up to the Fifth International Conference on Adult Education (CONFINTEA V) 1. CONFINTEA V Declaration and Agenda for the Future disseminated through publications and networking.[48]	29 C/Res. 5 para. 1(a), (b)	X		
2. National policy and inter-country exchange related to capacity-building and policy development supported by providing seed money to a coalition of partners to launch their activities.	29 C/Res. 10	X		
Capacity-building for improved provision of adult education 1. Capacities of policy-makers in developing countries strengthened regarding adult education through in-depth training and demonstration programmes.	29 C/Res. 5 para. 1(c), (d), (e)	X		
2. Awareness of the need for learning throughout life promoted through preparing, in partnership with the World Bank, the German Foundation for International Development (DSE) and the German Commission for UNESCO (DUK), of a Global Dialogue "Building Learning Societies", on the growing role of learning, information and knowledge in sustainable development and poverty eradication, to be held during EXPO 2000.		X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Wide dissemination of the Conference documents in different languages and the production of a series of booklets summarizing each of the themes dealt with in the workshops held at CONFINTEA V.	X		X		
2. Policy dialogue workshops held in the different regions to forge a new enlarged vision of literacy and adult learning in the perspective of lifelong learning.	X		X		
3. Best practices documented, and the transformation analysed through the development of indicators of transition towards lifelong learning.	X				
4. New fellowship programme for scholars and policy-makers from developing countries.			X	X	
5. Demonstration project (CREFELD) on environmental adult education with five African countries bordering on the Chad lake, a similar initiative on adult learning in crisis situations and a demonstration programme on rapid educational response in a war context and on learning for peace and conflict resolution.	X	X	X		
6. National seminars in Africa to discuss white papers on educational reforms promoting adult learning throughout life.			X	X	
7. Regional and subregional consultations in Africa (West, Central, Eastern and Southern) in cooperation with BREDA, the Harare and the Ouagadougou Offices, on policy and institutional changes towards lifelong learning and the special place of adult learning.	X	X			
8. An Arab States programme with a special focus on access to adult learning through media on new information technologies.	X	X			
9. A set of such policy encounters with a range of actors in Asia and the Pacific and stakeholders in China, Philippines and Thailand.	X		X		
10. In Latin America and the Caribbean centring the new education paradigm on inclusion or learning "without exclusion" in the case of indigenous peoples.		X	X		
11. A series of seminars to reinforce lifelong learning and to promote literacy in Europe including, in Helsinki and Florence in cooperation with the European Association for the Education of Adults (EAEA) on "One Hour a Day for Learning".	X		X		
12. An international seminar on adult literacy in French-speaking industrialized countries with the support of the French-speaking Belgian community.	X		X		

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
1. No systematic evaluation of most of the seminars held after CONFINTEA V.				X	
2. Difficulty to develop all the themes linked to CONFINTEA V.				X	

B. Assessment of implementation

(71) There were four important factors leading to the successful implementation of the CONFINTEA V follow-up. The strong support and involvement of Member States, of non-governmental organizations and of representatives from the civil society was vital. The decentralization of the follow-up as a whole with UIE as the focal point and overall coordinator of activities guaranteed an integrated approach. The cooperation established between the UNESCO Secretariat, the field offices and the institutes prevented dispersion of resources and overlap of activities. Interest and support on the part of donors to adult learning as a field of growing relevance to their own activities provided considerable support.

C. Lessons learned and their implications for the future

(72) Although many activities resulting from the Fifth International Conference on Adult Education have been fulfilled, the huge number of themes created some fragmentation and may have diluted the outcomes somewhat. The results could have been more visible and more convincing with a more focused approach. The implication for the future is that UIE develop a new strategic plan and abandon the traditional programme approach. The new option consists of thorough and concerted interventions. Contrary to the pilot or demonstrative nature of previous projects, UIE will work on programme clusters with a long-term perspective. A mechanism is being developed to follow and monitor activities undertaken by other partners and organizations.

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48. A series of 29 booklets summarizing each of the thematic workshops and debates held at the Conference was prepared in a form of a reference pack and widely disseminated.

UNESCO Institute for Information Technologies in Education (IITE)

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
1. Increased cooperation with National Commissions for UNESCO, organizations and experts in the field of ICTs in education in 50 UNESCO Member States.	29 C/Res. 6		X	
2. Further development of a basis for training and retraining of educational personnel. A series of applied research on distance education, education via the Internet, ICTs in special needs education, as well as on ethical social and cultural problems of application of ICTs in education initiated.[49]		X		

Particularly successful activities:					
Activity	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. International IITE Governing Board consisting of 11 members appointed by the Director-General of UNESCO was established in May 1998.	X		X		
2. Agreement between UNESCO and the Government of the Russian Federation on IITE was signed in July 1998.				X	
3. Focal Points for IITE in 25 countries are nominated.	X		X		
4. Facilities for an internal and external information and communication IITE network including a local computer network are created. Video-conference simultaneous translation and multimedia equipment installed.			X		
5. Three international projects aiming at the development of an IITE informational environment. ICTs in education: State of the art, Needs and perspectives, Education via the Internet, and Establishment of a Network of Focal Points for IITE have been launched.		X	X		
6. *Proceedings of the 2nd International Congress on Education and Informatics* published in English, French and Russian and serves as a solid database.	X		X		

B. Assessment of implementation

(73)   Twenty-five Member States replied positively to the circular letter of September 1999 concerning nominating IITE Focal Points. The contacts between IITE and nominated Focal Points are established and the interaction develops. As regards the UNESCO Secretariat, its assistance is rather fruitful and favourable for IITE. Having a particular mandate in the field of application of ICTs in education, the Institute develops especially encouraging cooperation with ED and CII. Successful activities were carried out in close cooperation with relevant programme sectors.

(74)   A significant contribution of the Russian Federation to IITE (approximately $12 million in 1997-1999) made possible a firm technical and information basis for the Institute. However, the procedure for financial support by the Russian Federation was not completely regulated between UNESCO and the Government of the Russian Federation during the biennium.

C. Lessons learned and their implications for the future

(75)   The functioning of the Institute as a training centre could be successful only on a solid information and methodological foundation. An educational programme should be based on stable applied research, on the one hand, and on consideration of needs of various UNESCO Member States, on the other hand. IITE was able to start with the series of workshops and to launch preparation of training and retraining modules in the field of the IITE competence for teachers and decision-makers in education.

(76)   The educational programme of the UNESCO Institute should always be supported by the applied research and high-quality system of dissemination and networking. The experience of the last biennium revealed the fruitfulness of close cooperation within UNESCO (e.g. between IITE and ED and CII) and with international organizations (e.g. the International Federation for Information Processing [IFIP], the European Distance Education Network [EDEN]). Such contacts should become a regular feature of IITE's programmes. The inter-disciplinary nature of the application of ICTs in education could benefit from the development of a house-wide strategy to coordinate the efforts of various UNESCO sectors, divisions, institutions and offices in order to respond adequately to the emerging challenges of the information era, avoid duplication in their activities and multiply positive results in education for all throughout life.

(77)   Given that the first International Congress on Informatics and Education was held in 1989 (Paris) and the second one on Education and Informatics in 1996 (Moscow), it is perhaps time to consider the desirability of a third Congress to be held during the next Medium-Term Strategy.

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49. Africa: Adult Learners' Week, national seminars on educational reforms, regional and subregional consultations. Arab States: specific focus on access to adult learning through media and on new information technologies, in cooperation with UNEDBAS. Asia and the Pacific: policy encounters established in cooperation with PROAP in China, Philippines and Thailand. Latin America and the Caribbean: education centred on inclusion of indigenous people. Europe: holding of various seminars on lifelong learning and literacy.

Administrative and budgetary information

Appropriation line	$	$
MP I **Education for all throughout life**		
I.1 **Basic education for all**		11 660 344
I.2 **Reform of education in the perspective of education throughout life**	10 988 451	
I.2.1 Educational strategies for the twenty-first century		3 123 781
I.2.2 Renovation of general secondary and vocational education		3 361 777
I.2.3 Higher education and development		4 502 893
Fellowships		331 758
Promotional and informative activities		920 511
Intersectoral activities		1 202 995
UNESCO International Bureau of Education		5 762 302
UNESCO International Institute for Educational Planning		5 822 400
UNESCO Institute for Education		1 677 819
UNESCO Institute for Information Technologies in Education		875 894
		39 242 474
Staff costs		61 551 608
Indirect programme costs		8 417 028
Total, Major Programme I		**109 211 110**
Participation Programme		**8 371 709**
Extrabudgetary resources		**119 500 000**
Total, MPI + PP + EXB		**237 082 819**

Distribution of total expenditure
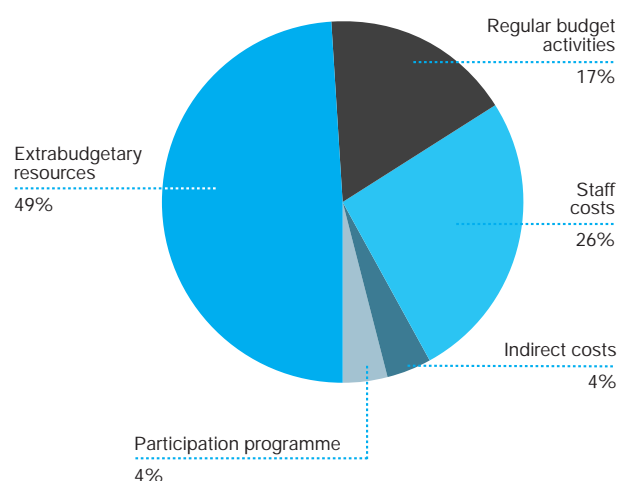
Regular budget activities 17%
Staff costs 26%
Indirect costs 4%
Participation programme 4%
Extrabudgetary resources 49%

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

UIITE 2%
UIE 4%
IIEP 15%
IBE 15%
Intersectoral activities 3%
Promotion and information 2%
Fellowships 1%
I.1 30%
I.2.1 8%
I.2.2 9%
I.2.3 11%
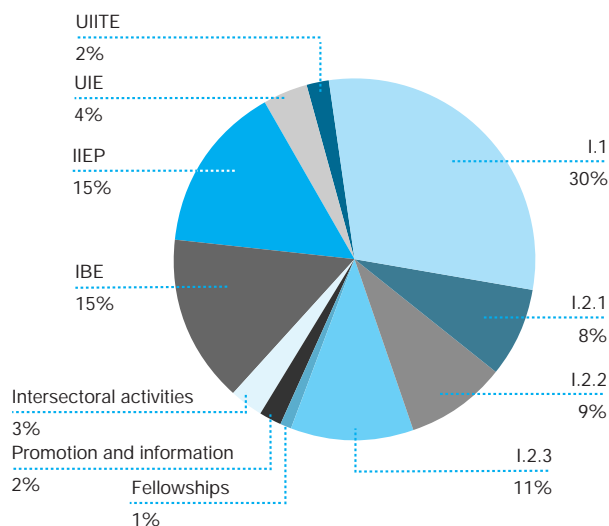
Major Programme II:

The sciences in the service of development

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

A.   Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Improving university teaching in the basic and engineering sciences	29 C/Res. 13 para. 2.A(a)			
1. National capacities in university-level engineering education strengthened, in particular in Africa and the Arab States region.[1]		X		
2. Regional and international cooperation in engineering education strengthened and engineering educational programmes improved.[2]			X	
3. More intensive exchange of information for the improvement of the quality of teaching and popularization of the use of environmentally compatible technologies in Member States.[3]		X		
Strengthening national capacities in mathematics, physics and chemistry	29 C/Res. 13 para. 2.A(b)			
1. Strengthened capacity and quality of research in developing countries through advanced training of scientists.[4]		X		
2. Enhanced regional cooperation in mathematics, physics and chemistry through continued support for the activities of regional networks, scientific associations and centres.		X		
3. Improved sharing of research results and techniques within and between regions through the fostering of exchange among scientists and researchers.		X		
Promoting research capacities in biological sciences and biotechnologies	29 C/Res. 13 para. 2.A(c)			
1. National capacities for research and training in advanced fields of biological sciences and biotechnologies reinforced in all regions, with emphasis on developing countries and countries in transition.[5]		X		
2. A network of bioclinical research centres on AIDS in Africa strengthened through the training of 1,000 researchers and the transfer of appropriate scientific techniques.		X		
3. Development of an interdisciplinary coordination mechanism for the fight against AIDS, in collaboration with UNAIDS.			X	
Information sharing and cross-disciplinary partnerships	29 C/Res. 13 para. 2.A(d)			
Greater visibility of the problems and achievements of science in the world through the publication of the *World Science Report*.		X		
Science in the service of peace and development: towards a global strategy	29 C/Res. 13 para. 2.A(e)			
Countries' commitment to ensuring that scientific and technological R&D serve social progress strengthened through, *inter alia*, the World Science Conference.[6]		X		
University-Industry-Science Partnership (UNISPAR)	29 C/Res. 13 para. 2.A(f)			
1. Partnerships and linkages strengthened between universities and industry and small and medium enterprises (SMEs) to promote innovation, engineering education, North-South cooperation, women and gender issues, maintenance and related areas for technological development.		X		
2. Upgrading capacity, human resources development and training of engineers in the transfer of research results, maintenance of equipment and related areas.			X	
3. Strengthening of networking of technology for development, UNESCO and industry-sponsored UNISPAR Chairs and UNISPAR network for engineering institutions, engineering education and environmental engineering in the Asia Pacific region.			X	
Education and training in renewable energies	29 C/Res. 13 para. 2.A(g) (h) 29 C/Res. 14 (j)			
1. Improvement of the use, maintenance and follow-up of solar energy projects and programmes and transfer of technological know-how (mainly in Africa).[7]		X		
2. Creation of the conceptual and organizational framework for a global and international educational and training programme on renewable energies, Global Renewable Energy Education and Training (GREET) Programme.		X		
3. Enhanced capacity in 23 African countries (14 French-speaking and 9 English-speaking) to formulate and define high national priority projects for submission to financing sources.		X		
4. University teaching and continuing and distance education on renewable energy use and applications improved.		X		
Expanding the use of renewable energies to improve living conditions	29 C/Res. 14 para. 2.A(h), (j)			
1. The living conditions of many tens of thousands of rural people improved through the implementation of 15 pilot solar villages.[8]		X		
2. The capacity of Member States to mobilize human and financial resources for a wide use of renewable energy in Africa and Latin America strengthened.[9]		X		

B.   Assessment of implementation

(1)   Activities to strengthen national capacities in mathematics, physics and chemistry were smoothly and successfully implemented. Planning was made difficult by uncertainties in the funds that would be available for a particular activity, and budget cuts resulted in a reduction in the number of participants from developing countries in scientific activities organized or co-sponsored by UNESCO.

(2)   Implementation of MCBN activities in collaboration with field offices and National Commissions, and decentralization of both funds and responsibility, have been effective.*

(3)   The existing system for MCBN fellowships and travel grants appears to be excessively restrictive and limited to the network of collaborating centres. Numerous MCBN activities are under-funded, and support to international conferences and meetings is limited to the point of being insignificant.

(4)   Cooperation with UNAIDS was strengthened through UNESCO's development of an interdisciplinary approach to the fight against AIDS. More than $2 million in extrabudgetary funds have been identified to support the activities of the various Sectors of the Organization.

(5)   The large demand for fellowships (postgraduate and visiting staff) and conference/travel grants clearly demonstrated the high level of satisfaction with this activity. Success is largely due to regional networking under the ANSTI umbrella as well as the extrabudgetary support of the German Academic Exchange Service (DAAD). Through the UNESCO Chairs, the UNESCO field offices organized concrete activities aimed at training teachers and young engineers, updating curricula and learning materials, improving accreditation systems, and utilizing modern technologies in university engineering education, as well as promoting research and cooperation with industry. The UNESCO Energy Engineering Learning Series has been programmed to provide teaching materials for renewable energy courses at university level, especially in developing countries. Printed materials will be converted into electronic format so as to facilitate wide distribution. There is still need in the Africa region for direct support for scientific activities such as training publications and participation in scientific and technological conferences and specialized meetings. Budget allocations for the training of technicians were inadequate.

(6)   The human and financial resources for the preparation and printing of the *World Science Report 1998* were sufficient. Distribution of complimentary copies of the *Report* was carried out successfully. Despite the fact that the *Report* attracted considerable media attention and

*   A small contribution from UNESCO (average one third of the total cost of a training course) permitted to significantly upgrade the professional skills of the future top scientists from the developing countries.

1.   By: 20 postgraduate fellowships for young African researchers; seven new UNESCO Chairs; training university teachers in the use of new information and communication technologies in the Arab States (for example, training of 300 faculty members).

2.   By: (i) organization of two symposia; (ii) publication and dissemination of specialized publications; (iii) creation of a website.

3.   By: supporting three new UNESCO Chairs in sustainable energy and ecologically clean engineering.

4.   5,000 scientists trained at the Abdus Salam International Centre for Theoretical Physics (ICTP) and 600 scientists trained in training workshops organized by regional centres and networks.

5.   In cooperation with ICRO and IBRO, training of 500 young scientists; within the framework of the UNESCO-MCBN programme, establishment of three new centres in Africa, and three UNESCO Chairs, and 116 travel and research fellowships, national and regional workshops, and international conferences; research and training capacities in biotechnology upgraded in all regions through the BAC and MIRCEN programmes, provision of 126 research fellowships, training and technology transfer to young scientists through the BETCENs and MIRCENs networks. Collectively, these programmes in the life sciences have contributed through the various activities to the upgrading of research in national biotechnology and biological sciences centres in Africa and LDCs, and to national research capability.

6.   Resulted from the Declaration on Science and the Use of Scientific Knowledge and the Science Agenda - Framework for Action adopted at the World Conference on Science (WCS); in particular they dealt with actions on science education and increasing public awareness of sciences, sustainable development, indigenous knowledge, gender issues, science ethics, interdisciplinarity, science policy and information technology.

7.   Through training of professionals (decision-makers, researchers, engineers, university teachers and technicians).

8.   Roughly 500 people benefit each year, in their literacy courses, from the solar lighting of 26 literacy centres. These figures are likely to increase manyfold due to the pilot effect of these solar villages and lighting installations.

9.   The "First African Solar Forum", in Bamako (Mali) widely promoted recognition of the importance of clean and renewable technology among decision-makers in Africa and contributed to the upgrading of quality of high-priority national projects and revitalized African regional networks and centres.

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. 10 UNESCO Chairs.	X	X	X	X	
2. African Network of Scientific and Technological Institutions (ANSTI).	X			X	
3. UNESCO Energy Engineering Learning Textbook Series.	X		X	X	
4. Regional scientific meetings in mathematics, physics and chemistry.	X	X	X	X	
5. SESAME (Synchrotron-light for Experimental Science and Applications in the Middle East) project development.	X	X	X	X	X[10]
6. MCBN research fellowships and travel grants.	X				X
7. Regional scientific meetings and workshops.	X				X
8. International meetings and workshops.[11]			X	X	
9. Pierre Auger Observatory project.	X	X	X	X	
10. Consultation, development of second phase of UNISPAR Programme on "Innovation for Development".	X	X	X	X	
11. UNISPAR Working Groups and UNISPAR Chairs.	X	X	X	X	
12. The annual summer schools "Solar Electricity for Rural and Remote Areas".[12]	X	X	X	X	X
13. Global Renewable Energy Education and Training (GREET) Programme and definition of its African Chapter.	X	X	X	X	
14. The Solar Desalination Learning Package.[13]		X	X	X	
15. Pilot solar villages in Africa.[14]	X	X	X	X	
16. Solar lighting centres in Niger and Senegal.		X		X	
17. Regional forums for financing renewable energy projects: Africa, in Harare, Zimbabwe and Latin America, in Quito, Ecuador.	X	X	X	X	

letters of congratulation from respected individuals and institutions, sales of the English and French editions still remain far below what might be expected of a reference book of this nature. The World Conference on Science was a success* and participants reached a unanimous decision on the two main documents.

(7)   The focus of the second phase of the UNISPAR programme was an innovation for development, with the development of information, learning and teaching materials to promote human resources development, capacity-building and institutional strengthening through a series of UNISPAR toolkits and related promotional materials. This activity was conducted in conjunction with field offices, and addressed regional and national problems and priorities. An overall constraint facing the UNISPAR programme was the limited human and financial resources available to plan and implement the programme. UNISPAR Africa programme activities were extremely popular with Member States in Africa. The small-grants programme were effective in the host countries.** Despite budget limitations and reductions and the size of the region (33 countries), the implementation of activities in Latin America has been efficient and satisfactory. The regional and sub-regional meetings to obtain donor support were mostly unsuccessful. Fund-raising should in future be through development and submission of proposals to donors. It would be more cost-effective to engage consultants to develop such proposals than to convene regional donor meetings. A particular difficulty is the involvement of industry and academia in UNISPAR activities. It was apparent that the UNISPAR programme needed a focus, project(s) and product(s) to attract external interest and extrabudgetary funds.

(8)   The Global Renewable Energy Education and Training (GREET) Programme and its African Chapter constitute a major developmental initiative leading for the first time to the creation of a conceptual and organizational framework for a worldwide programme on education and training in the field of renewable energies. The UNESCO annual summer schools organized at the request of the Member States constitute a model for continuing education and are unique in character, comprising teaching modules, practical work and technical visits.***

(9)   The Solar Energy Demonstration projects under the concept of Solar Villages are popular in the Member States. They afforded an opportunity to governments to include renewable energy in their energy supply/demand policies. The projects were mainly financed from bilateral sources, with UNESCO playing a catalytic role.**** One of the factors of success of the projects was the involvement and support given by other partners and countries within the

bilateral cooperation. Difficulties encountered relate to the impossibility of organizing the Constitutive Meeting of the African Solar Council and difficulty in mobilizing funds for promotional and multilateral activities.

C.   Lessons learned and their implications for the future

(10)   In view of limited funds, the MCBN activities need to be reviewed for more effective use of resources. It may prove worthwhile to focus on fellowships and/or research projects and develop a good programme in these areas, leaving the organization meetings and workshops to partners such as ICRO. A review of the exclusive/restrictive structure of the fellowship programme in MCBN is necessary if it is to effectively address the needs of Member States and young scientists.

(11)   A UNESCO plan of action for the fight against AIDS should be developed, drawing on the Organization's

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*   The WCS provided a forum where scientists, political decision-makers and representatives of society at large were able to discuss together the service science is to provide to society in the years and decades to come and the means that need to be accorded it. Young scientists representing the future generation were also present.

**   These projects were supported primarily by the small grant and project activities of the UNESCO Nairobi Office, using the interest from the International Fund for the Technological Development of Africa (IFTDA – a fund of $1 million established by UNESCO in 1996). It is regretfully reported that the termination of IFTDA in 1999 and dispersion of associated funds has had a serious negative effect on the successful micro-innovation activity of the UNISPAR Africa programme.

*** Such activity is very much appreciated and supported by different institutions. The summer schools are organized in close cooperation with the French National Commission for UNESCO, the French National Centre for Scientific Research (CNRS), the Francophony Agency, the Francophone Institute for Energy (IEPF), the French Electricity Utility (EDF), the French Agency for Environment and Energy Management (ADEME), the Francophone Academy, etc.

****Ghana (financed by CIDA (Canada)); United Republic of Tanzania (financed by UNDP); Zimbabwe (financed by China); Benin, Burkina Faso and Niger (financed by E7). Large-scale solar electrification of villages is financed by various financing institutions.

10. Science contributing to peace.
11. For example, the International Symposium on Marine Biotechnology, China - with a strong catalytic role and multiplier effect - received extrabudgetary support.
12. Training of 78 young professionals, mainly from Africa (sub-Sahelian countries, Maghreb countries and SADC region) in the use of solar energy.
13. The interactive CD-ROM learning material on desalination technology was developed for use in remote areas.
14. Angola, Benin, Burundi, Ghana, Kenya, Malawi, Mozambique, Namibia, SADC, South Africa, Swaziland and United Republic of Tanzania.

Particularly unsuccessful activities:					
	Underlying reasons relate to choice of:				
Activity	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
1. Financing of the High Priority National Projects (HPNP).					X
2. African Solar Council.		X	X		
3. Renewable Energy Discussion Forum.	X	X	X		X
4. MCBN fellowships.[15]				X	
5. Special project: Chairs in plant biotechnologies.					
6. Promotion of medical research on emergent diseases.					

specificity and comparative advantages within the framework of the United Nations global strategy on AIDS.

(12)   Women's teaching in engineering education should be given more attention, and an adequate budget should be allocated for concrete field activities. The same applies to the training of technicians in the use and maintenance of scientific equipment with specific reference to African countries. Within the framework of UNESCO action to reinforce engineering education, in particular in Africa, it is proposed to reinforce activities at the subregional and regional levels.

(13)   Requests from developing countries for assistance are numerous, but only a small fraction can be satisfied owing to limited funds and professional and support staff. Large projects were generated involving partners from developing and industrialized countries and funded from extrabudgetary resources. Examples are the micro-science kits and the provision of chemicals to developing countries, the Middle East synchrotron light (SESAME) project and the international Auger Observatory project. Advanced training in mathematics, physics and chemistry for scientists from developing countries continues to be a mainstay, as is the provision of assistance to university science faculties in developing countries with a view to strengthening their research and teaching activities.

(14)   An external evaluation of the UNESCO world reports was presented to the Executive Board at its 160th session in document 160 EX/45. In line with the recommendations, it is proposed that the *Science Report* be continued, at a lower frequency. Future hard copy versions of the *Report* should be accompanied by electronic versions in order to maximize international impact.

(15)   Intersectoral cooperation during the preparatory phase of the World Conference on Science proved to be a great asset. If the conference exercise were to be repeated, the Secretariat might decide to organize regional intergovernmental preparatory meetings in addition to associated meetings, since Member States seem to appreciate this mechanism. The enthusiasm and immense potential of young people for shaping science in the twenty-first century aroused the interest of numerous stakeholders participating in the World Conference on Science.

(16)   In the absence of enhanced resources, the UNISPAR programme should be restructured to direct attention to practical and concrete, achievable and visible activities and outputs, with less emphasis on international and national meetings. It is proposed to continue the small-grants scheme and also institute a "knowledge/experience-sharing" scheme through publication of toolkits and guidelines on the transfer of research results.

(17)   UNESCO should increase its contribution to activities and initiatives that allow the transfer of know-how to the developing countries, development of cooperation and capacity-building in the renewable energy sector. The programmes relating to education and training activities developed within the GREET Programme and to the dissemination of learning/teaching materials should be reinforced.

(18)   Setting up regional solar councils would help to focus and accelerate implementation of the World Solar Programme 1996-2005. UNESCO should help Member States to prepare good-quality project documents for incorporation into national development plans and for use in the search for external financing. In order to consolidate and extend the Solar Village demonstration project, UNESCO should reinforce its cooperation with other United Nations agencies.

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15. Selection pattern needs improvement.

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

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Improving university teaching and research	29 C/Res. 13 para. 2.B (a), (b), (c)			
1. UNITWIN networks/UNESCO Chairs relating to sustainable development upgraded as a result of conceptual and methodological input of MOST research on sustainability and urban governance.		X		
2. The training and outreach components of UNESCO Chairs programmes improved as a result of substantially extended partnerships between academia, NGOs and IGOs.		X		
3. Political and Social Sciences Yearbooks for Latin America and the Caribbean published in 1998 and 1999 as well as a report on the situation of the social sciences in sub-Saharan Africa.			X	
4. Universities' role as responsible social actors serving the disadvantaged enhanced.		X		
Strengthening capacity-building in research and policy formation	29 C/Res. 13 para. 2.B(b)			
National capacities in research and policy formulation strengthened.[16]		X		
Collaboration with non-governmental organizations	29 C/Res. 13 para. 2.B(c) 29 C/Res. 17			
1. International and regional cooperation fostered through reinforced cooperation with the International Social Science Council, regional social science networks, the Byblos Centre and the Centre for Information and Documentation in Africa.			X	
2. High Council for Peace Research set up in Yamoussoukro, Côte d'Ivoire, as part of the Félix Houphouët-Boigny Foundation.		X		
3. Young urban town planners, architects and landscape architects from developing countries stimulated and trained through workshops and prizes.		X		
4. Network on urban research launched with specialized NGOs.				
Transfer and sharing of information in the social and human sciences	29 C/Res. 13 para. 2.B(d)			
The international transfer and sharing of information and data increased.[17]		X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Academic initiatives to serve the needs of the disadvantaged		X	X		
2. Targeted training programmes for advocacy and governance	X		X		
3. Consolidation of major UNITWIN networks	X			X	
4. Publication of *ISSJ*			X	X	
5. Publication of *WSSR*		X			
6. UNESCO Prize in architecture, landscape architecture and urban planning	X				
7. MOST Ph.D. Award	X		X		

B. Assessment of implementation

(19)   The innovative training and participatory methods used by the UNITWIN/UNESCO Chairs Programme, especially in the field of sustainable development, have improved the way social scientists play their dual role of observers/analysts and practitioners/citizens, while universities' enormous potential to make available human resources to help the disadvantaged by exposing students to real-life problems and improving their practical experience has been positively tapped.

(20)   The overall production of new training programmes and upgrading of methodology in interdisciplinary fields has been satisfactory but modest, owing to a seriously restricted budgetary situation, especially for training courses and research groups for architects, city and land planners.

(21)   Implementation was at its most successful when direct contact with effective NGO partners could be established. Collaboration with National Commissions and official government bodies tended to be less effective, partly due to a lack in those bodies of units specifically designated for the social sciences, and partly because of the slow pace of negotiation and official approval. In the case of NGOs, direct contact with specialist organizations* tends to be more successful than action through umbrella organizations.

(22)   As far as the MOST Ph.D. Award is concerned, its announcement captured the attention and interest of many young nationals from developing countries and countries in transition. The main difficulty has been to devote the necessary attention to the programme, given the financial and human resources available.

C. Lessons learned and their implications for the future

(23)   As for the UNITWIN/UNESCO Chairs Programme, major efforts have been made to foster a profile of new professionals capable of positive engagement in the public policy process. Such engagement requires that faculty invest their time and intellectual resources in thinking about critical social issues, pursuing relevant research, and developing and nurturing new relationships with policy-makers and advocates. Joining hands with sister agencies (WHO, United Nations University) and NGOs has proved an important asset in the effort to achieve better international coverage with respect to the availability of such new issue-focused interdisciplinary training programmes. Such ventures, however, need clear-cut multisectoral frameworks within which they can operate. Methodological backstopping is a specific mandate to be taken up by UNESCO.

(24)   The forthcoming review of collaboration with NGOs and, in particular, of the effectiveness of the system of framework agreements, is timely. It should lead to a greater flexibility in the choice of partners in the execution of UNESCO projects.

(25)   As for the MOST Ph.D. Award, no training component was involved initially. A new selection procedure now includes a concrete training component (training seminar on development strategies in micro-States). Experience showed that the Secretariat should utilize resources available through the regional social science networks and global umbrella organizations such as the International Social Science Council, and that the MOST Ph.D. Award should be used as a basis for generating further knowledge in the field of contemporary social transformations.

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* For example, the International Union of Architects (UIA), the International Federation of Landscape Architects (IFLA) and the International Society of City and Regional Planners (ISOCARP).

16. Through, for example, urban planners' training and exchange of knowledge in Latin America, assessment of training programmes and teaching materials, support to young social scientists with MOST Ph.D. Award.

17. Through, primarily, the *International Social Sciences Journal, the World Social Science Report 1999* and the ongoing updating of the DARE data bank.

Programme II.3 **Philosophy and ethics**

A.   Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Enhancing the role of philosophy in the analysis of contemporary problems and their ethical implications 1. Concepts for ethical reflection on contemporary issues further clarified and methodology for transdisciplinarity better defined.[18] 2. Enhanced international cooperation in promoting philosophical reflection and the world philosophical heritage.	29 C/Res. 13 para. 2.C(a)	X X		
Philosophy education 1. Awareness raised about philosophy education as a tool for democratic apprenticeship. 2. Capacities for philosophy education and reflection strengthened.	29 C/Res. 13 para. 2.C(b)	X		
International Bioethics Comittee (IBC) 1. Deeper and more widely shared reflection on the ethical and legal issues raised by research in the life sciences. 2. Follow-up to the Universal Declaration on the Human Genome and Human Rights, in particular through its dissemination and through promotion of the principles expressed therein.	29 C/Res. 13 para. 2.C(c) 29 C/Res. 17	X X		
World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) Broadening of ethical reflection to include areas of knowledge other than those of the life sciences.[19]	29 C/Res. 13 para. 2.C(d)	X		

B. Assessment of implementation

(26)   Efforts were focused on completing the Universal Ethics Project. This work has resulted in the elaboration of *A Common Framework for the Ethics of the 21st Century,* which has generated interest and was received positively by many Member States, NGOs and the world intellectual community. However, this activity met with scepticism owing to misconceptions and misunderstanding of the project's theoretical foundations, which hindered the satisfactory implementation of the project.

(27)   Support for and development of projects were targeted, with the aim of generating sustainable activity following UNESCO's participation; examples include support for the *UNESCO Philosophy Chairs* and the *Development of philosophy curricula*. Most projects have had a catalytic effect in inspiring research, publications and conferences beyond UNESCO's direct participation. Some projects were positively received and supported by many Member States, NGOs and prominent contemporary thinkers thanks to the choice of effective modalities of action,* others were also successful in particular owing to fruitful cooperation with Member States and other partners.**

(28)   During the period under review, UNESCO continued to maintain its position in the eyes of Member States, both in scientific circles and among the general public, as the leading forum for ethical reflection on the life sciences and their applications, as well as on the ethical issues raised by the rapid advances in science and technology arising therefrom. The activities undertaken have confirmed the growing interest aroused by the bioethics programme and by the establishment of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST). The United Nations General Assembly, in resolution 53/52, has endorsed the *Universal Declaration on the Human Genome and Human Rights,* thus underscoring once again the universal character of that text. The implementing machinery laid down by the Statutes of IBC – including an independent committee of experts, IBC, and an intergovernmental committee of Member States' representatives, IGBC – constitute an innovation in regard to the follow up to a formal declaration.

(29)   Where COMEST is concerned, the problems encountered are primarily due to a shortage of staff and a budget too small to meet the expectations engendered by its establishment in the Member States, in the scientific community and among the general public. As a result of these various factors, the dialogue with the scientific communities, decision-makers and general public has been limited.

C. Lessons learned and their implications for the future

(30)   Philosophical activities aimed at enhancing the role of philosophy in the analysis of contemporary problems and their future are essential for carrying out UNESCO's ethical mandate, and should be reoriented and extended in a new direction. These activities should be expanded in order to bring further clarity and precision to the concepts and methods fundamental to the charter and the programmes of UNESCO. Activities that have been effective in enhancing international cooperation in philosophical reflection should be maintained, such as the cooperation with ICPHS and support to the *Journal Diogenes*; activities relating to the promotion of the *world philosophical heritage* should be further developed, with special focus on increasing awareness of the invaluable character of the intangible heritage of philosophical thought worldwide.

(31)   Support for the existing *UNESCO Philosophy Chairs* should be maintained and provision made for the establishment of new Chairs. Likewise, the positive cooperation with RAI regarding the translation and distribution of the *Multimedia Encyclopaedia of Philosophical Sciences* should be continued. New impetus should be given to the *Philosophy for Children* project, with the aim of increasing the awareness of Member States, the international community and the general public of the positive effect of philosophical reflection in fostering the development of critical thinking and sound judgement among children and youth. Finally, activities relating to the

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*   E.g. the Universal Ethics Project which used regional and thematic consultations, publication of preliminary reports and synthesis documents; the Multimedia Encyclopaedia of Philosophical Sciences which used the mass media to reach the general public; the project on Teaching of Philosophy to Children based on expert meetings/publication and dissemination of the proceedings.

**   E.g. the study on models of philosophical encounters carried out with the Society for Intercultural Philosophy (Bremen, Germany); the International Colloquium on Transdisciplinarity with McGill Centre for Medicine, Ethics and Law (Canada); the support for activities of the International Council for Philosophy and Humanistic Studies.

18.   Particularly in *A Common Framework for the Ethics of the 21st Century and Stimulating Synergies, Integrating Knowledge.*

19.   A World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) has been established; its initial activities have been focused on the ethics of energy, the ethics of water and the ethics of outer space.

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. International colloquium on transdisciplinarity.		X			
2. Models of philosophical encounters.		X			
3. Meeting on "Philosophy and Democracy in Africa".		X			
4. International conference "Moral Philosophy as an Educational Tool".	X		X		
5. Meeting of experts on teaching philosophy to children.		X	X		
6. Translation and dissemination of the *Universal Declaration on the Human Genome and Human Rights* and of the resolution for its implementation.		X	X	X	
7. Dossier entitled *No to Human Cloning.*		X	X		
8. Sessions of IBC and the Intergovernmental Bioethics Committee (IGBC).[20]	X	X	X	X	
9. IBC working groups on the follow-up to the Declaration and on confidentiality and genetic data.		X			
10. Report on the world situation in the fields covered by the Declaration.[21]		X	X	X	
11. First session of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST).[22]	X	X	X	X	

development of philosophy curricula at university and at the primary and secondary levels should be expanded, with special focus on the promotion of philosophy teaching in conflict areas and developing countries.

(32) In regard to the *Universal Declaration on the Human Genome and Human Rights* and its implementation, the success of any follow-up strategy will depend on the determination of States to implement it and to promote the principles laid down therein. In accordance with the guidelines adopted by its General Conference, UNESCO will need to pay special attention to the evaluation both of the results obtained as a result of these guidelines and of the impact of the Declaration throughout the world. Moreover, it is now clear that UNESCO, in cooperation with Member States, should play a more active role in bioethics education, both at university and at the secondary level. In this context, it should be more closely involved in the production of teaching aids and information and awareness-raising materials.

(33)   UNESCO should take the necessary steps to serve as the international mouthpiece for the work carried out by COMEST, particularly in view of the importance of the economic interests at stake and the scope of the concerns arising from technological development and use of the earth's resources. Indeed, this is the subject of increasing discussion in numerous governmental and non-governmental forums.

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20. Noordwjik, Netherlands, 2-4 December 1998, and Rabat, Morocco, 7-13 October 1999.
21. The Director-General has invited all Member States to introduce appropriate legislative measures or regulations, as the case may be, to promote the principles set forth in the Declaration and to communicate to him all relevant information in regard to any measures they have taken for the purpose of implementing the Declaration.
22. Oslo (Norway), April 1999.

Programme II.4 **Environmental sciences and sustainable development**

II.4.1 - Coordination and promotion of interdisciplinary and inter-agency cooperation

A.   Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Fostering cooperation between the intergovernmental scientific programmes 1. Cooperation among the five intergovernmental and international scientific programmes on environment and sustainable development has considerably increased.[23] 2. The collaboration between UNESCO and the International Council for Science (ICSU) further strengthened.[24]	29 C/Res. 13 para. 2.D(a), (b)	X X		
Building inter-agency partnerships 1. Cooperation in the field of the environment considerably strengthened with major United Nations agencies and programmes.[25] 2. UNESCO's inputs to the International Decade for Natural Disaster Reduction (IDNDR) was generally acknowledged and appreciated, and UNESCO has been invited to take an active part in the IDNR follow-up activity, the International Strategy for Disaster Reduction.	29 C/Res. 13 para. 2.D(b)	X X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
Joint meeting of the Chairpersons of the five intergovernmental/international programmes on the environment.	X		X	X	

B. Assessment of implementation

(34)   The Chairpersons of UNESCO's scientific and inter-governmental programmes - IGCP, IHP, IOC, MAB and MOST - met at UNESCO Headquarters on 4 and 5 November 1999 for their Fourth Biennial Meeting. They decided to form a Steering Group of the five Chairpersons to strengthen further the links between the five pro-grammes. This group will operate in a results-driven, flex-ible and cost-effective manner. It requires the secretaries of the programmes to facilitate jointly the working of the group. In the next two years, it will focus on the strategic directions that should be reflected in the next Medium-Term Strategy of UNESCO; the role of the programmes, their impact and visibility, and their coordination and cooperation, and on organizational matters relating to pro-gramme delivery; integration of programme actions and the adaptation of structures to support such integration; and preparation of the Rio+10 review in 2002. In doing so, the scientific programmes of UNESCO will adjust their activities to the environmental problems of Member States in a synergistic manner.

(35)   ICSU as an NGO partner for UNESCO represents various advantages in implementing UNESCO's scientific programmes. Complementarity created synergy effects and reduced duplication of efforts with regard to work car-ried out by the scientific community. A joint UNESCO/ICSU publication keeps decision-makers and scientists informed about the various scientific programmes of the two organizations.

(36) UNESCO's participation in high-level inter-governmental and inter-agency forums such as CSD and ACC/IACSD has confirmed UNESCO's leadership role in science and education, especially in the light of UNESCO's inter-agency task manager role for Chapters 35 and 36 of Agenda 21 (science and education for sustain-able development). The 1998-1999 biennium helped to enhance inter-agency partnerships in these fields.

C. Lessons learned and their implications for the future

(37)   As repeatedly requested by UNESCO Member States, a closer collaboration of the five UNESCO scien-tific programmes can effectively contribute to solving pressing environmental problems and ensuring sustained natural resources management in an interdisciplinary and holistic manner.

(38)   More forcefully than ever before, the Chairpersons of UNESCO's five scientific programmes on the environ-ment and sustainable development have expressed their determination to collaborate on pressing environmental problems. They have responded to the outcomes of the World Conference on Science (Budapest, 1999) by forging new partnerships and focusing their research on problems at the interface of the environment and sustainable devel-opment in order better to address problems of natural resources management caused by societal and unsustain-able consumption patterns.

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23. Notably in the field of the Rio Conventions (biodiversity, deserti-fication, climate change), natural disasters, freshwater resources, oceans, mountains, cities, coastal areas and small islands.

24. Through a number of joint programmes (such as the "Diversitas" programme), and as evidenced by the holding of a joint Special Forum on "International Scientific Programmes on Environment and Sustainable Development" which was held on the occasion of the World Conference on Science (Budapest, 1999).

25. Notably FAO, UNEP, WMO and UNU as well as NGOs (ICSU), and including through inter-agency forums, which are particu-larly related to the implementation of Agenda 21 and the Rio Conventions.

II.4.2 - Earth sciences, earth system management and natural hazards

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Capacity-building in earth sciences 1. Increased regional and international cooperation in the basic and applied geosciences involving more than 5,000 geoscientists and focusing on practical problems such as population growth and its increasing demand for resources and energy.[26] 2. The capacity needed for a scientific understanding of the System Earth essential for socio-political decisions aimed at ensuring the sustainable use of natural resources has been strengthened in about 60 developing countries.[27] 3. Improved information on the structure of the earth and its mineral and energy resources through the publication of geological maps and other materials.[28]	29 C/Res. 13 para. 2.D(c)	X X X		
Modernizing geodata handling and monitoring 1. Capacity of more Member States in Africa and Asia to transform geoscience data into information for decision-making enhanced through access to the rapidly evolving information and communication technology.[29] 2. Increased capacity of Member States in the application of improved environmentally acceptable mineral resource extraction.[30]	29 C/Res. 13 para. 2.D(d)	X X		
Reducing vulnerability to natural disasters 1. Significant progress in standardizing treatment of seismic data with a view to obtaining a ground acceleration inventory of the Mediterranean subregion.[31] 2. Circum-Pacific cooperation in the field of vulcanology launched, bringing together vulcanologists from developing and developed countries from both sides of the Pacific Ocean.	29 C/Res. 13 para. 2.D(e)	X X		

Particularly successful activities:					
Activity	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. 53 IGCP projects.	X	X	X	X	
2. International training course on seismology, seismic hazard assessment and risk mitigation, China.	X	X	X		Cost-sharing
3. *The International Stratigraphic Chart and its Explanatory Note.*	X	X	X	X	X[32]
4. PANGIS and SANGIS data handling networks.	X	X[33]			X[34]
5. GARS remote sensing and GIS activities.	X	X			X[35]
6. Deposit modelling workshops.	X	X			X[36]
7. A disaster reduction project for Central America.[37]	X	X	X		

B. Assessment of implementation

(39) IGCP is a highly cost-effective programme. The IGCP Board ensures quality control of the projects implemented under the programme. The contribution of counterparts is, most of the time, over 80% of the total amount of course expenses. The procedures for decentralization of the IGCP budget to the field offices do not always take into account the rapidly changing needs of projects in a given region. Decentralization has not affected the implementation of the programme of capacity-building, but where there is no specialist in the region, as is the case in LAC, Headquarters conducts activities in that region.

(40) For the elaboration of geological maps and the stratigraphic chart, UNESCO brought together national geoscientists and cartographers in order to present geological information in a synthetic way. These activities are largely financed from external sources. UNESCO is the only United Nations agency dealing with geological and geophysical research and technology transfer activities. The organization of activities to transform geoscience data into information for socio-economic decision-making is particularly welcomed by Member States.

(41) The management of the projects is hampered by a lack of administrative flexibility (e.g. the maximum duration of contracts has been limited since 1999 to six months, restrictions in carrying forward donations, etc.). For the organization of research activities and for the publication of research results in particular, it is important to be in a position to organize the work over a period of one or two years and not to divide it artificially into funding periods of a few months' duration.

(42) Programme actions aimed at reducing vulnerability to natural disasters have been well received by the Member States, and the actions have been enhanced through fruitful cooperation with the extrabudgetary programmes PAMERAR (Programme for Assessment and Mitigation of Earthquake Risk in the Arab Region) and RELEMR (Reduction of Earthquake Losses in the Eastern Mediterranean Region). Implementation progressed smoothly in the reporting period. Activities relating to the safeguarding of life and property were less successful in the Mediterranean region, and can be regarded as a low contribution to the objective. This was mainly due to the inappropriate choice of target groups, which became clearer after the devastating earthquakes in Turkey and Greece in late 1999.

(43) Prospects for additional extrabudgetary resources for training courses in environmental geological issues, such as clean mining, are good.

C. Lessons learned and their implications for the future

(44) Future capacity-building action should be focused on mobilizing increased extrabudgetary funding, increased cooperation at the subregional level and strengthening training activities for university teaching staff, taking into account the high multiplier effect of such training. IGCP has reacted to changes and new tendencies in science and society: more than 80% of projects have a clearly reoriented aim to serve the geoscientific needs of society with focus on practical problems, population growth and its increasing demand for resources and energy. The trend should be sustained in the future.

(45) Geological maps constitute a unique synthesis, presenting geological, geochemical and geophysical information which gives a global overview of the structure of the earth and its mineral and energy resources. They are very useful tools for sustainable utilization of geo-potential resources.

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26. The participation of developing countries has increased (25% Asia and Oceania, 12% African States, 8% Latin America, and 5% Arab States). Sixteen new project networks generated.
27. Some 1,300 geoscientists, from developing countries, trained in geochemistry, geophysics, mitigation of the negative impact of the utilization of natural resources and natural events of geological origin; reinforcement of teaching research capacity and of cooperation between geoscientists from governmental and private institutions, universities and research centres.
28. The International Stratigraphic Chart and its Explanatory Note, jointly with the International Commission on Stratigraphy of the International Union of Geological Sciences (IUGS); completion of dummies of the Tectonic Map of Asia and the Metamorphic Map of North America in collaboration with the Commission for the Geological Map of the World (CGMW).
29. Projects on remote sensing and GIS in the framework of GARS.
30. Through the organization of the Deposit Modelling Programme activities. In 1999 an applied DMP activity was organized for the first time in the Arab States (mainly supported by extrabudgetary sources).
31. Similar programme initiated in the Asia region.
32. This publication will become a standard reference for all geoscientists with regard to the preparation of geological maps.
33. Similar programme initiated in the Asia region.
34. UNESCO was the first international organization to start cooperation in this field. It set international standards for geodata handling.
35. UNESCO is the only United Nations agency assisting developing countries in this field. It receives important donations, and its expertise is internationally acknowledged.
36. Strong partnerships have been built with the private sector.
37. Extrabudgetary project on natural disaster risk assessment using Geographical Information Systems techniques.

Particularly unsuccessful activities:					
	Underlying reasons relate to choice of:				
Activity	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
1. Project on impact and Extraterrestrial Spherules.			X		X[38]
2. Project on geo-environmental evaluation of coastal belts.			X		X[38]
3. Exchange of professors in Africa.					X[38]

(46) The primary task is to assist Member States in responding to the societal changes that occurred during the past decade. One important area of rapid change is the information and communication revolution, which is why a new programme component on spatial information was introduced in the UNESCO Earth Sciences Programme. The overall results of the data and information programmes are encouraging and well supported by the Member States. In future the programme will have to take into account the recommendations of two important conferences: the World Conference on Science laid emphasis on strengthening the educational component of the activities, and the UNISPACE III Conference recommended that more active partnerships with local governments and private industry be developed. A special effort will have to be made to increase the participation of earth scientists in interdisciplinary and inter-agency cooperation for the development of global observing systems and strategies such as GTOS and IGOS. Target groups for activities aimed at reducing vulnerability to natural disasters should include direct beneficiaries and not only scientists and technicians. UNESCO's actions for reducing vulnerability to natural disasters should be focused on intersectoral activities.

38. Terminated after negative assessment of results.

II.4.3 - *Ecological sciences and the Man and the Biosphere (MAB) programme*

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Combating desertification 1. Consolidation of the regional MAB networks (AfriMAB, ArabMAB, EuroMAB, East Asian BR Network, IberoMAB). 2. Further development of the concept of the "ecosystem approach" to biodiversity of the Convention on Biological Diversity. 3. Desertification combated and agricultural productivity improved in arid and semi-arid areas through expansion of MAB-related activities.	29 C/Res. 13 para. 2.D(f)	X X	 X	
Implementation of the Seville Strategy 1. Around 30 biosphere reserves designated 10 years ago improved, following the introduction of the periodic review system.[39] 2. Establishment of five new biosphere reserves in coastal regions and islands and around 10 new-generation biosphere reserves emerging as land-use tools addressing ecosystem degradation and management of living landscapes.	29 C/Res. 13 para. 2.D(g)	X X		
Promoting biological diversity Greater knowledge of ethnobotany, biodiversity, tropical humid zones, economic valuation of natural resources and ecosystems.[40]	29 C/Res. 13 para. 2.D(h)	X		
Capacity-building in ecological sciences 1. Increased information flow through publications and improved website.[41] 2. Increased participation of young scientists in research and development activities through the awarding of 22 MAB Young Scientists Awards.[42] 3. Decision-making and management practices improved through interdisciplinary training to more than 250 students and 50 decision-makers from 10 countries in the field of the environment and human health, combining ecology, economics and technology.	29 C/Res. 13 para. 2.D(i)	X X	 X	

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Large-scale biosphere reserves including transboundary sites.	X	X	X	X	
2. École régionale d'aménagement integré des forêts tropicales to train a new generation of African specialists.		X	X		

B. Assessment of implementation

(47) The main factors of success of the MAB programme can be seen to be the following: biosphere reserves are an innovative **concept and tool** which provides an internationally recognized framework for reconciling conservation of biodiversity with compelling rural development needs, underscored by sound science; links have been established **with government actors in Member States** responsible for decisions on the use of natural resources (through National Committees), meaning that MAB is a truly decentralized programme; **geographical sites** in the territories of Member States focus on national MAB work, mobilizing extrabudgetary support and involving other United Nations agencies and IGOs; and **regional networks** for exchange of information, with advisory and financial support from UNESCO field offices.

(48) The main shortcomings can be seen to be: the emergence of other programmes focusing on global change which are attractive to academics, who seek private sources of funding for their projects; poor links in many countries between biosphere reserves and those responsible for environmental policies at the national level; the relative weakening of many MAB National Committees; the low level of involvement by UNESCO in activities of the Global Environmental Facility; and the poor visibility of a number of collaborative programmes in such fields as ethnobotany, despite the considerable enthusiasm of specialists participating directly in such activities.

(49) MAB is proving to be more and more a truly decentralized programme as the Regional Offices have been particularly active in promoting the regional biosphere reserve networks and helping with the establishment of biosphere reserves in new areas and countries, notably in Latin America and South-East Asia. This tendency should be continued by ensuring that there are adequate staff in the Regional Offices, especially for the Arab region and Africa.

(50) Extrabudgetary resources provide essential support to concrete activities such as biosphere reserves, particularly in Africa and the humid tropics, integrated ecosystem management, biodiversity conservation and sustainable use of resources. As regards desertification, contacts with the Global Environmental Facility did not result in any concrete projects during the biennium. Under the Seville Strategy, about $400,000 was provided by two bilateral donors, and some $100,000 was allocated from other sources in support of regional networks. However, the bulk of extrabudgetary resources was used in support of biological diversity activities, especially for the implementation of pilot projects on biosphere reserves. Other strongly supported areas were a Biosphere Reserve Integrated Monitoring Initiative (BRIM), South-South cooperation on environmentally sound socio-economic development in the humid tropics, and integrated strategies for biodiversity conservation in coastal areas and small islands. Capacity-building attracted around 30% of the total extrabudgetary resources.

C. Lessons learned and their implications for the future

(51) It is important to develop UNESCO interest in MAB by proposing the use of biosphere reserves to mobilize interdisciplinary work within UNESCO, linking up with IHP, IGCP, IOC and MOST on subjects of mutual interest. In order to strengthen national and international interest in MAB, it is proposed that the internationally recognized World Network of Biosphere Reserves should provide the scientific basis for the main environmental conventions. The clear niche in high-level capacity-building in resource management should be expanded through awards and specialist training programmes focusing on the needs of developing countries.

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39. Foreseen in the Statutory Framework for Biosphere Reserves.
40. Reflected in two "People and Plants" working papers, handbooks (2 issues) and conservation manuals.
41. The MABNet has been expanded with a more user-friendly interface resulting in a steadily increasing number of "visitors". Additional investment will be made, however, in cooperation with MAB National Committees and biosphere reserves to expand and further improve the MABNet.
42. See box on the Special project "Young scientists' involvement in the MAB programme".

II.4.4 - Hydrology and water resources development in a vulnerable environment

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Building capacities in water resources management 1. Human capacity to cope with water-related problems improved in almost 100 countries. 2. Public awareness considerably raised worldwide through UNESCO/IHP involvement in the World Water Vision project.	29 C/Res. 13 para. 2.D(j)		X	
Management of groundwater resources in vulnerable environments Enhanced knowledge and knowledge base for scientifically sound policy-making on the global scale.[43]	29 C/Res. 13 para. 2.D(k), (l)	X		
Water resources development in arid and semi-arid areas Water management improved through the elaboration of innovative concepts and strategies designed to face the emerging water crisis.[44]	29 C/Res. 13 para. 2.D(k), (l)	X		
Managing conflicts in the use of water resources The principles, concepts and methods to be followed in river basin management, inter-basin water transfer and public participatory processes in water management developed significantly.	29 C/Res. 13 para. 2.D(m)	X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. World Water Vision project.	X	X	X	X	X
2. The 5th UNESCO/WMO International Conference on Hydrology.	X	X	X	X	X
3. International Conference on Water: A Looming Crisis?	X	X	X	X	X
4. The International Symposium on the Learning Society and the Water Environment.	X	X	X	X	X
5. FRIEND (Flow Regimes from International Experimental and Network Data).	X	X	X	X	X
6. The Second International Conference on Climate and Water.	X	X	X	X	X
7. International Conference on Regional Aquifer Systems in Arid Zones - Managing Non-Renewable Resources.	X		X		
8. Regional Meetings of the Arab States, Latin America and, Asia and the Pacific IHP National Committees.	X	X	X	X	X
9. International Workshop on Interbasin Water Transfer and International Conference on Participatory Processes in Water Management.	X	X	X	X	X

B. Assessment of implementation

(52) The quality of activities under this subprogramme has generally led to a high level of satisfaction among stakeholders. This has been revealed through various forms and levels of assessment. Major conferences such as the International Conference on World Water Resources at the beginning of the twenty-first century – Water: A Looming Crisis?, the Learning Society and the Water Environment, the fifth UNESCO/WMO Conference on Hydrology, the Second International Conference on Climate and Water, and the International Conference on Regional Aquifers resulted in important recommendations of practical significance.

(53) Activities of the FRIEND project continued to expand to other geographical regions: a new group was established for the Caribbean (FRIEND AMIGO) and there is a proposal for FRIEND Central Asia. Some of the groups are attracting significant extrabudgetary contributions. The spin-off effect of some of the regional activities is illustrated by the Humid Tropics theme, where African countries profited from the research results of activities implemented by the research programmes in other regions of the world. High-priority activities that suffered most from insufficient budgets were educational programmes and the management of resources in a vulnerable environment. This resulted in the relatively modest contribution of UNESCO to capacity-building in developing countries, in particular in the fields of groundwater vulnerability and early warning mechanisms.

(54) The International Congress on International Law and Comparative Law on International Water Courses was one activity which did not attain its initial objectives owing to its weak relationship with the main thrusts of IHP and lack of coordination with other sectors. Effective contributions from established and new IGO and NGO partners added considerably to the IHP success. In-kind contributions from host countries and collaboration with IGOs and NGOs have boosted the cost-effectiveness of the activities. This was more obvious in regions where IHP has regional hydrologists.

(55) Extrabudgetary resources received by the World Water Vision project enabled UNESCO to implement many important components of the IHP Plan and to further develop UNESCO's Aral Sea Basin Initiative.

(56) Over 90% of the total, about $2.7 million, of direct extrabudgetary funds to the International Hydrological Programme was earmarked for enhancing the knowledge base and capacity-building, evenly distributed over the first three main lines of action. In addition, more important non-conventional external resources were made available in support of activities in all regions, especially Latin America, the Arab States and Africa. The IHP Secretariat hosted the World Water Vision project for a total cost of $8 million. There are strong prospects for wider funding within these lines of action. Mainstreaming the gender perspective in the water vision received relatively significant extrabudgetary support. No support was received for managing conflicts in the use of water resources.

C. Lessons learned and their implications for the future

(57) The world is heading towards a freshwater crisis in the twenty-first century if issues related to freshwater continue to be addressed using conventional approaches. There are still serious unresolved issues in water management (value of water, the human right to water, ethical implications within a cultural context, conflict prevention mechanisms, consequences of climate change), and their elucidation rests only partially on technological improvements and ever more on an understanding of societal and cultural interactions. At the same time, there is a growing need to generate policy-relevant science conducive to sound water management decisions. The assessment of the status of global freshwater availability and use has remained a fragmented and incomplete exercise up to now, so a joint international effort to systematically create the methodology needed, gather the data, and report periodically on the findings is essential given the magnitude and pressing nature of the problems. Decisions on the directions of the future medium-term activities of the International Hydrological Programme within this context were made at the fourteenth session of the IHP Intergovernmental Council.

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43. Through the results of over a hundred activities undertaken on groundwater management; interactions between climate, land and the hydrological cycle; and coastal zones and small islands.

44. Mainly through the findings and recommendations of over a hundred regional and international activities such as conferences, workshops, networks, training courses, publications and pilot projects.

Project on Environment and development in coastal regions and in small islands

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Consolidating pilot project activities	29 C/Res. 13 para. 2.D(n), (o), (p)			
1. Sustainable development of coastal regions encouraged through making community leaders, local/national-level decision-makers, government officials, the general public and private sector in 17 countries[45] aware of the societal impact of natural and human-induced processes.		X		
2. Activities concerning the underwater and coastal cultural heritage, the use of coastal water and biodiversity resources, and the management role of indigenous coastal communities enhanced in nine countries.[46]		X		
Education and training for integrated coastal management	29 C/Res. 13 para. 2.D(n), (o)			
Capacity in interdisciplinary research and public awareness promoted through the expansion of the existing network of UNESCO Chairs and training activities.[47]		X		
Wise practices for sustainable management of coastal zones and small islands	29 C/Res. 13 para. 2.D(p)			
A set of "wise practices" elaborated for discussion and formulation of a global strategy, through the newly established Global Electronic Discussion Forum.		X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Elaboration, for the Africa region, of education and communication strategies in sustainable coastal development.	X	X	X	X	
2. A thematic session at the World Conference on Science on "traditional ecological knowledge".	X	X	X	X	X[48]
3. A global discussion forum on coastal/island "wise practices".	X	X	X	X	
4. Coastal resources management and sustainable tourism in Ulugan Bay, Palawan, Philippines.	X	X	X	X	

B. Asessment of implementation

(58)   The main factors of success of the CSI programme can be seen to be: the functional cooperation between various UNESCO Sectors and their intergovernmental/ international endeavours and intersectoral approach, coupling field work with UNESCO Chairs; the focus on human development objectives, close cooperation with local communities, local NGOs and decision-makers, and a "bottom-up" approach; the global network of CSI pilot projects and Chairs in the Member States; cooperation with funding agencies (UNDP, regional development banks, etc.);* and close cooperation with UNESCO field units.

(59)   The development of UNESCO Chairs has been slower than expected, in part owing to the additional time required for partner institutions to accept novel inter-disciplinary arrangements that are not geared to existing disciplinary structures. While the demand for inter-disciplinary training is on the rise, UNESCO trainees in Africa have experienced difficulties in finding jobs, probably owing to insufficient cooperation between the Chair and national agencies.

C. Lessons learned and their implications for the future

(60)   UNESCO has become increasingly engaged with new societal groups, in addition to its traditional partner-ship links with national government authorities. Local communities and in particular indigenous people have emerged as particularly important actors. The coupling of UNESCO Chairs with pilot projects promoting a vital interplay between scientific reflection, education and local application is of strategic importance. The virtual forum on "wise coastal practices" for sustainable human develop-ment worked most effectively following its establishment as a multilingual web-based discussion facility.

(61)   The task of establishing new intersectoral initiatives has been greatly facilitated through the provision to counterparts in field offices and Member States with easy access to descriptions of existing projects and Chairs, as well as examples of "wise practices". Finally, the inertia imposed by organizational structures remains a major con-straint, hindering innovation and the potential for more coherent responses.

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*   All pilot projects attract so-called "associated funds" that are directly channelled by donors to the activities in the field.

45. Through the collection and provision of baseline data (as part of the pilot projects' output) on selected portions of coastal regions, new approaches were developed for integrated management in two countries in Africa, four countries in Asia and the Pacific, three countries in the Mediterranean and eight countries in Latin America and the Caribbean.

46. Four in the Mediterranean, two in the Caribbean, two in Asia and the Pacific and one in Africa.

47. For example, activities developed in connection with the UNESCO-CSI/UNDP project on "Coastal Resources Management and Sustainable Tourism" in Ulugan Bay, Palawan, Philippines; training of over 300 students, national officers, schoolteachers, children, and community leaders in the Africa, Asia and the Pacific, Caribbean and Mediterranean regions; seven computer-based learning modules created; 35 participatory "training-through-research" field projects and associated short-term training courses organized. The interlinking of pilot projects and networking of Chairs was initiated through electronic means. This resulted in the establishment of data and knowledge exchanges between partners worldwide. Information on pilot project and Chair activities has been disseminated through the CSI website.

48. Triggered strong responses from Member States, including the submission of draft resolutions at the General Conference and Participation Programme requests for follow-up action.

II.4.5 - UNESCO Intergovernmental Oceanographic Commission

A.   Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Reducing scientific uncertainties about oceans and coastal areas	29 C/Res. 13 para. 2.D(q)			
1. Global Ocean Observing System (GOOS) first system put in place.		X		
2. New partnership developed to bring the space agencies, in situ ocean-observing agencies and academic institutions together to develop GOOS, the Integrated Global Observing Strategy (IGOS) and POGO.		X		
3. National and international marine information and data services strengthened through the development of global databases, training software packages and web-based services.		X		
4. Increased participation of NGOs in the implementation of the Tsunami programme and Marine Debris/Waste management project in West Africa.			X	
IOC regional programmes	29 C/Res. 13 para. 2.D(r)			
1. Establishment of a South Asia Node of the Global Coral Reef Monitoring Network for Sri Lanka, the Maldives and India, including the training of personnel in reef monitoring, and the establishment of pilot monitoring sites throughout South Asia.		X		
2. Completion of the assessment of land-based sources and activities affecting the quality and uses of the marine, coastal and associated freshwater environment (in particular in the Caribbean and East Africa regions).			X	
3. Development of indicators for the health of the marine environment and rapid assessment techniques of anthropogenic stresses to support environmental management applications for a harmonized approach to national and international mechanisms.		X		
4. National research capacities upgraded in 29 Member States through the implementation of Training, Education and Mutual Assistance (TEMA) activities.[49]		X		
5. Improved modelling and prediction of tsunami events and coastal hazards, including the establishment of the second operational Tsunami Warning System in Japan serving the Pacific region.			X	
Building worldwide awareness of the importance of the ocean	29 C/Res. 13 para. 2.D(s)			
1. Member States' marine scientific and technological capabilities upgraded in the field of Integrated Coastal Area Management (ICAM).			X	
2. National awareness strengthened through the organization of African Ocean Days (AOD'98), and other national exhibitions across the world.		X		
3. Global awareness of the role of the oceans, and the need to protect them, increased through activities across the world[50] in the context of the International Year of the Ocean.			X	
Coastal zone management in Africa: a Pan-African Conference	29 C/Res. 13 para. 2.D(t)			
1. Initiation of an African process (political and technical cooperation) for the development and protection of the coastal and marine environment, particularly in sub-Saharan Africa.			X	
2. Improved ocean data and information management facilities and training in Africa.[51]		X	X	
3. Assessment of existing information on coastal processes and resources as a step towards adaptation and mitigation to cope with the impacts of climate change in West Africa.			X	
4. Revitalization of the Abidjan and Nairobi Regional Seas Conventions.			X	

B.   Assessment of implementation

(62)   As regards Operational Observing Systems, GOOS is being successfully implemented at the national, regional and international levels by the individual or collective actions of the IOC Member States. They are convinced that there is a growing need for information about the present state of the seas and oceans and how they may change in the future. The recent establishment of the Joint IOC/WMO Technical Commission for Oceanography and Marine Meteorology (J-COMM, 1999) is reinforcing inter-agency coordination regarding marine observing systems for the benefit of a variety of end-users. The direct UNESCO contribution to GOOS is relatively small. More than half of the cost of international coordination is provided through small grants from a variety of national oceanographic and meteorological agencies in a small group of developed Member States. More could be achieved with more resources.

(63)   The programme is decentralized. National GOOS coordinating committees build GOOS at national level, with general guidance from IOC. Regional GOOS bodies build GOOS at the regional level, with some direct assistance from IOC and with the strong involvement of regional programme offices. Strong support is provided by the sponsoring organizations, such as WMO, UNEP and ICSU. At the international level, the largest commitment (around $1 billion annually) is from the space agencies for remote sensing measurements of the ocean. At the regional level, many of the resources for GOOS are not channelled through UNESCO, and are extrabudgetary in the broad sense.

(64)   As regards ocean services programmes, the IODE System, after 40 years of existence, is developing new modes of data exchange, making use of the new IT technologies. Every year new national data centres are being established. Support to the IODE system, which comprises more than 60 data centres, is provided mainly by the Member States through these data centres. Some Member States provide support to the IOC Trust Fund for the organization of capacity-building activities, project meetings, etc.

(65)   The ODINAFRICA-II project was developed as a joint effort by 18 African Member States. The experience gained has been extremely valuable, and the project was also highly appreciated by the donor. It will be totally decentralized to its two newly established project offices.* The very low-cost ($5,000/year) GLODIR database system has become a valuable tool for marine and freshwater scientists around the world. National, regional and international projects/agencies are increasingly contacting IOC to utilize GLODIR for their database management. New technologies, mainly Internet-based, now enable the devel-

opment of high-quality training and resource tools, which was not possible using traditional approaches. The "IODE Resource Kit" is a new experiment in this regard.

(66)   The Ocean Mapping Programme (OMP)** and the GEBCO programme are developing actively and successfully. OMP is combined with the General Bathymetric Chart of the Oceans (GEBCO) programme, and is strongly supported by IOC Member States and the International Hydrographic Organization (IHO), the International Maritime Organization (IMO), and the Food and Agriculture Organization of the United Nations (FAO). The significance of the programme increased following the entry into force of the United Nations Convention of the Law of the Sea.

(67)   There is no direct IOC/UNESCO financial contribution to the implementation of OMP and GEBCO. All the technical work is being implemented with the national resources of the countries participating in these programmes: in 1999 more than $800,000 was contributed to OMP by the Russian Federation, France, Germany, United States, Japan, China, Israel and the United Kingdom.

(68)   In spite of the restructuring of the Ocean Sciences Programme in 1999, its implementation at the national, regional and global levels was successful. The contribution from the regular budget amounted to nearly one third of the total contributions from extrabudgetary resources. The main extrabudgetary contributors were NOAA (United States), DFID (United Kingdom), DANIDA (Denmark) and SIDA (Sweden). The technical methodologies to help with the implementation of Article 76 of UNCLOS presented at the ABLOS (Advisory Body on the Law of the Sea) meeting are being used by the CLCS (Commission on the Limits of the Continental Shelf). DOALOS expressed

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  * Mombassa and Conakry.
 ** 56 countries are participating in the Ocean Mapping Programme.

49. Thirty-six persons from 19 countries benefited from individual grants (24 travel grants and 12 research/study grants). More than 1,200 people from 102 Member States participated in all the activities. 170 scientists, graduate and undergraduate students trained in field oceanography through the organization of two international research cruises (Floating University Facility) from over 20 institutions of 16 countries. Teaching and training material developed in the form of books, manuals, CD-ROMs and websites.

50. Through the Ocean Charter (1 million signatures collected); IYO website; ocean education materials; cruises; conferences, workshops and training courses; cultural events; public information and promotional materials; stamps; youth fora.

51. Establishment of National Ocean Data Centres in Côte d'Ivoire, Kenya, Mauritius, Mozambique, Seychelles, South Africa and United Republic of Tanzania.

Particularly successful activities:					
	Distinguishing features				
Activity	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. GODAR project.	X		X	X	
2. ODINAFRICA.	X	X			
3. First International Conference on Ocean Observations for Climate.	X	X			
4. The WCRP CLIVAR Conference.	X		X		
5. Publication: *Status of Coral Reefs of the World*: 1998.		X		X	
6. IOC/SCOR international science programme on the Ecology and Oceanography of Harmful Algal Blooms (GEOIHAB).	X	X		X	
7. Two GESAMP reports on the state of the marine environment and the protection of the marine environment from land-based activities.	X			X	
8. The international Workshop on Coastal Megacities.	X	X	X		
9. Publication: *Integrated Coastal and Ocean Management, Concept and Practices*.	X			X	
10. Two monographs summarizing scientific knowledge on coastal zones: *The Global Ocean: Processes and Methods* (Vol. 10, *The Sea*) and *The Global Coastal Ocean: Regional Studies and Syntheses* (Vol. 11, *The Sea*).	X	X		X	
11. Seychelles Atlas on the Sensitivity of Shallow Waters.	X	X			
12. Ocean Assessment Conference.	X		X		

Particularly unsuccessful activities:					
	Underlying reasons relate to choice of:				
Activity	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
1. Development of a storm surges disaster reduction programme in the Northern Indian Ocean.			X	X	X[52]
2. Production of school kits on oceans, within the framework of IYO.		X		X	X[53]

interest in assisting IOC with the establishment of an integrated data bank on national legislation relating to marine scientific research. A memorandum of understanding has been signed between IOC and the International Seabed Authority (ISA) to support the Authority's needs with regard to scientific information.

(69) Some 41% of the total of $4,437,525* in extra-budgetary funds was spent on activities for "Reducing scientific uncertainties" and directed towards GOOS and services in data and information exchange, ocean mapping activities, and increased international/regional coordination. There are strong prospects for further growth. In most cases, the regular programme funds have been used as catalytic funding to attract external donations. Another 21% went to IOC regional programmes, particularly marine science and observation (e.g. WESTPAC and IOCARIBE). There are strong prospects for further growth. Other strongly supported substantive areas are the implementation of the Training, Education and Mutual Assistance (TEMA) programme, and the development of a global coral reef monitoring network (GCRMN). Coastal Management in Africa received 16% of the total extra-budgetary support, and there are strong prospects for further growth. Other substantive areas include support to the African Process and preparatory arrangements for the African Partnership Conference to be held in 2001.

(70) Some 9% of extrabudgetary funds went to building worldwide awareness and the development of technical and scientific capacity in the field of Integrated Coastal Area Management. This area has strong prospects for further growth, bearing in mind the growing demand from developing countries. Little extrabudgetary support was provided for the 1998 International Year of the Ocean-related activities, which were mainly supported from the regular programme. No extrabudgetary support was provided to pilot projects on the rational management of coastal zones.

C. Lessons learned and their implications for the future

(71) GOOS is growing rapidly, and should become fully functional in the ten-year time frame originally planned. It is hoped that the regular programme contribution to GOOS will be increased with a view to building the capacity of developing countries to participate in and benefit more extensively from the further development of GOOS.

(72) In order to further develop and improve the IODE programme, the key management concept is "partnerships". These partnerships may be within UNESCO (intersectoral), inter-agency, United Nations-private sector, and inter-project. The development of the IODE Resource Kit needs the identification of a "pool" of experts for its further development and maintenance based on intersectoral cooperation.

(73) Worldwide recognition of the Ocean Mapping and GEBCO programmes is not matched by the level of financial support from the UNESCO regular programme ($48,000 for the last biennium for all the activities carried out).

(74) Greater involvement of CSI/UNESCO and other Science Sector divisions in project formulation activities for pilot projects relating to the rational management of coastal zones should be conducive to mobilizing extra-budgetary support for their implementation.

(75) The ocean sciences will soon undergo major changes, and a systemic approach will be the only way to achieve the understanding required for sustained development and management of the oceans and coastal areas. IOC partnerships with SCOR and WMO in pursuit of ocean climate science are central to developing mitigation options available to governments; the research results of WCRP underpin the climate module of GOOS. The partnership between CLIVAR, GOOS and GCOS needs to be nurtured.

(76) More attention needs to be paid to the further identification of indicators of the state and vulnerability of the ocean and coastal environments. Moreover, human activities which affect and are affected by land, atmosphere and sea depend on interactive social, economic and legal factors which need to be integrated into ocean science programmes.

(77) The commitment of African governments to the African process on coastal management indicates that the protection of marine and coastal environment and its resources may become a priority for Africa. The co-ordination of various programmes developed in Africa on a bilateral or multilateral basis should be strengthened. The African Partnership Conference to be held in 2001 will provide an opportunity for UNESCO to assume a leading role in this respect.

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* The breakdown below does not include funds allocated in support of the IOC functioning, i.e. meetings of the governing bodies, temporary assistance, etc.

52. This project developed by IOC, IHP and WMO has not yet been launched owing to a lack of funding and national commitments.
53. The kits have been developed, but funding for publishing has not been secured.

Programme II.5 Social and human sciences and social development

II.5.1 – *Social transformations and development*

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
MOST programme: consolidating existing projects and networks 1. Policy-relevant knowledge produced through international research networks on the management of multicultural and multi-ethnic societies, the governance of cities and coping with global-local linkages.	29 C/Res. 13 para. 2.E(a)	X		
2. Increased use of social science research in policy formulation and decision-making.[54]		X		
3. Research and policy expertise provided in action-oriented development projects.		X		
The MOST programme's clearing house Information services provided for programme support, the dissemination of information on the programme's activities, results and publications, and the establishment of relations between networks.	29 C/Res. 13 para. 2.E(b), (c)	X		
The social and human sciences in support of the fight against poverty 1. Global approaches and strategies for basic education and social development, and poverty and development better conceptualized.[55]	29 C/Res. 13 para. 2.E(d) 29 C/Res. 53 para. 2(b)			
2. Application of social science research to improve social policy formulation as well as community participation and, in particular, the participation of vulnerable groups, in the formulation of such policies, operationalized at the country level through a number of extrabudgetary funded projects.[56]		X		
3. Effective mechanisms devised by forging partnerships with successful microfinance institutions in different regions to reach "difficult-to-reach" populations with appropriate programmes in the fields of education, communication, science and technology.		X		
4. Visibility increased and awareness raised among the Members States on (i) the importance of microfinance in poverty reduction, (ii) the need to combine it with appropriate social development programmes, and (iii) the need to take the cultural context into consideration, for successful poverty reduction strategies.		X		
Combating exclusion Local NGOs, selected local communities and local government officials in two Asian countries benefited from capacity-building activities for poverty reduction, promotion of initiatives by the poor as well as promotion of traditional knowledge for resources management.[57]	29 C/Res. 13 para. 2.E(d)	X		

B. Assessment of implementation

(78) Since 1996, MOST has buttressed understanding of globalization's many processes through a range of activities including books, policy and discussion papers, project information brochures and symposium reports. Networks* and programmes linking knowledge-producers and research-users have been established. They currently identify which tools and strategies may help counteract marginalization and underdevelopment in a globalizing world economy. In so doing, they have enhanced the role played by the social sciences in devising policies for sustainable human development and increased awareness among researchers of the importance of linking the science community and decision-makers.

(79) The report of the mid-term external evaluation of the MOST programme, carried out in autumn 1998, was submitted to the Executive Board at its 156th session (156 EX/12). The report noted that in the 1994-1998 period, MOST made good progress; it also pointed out a number of problems and weak points, which should be addressed during the second phase of the programme. In accordance with 156 EX/Decision 3.4.1, a strategic plan of action prepared on the basis of a large consultation process is being submitted to the Executive Board at its current session (160 EX/12).

(80) Partnerships were established and/or strengthened with a view to developing operational activities financed with extrabudgetary funds in key areas of mutual interest, such as democratic governance, poverty eradication and participation of vulnerable groups, in cooperation with UNDP, the World Bank, the Inter-American Development Bank, the African Development Bank and bilateral institutions in particular in Latin America, the Africa region and countries in transition.

(81) The main factors for success in conducting operational projects are first, close collaboration maintained through fostered partnerships between UNESCO and local project counterparts (governmental and non-governmental organizations, schools, the community, multilateral or bilateral aid agencies, etc.); and secondly, leadership quality, seriousness/commitment, managerial capacity, capacity in transparent micro-enterprise financial management and interest (resulting from relevancy of the project to assessed needs) of the project counterparts. In addition, the coordination role of the MOST programme in interdisciplinary projects and networks, (i.e. Sustainable Urban Development in Coastal Zones/Mediterranean network of small historical cities) has been increasing while additional Member States' requests have not been satisfied due to lack of human and financial resources. This also applies to the socio-architectural revitalization of inner city areas and the

* In 1998-1999, several MOST networks were established. They produced international comparative reports in three areas: citizenship and the political participation of minority groups; ethnic conflict and peace-building, migration systems and their socio-cultural and political implication for Asian societies (multiculturalism and multi-ethnicity); the impact of urban decentralization and industrial development on governance and the social sustainability of cities, on environmental and social issues in urban development (urban governance) and on fields of global drug-trafficking, regional integration, rural social policies and community-level development policies (global economic and environmental phenomena at the national/local levels).

54. For example, a group of professionals was set up for the development of management tools to facilitate an integrated process of reform and modernization for the priority social programmes of the Brazilian Government.

55. An *Ad Hoc Inter-Agency Meeting on Basic Education and Social Development* was convened at UNESCO Headquarters (15-16 December 1998). The Director-General addressed the Commission for Social Development, at its 37th session, in tandem with the Executive Director of UNICEF on "Special presentations on *Basic Education for All*" (February 1999). A compendium of the Organization's activities to implement the Copenhagen Declaration and Programme of Action and proposals for new policy initiatives were prepared and distributed in the Preparatory Committee for the Special Session of the General Assembly on the Implementation of the Outcome of the World Summit for Social Development and Further Initiatives. An International Symposium on *Rethinking Development: Do We Need a Paradigm Shift?* was organized (Paris, 30 November 1998) and followed by a brain-storming session with eminent experts and practitioners. A book about these two days of exchange was published (*Repenser le développement : en finir avec la pauvreté*) and the *International Social Science Journal*, No. 162 focused on Policy Options for Social Development. A seminar on poverty in El Salvador was held in order to evaluate the results of a participation methodology in the fight against poverty.

56. Key examples are:
     Projects on "Training for Social Evaluation", "Integrated Social Management", and "Observatory of Social Policies" in Argentina, funded by the World Bank. These projects devise participatory methodologies for social policy management and evaluation.
     The Rehabilitation of the Historic Centre of Quito (Ecuador) project, funded by the Inter-American Development Bank. This project set up and implemented a policy of sustainable rehabilitation management, based on the participation of the local populations and on the cultural appropriation of the rehabilitation process.
     Formulation of a project on Social Reinsertion of Street Children in cities of the Russian Federation, in cooperation with UNDP Moscow. The project builds on participatory methodologies of the "Growing Up in Cities" research programme.
     Poverty alleviation project in the Lao People's Democratic Republic carried out in collaboration with the Lao Women's Union.

57. For example, activities developed in connection with the UNESCO-CSI/UNDP project on "Coastal Resources Management and Sustainable Tourism" in Ulugan Bay, Palawan, Philippines; with the Institute of Demography of the University of Indonesia; and in the framework of the nomination of Banda Island, Maluku, as a Natural and Cultural World Heritage Site.

Particularly successful activities:					
Activity	**Distinguishing features**				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. MOST Drugs network.	X		X	X	
2. Building on the traditional roles and knowledge in the management of natural resources.	X	X	X	X	
3. Training on participatory poverty assessment and alleviation in poor communities.	X	X	X	X	
4. "Tissages et métissages" and "Magiciens du fil" events, in support of the traditional artisans, especially weavers, of Latin America and Africa.	X	X	X		
5. Urban development and freshwater resources: small historical coastal cities	X	X	X	X	

Particularly unsuccessful activities:					
Activity	**Underlying reasons relate to choice of:**				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
FLASCO network on social policies in Latin America.	X		X	X	

upgrading of living conditions of urban children and youth. The main difficulty is, though this occurred infrequently, the lack of commitment and expertise on the part of the project counterparts, hampering the achievement of effective high-quality project results.

(82)   In line with the United Nations poverty eradication strategy, in which microfinance is considered as a key tool for poverty reduction, UNESCO was congratulated by the Microcredit Summit's participants for its clear and well-defined plan of activities for achieving the goals set in the areas under its purview. The microfinance-related activities have all been designed and implemented in collaboration with local and national partners, and in active consultation with the beneficiaries. The holistic approach and integration of financial (microcredit) and non-financial services (education, training, health/legal education and services) make for greater improvements in the lives of the poor and hence are highly appreciated by both beneficiaries and stakeholders.

C.   Lessons learned and their implications for the future

(83)   Based on the results of the Mid-Term Evaluation of MOST, the future focus should be on drawing policy implications from ongoing MOST projects and on implementation of the Habitat II Plan of Action and the recommendations of other major summits at national and local levels. All research networks are required to produce an assessment of the policy relevance of their work, concentrated on issues relating to the political participation of minority groups and ethnic conflicts, youth, governance and development policies. Assessment of global processes and definition of coping strategies, based mainly on extra-budgetary funds, will focus on local development strategies and governance structures.

(84)   UNESCO's efforts have been useful in the endeavour to reach and influence the policy-makers in the formulation of proposals for new initiatives adopted at the special session of the General Assembly on Copenhagen + 5. The same applies to publications such as the *International Social Science Journal* or *Repenser le développement : en finir avec la pauvreté*. Similar activities should be undertaken in future as they can influence policy-makers and thus make a difference and promote a UNESCO-approach to poverty eradication, social development and sustainable urban development.

(85)   For operational projects in Asia, better strategies for project sustainability and more advocacy should be designed both with government decision-makers and with project counterparts at community level.

(86)   As microfinance programmes are exclusively designed for the poor and have proven to be important tools for poverty reduction, UNESCO, by forging partnerships with successful microfinance institutions in different regions, complemented their financial programmes with activities in its own fields of competence. These activities offer the poor a broader range of services (notably education and training, craft preservation and micro-enterprise development in the fields of arts and crafts, and the use of appropriate communications and technology in micro-enterprises and in community development), which will allow them to emerge from poverty.

(87)   These activities have further confirmed UNESCO's belief that any effective tool in the poverty reduction endeavour to respond to the multifarious needs of poor people would require combining social development programmes with successful microfinancial mechanisms. However, while these activities have obtained very satisfactory results, they are being carried out as small pilot initiatives. Appropriate mechanisms have to be developed to share and expand the experience and success of these projects. For this purpose, further intersectoral collaboration is required within UNESCO, as well as mobilization of efforts and resources with outside partners, such as local institutions, NGOs, government and international organizations, especially other United Nations agencies.

Project on Cities:
Management of social transformations and the environment

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Consolidating ongoing pilot projects Pilot projects on the outskirts of Dakar and Port-au-Prince consolidated by strengthening of institutions involved in the process and by concrete improvements to the living conditions of local inhabitants.[58]	29 C/Res. 13 para. 2.E(e)	X		
Urban development and revitalization of inner cities 1. Lodging conditions improved in Quito (Ecuador) historic centre as well as its inhabitants' identity reinforced. 2. Living conditions and urban governance improved in Essaouira (Morocco), Mehdia (Tunisia)[59] and in Kamal Muara (North Jakarta, Indonesia).[60]	29 C/Res. 13 para. 2.E(e)	X X		

Particularly successful activities:					
Activity	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Management of social and environmental transformations in Jakarta Bay.	X	X	X	X	
2. Pilot project being carried out in Bangladesh and extended to other countries, notably Nepal and Benin.		X	X	X	

B.   Assessment of implementation

(88)   The successes achieved by the Dakar and Port-au-Prince pilot projects owe much to the approach adopted, which was based from the outset on participation (taking the needs expressed by the local inhabitants as the starting point and involving them throughout the process), to the fact that UNESCO gives support to the initiatives launched, to the institutional relations established between UNESCO, local NGOs and sponsors, and to the establishment of monitoring committees bringing together all partners.

(89)   The problems encountered are related to tensions among the inhabitants, who do not form a homogeneous group, among local associations with varying allegiances, and between local associations and municipalities, which are in constant negotiation. In order to manage these tensions and maintain dialogue between the actors in a spirit of dialogue, tolerance, negotiation and compromise, the role of support organizations (ENDA at Yeumbeul and the Neighbourhood Support Foundation at Jalousie) is fundamental. They function as mediators and an interface between the institutions and the local inhabitants. Moreover, the support given by UNESCO acts as a catalyst for the project as a whole and strengthens the legitimacy of each of the actors in the service of a common project.

C.   Lessons learned and their implications for the future

(90)   The project has been conducted on an intersectoral basis. Within the Sciences Sector, CSI assumed responsibility for the state of the water table at Yeumbeul prior to the installation of sanitation infrastructures, and MAB has conducted environmental education activities with the local inhabitants.

(91)   The project includes an external evaluation in the next biennium (2000-2001), which should help to gauge the project's transferability to other sites with the objective of ensuring sustainable social development which helps to strengthen the capacities of the local inhabitants in the fight against urban poverty.

(92)   The experience gained from the first two sites in the Maghreb (Essaouira and Mehdia) will be used in the preparation of a more comprehensive pilot project at Saida (Lebanon), which will be intersectoral, mobilizing both the Culture and the Natural Sciences Sectors.

(93)   Monitoring and evaluation of extrabudgetary-funded projects has been given high priority. In this connection, the evaluation of the IDB-financed project on the Rehabilitation of the Historic Centre of Quito (Ecuador) recommended the continuation and replication of the project in other urban sites, as the project has developed a number of innovative methods and techniques fostering the social integration of communities.

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58. By the establishment of health, social and economic infrastructures with the involvement of local inhabitants (extension of the drinking water network, creation of micro-enterprises and improvement of buildings), capacity-building for local people (environmental and health education, training-apprenticeship in various skills, training for elected representatives) and the creation of partnerships between elected representatives and local inhabitants (training session and setting up of a formal partnership framework).

59. In cooperation with the Natural Sciences Sector (in particular CSI, HYD and IOC), development of operational activities and technical partnerships between historic coastal cities of the Mediterranean (Essaouira, Mehdia) and coastal cities in Europe (La Rochelle, St Malo, Mozarella del Vallo, etc.) thanks to two international seminars (Essaouira in 1997 and Mehdia in 1999) on sustainable urban development in coastal areas.

60. A field survey and two community-based pilot projects conducted with local researchers and NGOs, empowered the communities of Kamal Muara.

II.5.2 – *Youth and social development*

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Move "youth issues" up on political agendas through the mobilization of all UNESCO partners[61]	29 C/Res. 13 para. 2.E(h)			
1. Increased awareness of youth issues and UNESCO's actions with and for youth within Member States and the United Nations system as a whole as well as with youth leaders.		X		
2. Enlarged network of UNESCO's partners in the youth field.		X		
3. Increased participation of youth in major UNESCO conferences, seminars and committees.		X		
4. National youth policies or action plans developed and implemented in two Member States.			X	
Develop and promote special projects	29 C/Res. 13 para. 2.E(h)			
1. Increased visibility of UNESCO as an important partner in special projects (Peace Cruise, Youth Media Space against HIV/AIDS, etc.).		X		
2. Young people involved as main actors in the promotion of peace in the Latin American region.		X		
Promoting youth information exchange	29 C/Res. 13 para. 2.E(g)			
1. INFOYOUTH networks consolidated in four countries and a database on youth policies in 60 Member States created.		X		
2. Access to information for disadvantaged youth facilitated and specialized CD-ROMs and books on youth issues produced.		X		
3. Awareness raised on the need to improve youth-oriented television programming.		X		
Sport for all	29 C/Res. 13 para. 2.E(i)			
1. Increased and intensified mobilization among Member States, IGOs and NGOs through the new structure of the Intergovernmental Committee for Physical Education and Sport (CIGEPS).			X	
2. Improved participation in sports-related activities through the introduction, in five African countries, of the Sport for All initiative in local and school-based projects.			X	
3. Greater UNESCO involvement in sport-related activities through policy guidance and counselling to Latin American countries and international sport organizations.			X	

B.   Assessment of implementation

(94)   The new approach of UNESCO consisting in "meeting young people on their own planets" bespeaks a real interest in deepening youth involvement in the Organization's activities and a real desire to engage in dialogue with young people. Opportunities were sought to boost UNESCO's comparative advantage in dealing with youth matters relating to its areas of competence, which encompass top priorities in youth agendas, especially when combined (interdisciplinarity), and to enhance its ability to network. Major stakeholders are systematically informed and involved as far as possible in new activities.

(95)   The Youth Coordination Unit began operations and produced a coherent framework for action (Strategy for UNESCO's Action *with* and *for* youth) and identified strategic objectives. The Unit has a cohesive team enhanced by the collaboration of several young interns. Sectoral logic was difficult to coordinate, and considerable efforts were made to achieve intersectoral partnerships.

(96)   The INFOYOUTH programme has benefited from an efficient institutional framework provided by UNESCO and the French Government. An adequate budgetary provision has allowed appropriate responses to the numerous requests from Member States and other partners. A number of activities have been more widely promoted and successfully implemented thanks to close cooperation with field offices. Nevertheless, a number of developing regions have yet to be fully integrated into the network.

(97)   The new monitoring and working process of CIGEPS prompted increased interest among Member States in the activities of the physical education and sport programme. The results of MINEPS III underscore the need for mobilization at a time of austerity for both Member States and for international sport organizations. However, against the backdrop of the achievements of CIGEPS activities, there is a need to redirect the main thrust of CIGEPS towards concrete programmes rather than formal meetings, which do not reflect the potential of its role or make the expected contributions.

(98)   The "Sport for all" advocacy project provided, within the Associated Schools Project (ASP) network and in cooperation with several National Commissions, a successful framework for raising awareness of the cultural and educational dimension of physical education and sport in school programmes. The success of the activities was somewhat mitigated, since activities had to be postponed due to the lack of resources.

(99)   From 1994 to 1997, through two biennia and spanning two medium-term plans/strategies, UNESCO pursued a range of youth initiatives which were the main focus of the external evaluation conducted by Professor Ken Wiltshire (Australia) and presented to the Executive Board at its 156th session (156 EX/45). The evaluation found that despite youth being declared a priority group, the funding provided was not sizeable by international standards. The Youth Division was not accorded high status, and achieved only minimal influence within the Organization as an advocate for youth.

(100) Many individual UNESCO youth activities have had a positive impact, breathing life and hope into many young people, their families and communities. There are important lessons to be learned from these success stories. However, taken as a whole, the activities appeared to the evaluators to have been idiosyncratic and not designed within a coherent philosophy or framework. They gave the appearance of an ad hoc series of activities related to youth, rather than components of a strategic approach. Constant changes in administrative responsibility, breakdowns in communication with UNESCO partners, and shifts of emphasis and modality appear to have been in evidence. According to the evaluation, most of these measures are worth retaining, but need to be reshaped and redirected.

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61. In 1998, the Director-General created the Youth Coordination Unit (DG/Note/98/23) with three major objectives: Move "youth issues" up on political agendas through the mobilization of all UNESCO partners; Develop and promote special projects; and Mobilize UNESCO in favour of the priority "Youth". In the present report, the two first objectives are used as main lines of action replacing "Rounding the Cape", 29 C/5, para. 02076, and "Contribution to the implementation of the World Programme of Action for Youth to the Year 2000 and Beyond", 29 C/5, para. 02078. It is within this new framework that the Youth Coordination Unit has worked, during the greater part of the biennium, fulfilling its third objective. So, the youth-oriented activities have not only to be sought in Major Programme II, but also in the other major programmes.

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. External evaluation of UNESCO's youth programmes covering the period 1994-1997.	X				
2. Young people's participation in specific events (world conferences).		X	X	X	
3. Support to Peace Cruise project.	X		X		
4. UNESCO's participation in the 3rd World Youth Forum of the United Nations System.		X	X	X	
5. Creation of national information structures and regional and subregional youth information networks.		X	X		
6. Renewal of CIGEPS and creation of a permanent consultative council (CCP).		X			
7. Draft national sport law in Bolivia.	X			X	

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
1. Collaboration with the programme sectors in the promotion of innovative projects.	X				X[62]
2. Youth Forum during the 30th session of the General Conference.					X[63]
3. Programme of Support for Local Initiatives.	X	X	X	X	X[64]
4. Follow-up of World Conference on Education and Sport for a Culture of Peace.	X	X		X	X[65]
5. FIDEPS.	X	X	X	X	X[66]

C. Lessons learned and their implications for the future

(101) Given the interdisciplinary nature of youth issues, programmes and policies, a transversal approach and structure within the Secretariat is required. The strategy of action provided partners and colleagues alike with a clear message on UNESCO's stand in the youth domain.

(102) Since young people are one of the social groups most affected by the new technologies, the INFOYOUTH programme will be further developed around three main axes: (i) promote the ideals and values of UNESCO and incite young people to work for peace, tolerance and development; (ii) sensitize governments and decision-makers to the aspirations and problems of young people in the global information society; and (iii) promote the quality of the contents of electronic texts in addition to the development of a software library for young people.

(103) According to the evaluation, there is a need for a structure within the Organization which coordinates programmes for the priority group, with a strong coordinating and catalytic capacity working cooperatively with all sectors. In turn, there needs to be more open transectoral cooperation working towards the common goal of youth priorities, programmes and projects.

(104) There are important gaps in UNESCO's youth activities which need to be addressed, including more long-term and longitudinal projects, and a more scientifically based research orientation, involving the establishment of a global observatory network. The evaluation found overwhelming evidence that the time is ripe for UNESCO to take the next logical and necessary step in regard to its youth activities. Young people are the largest group of humankind, and will become the decision-makers of the future. They want to contribute and make a positive difference to the world. All of this points to youth becoming UNESCO's priority of priorities for the next Medium-Term Strategy.

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62. Lack of intersectoral collaboration and absence of UCJ from document 29 C/5.
63. Role insufficiently defined by the Executive Board decision.
64. No appropriate follow-up, lack of adequate resources.
65. Lack of coordination, cooperation and concrete will to achieve the objectives set up in the Declaration.
66. Lack of policy guidelines, particularly from CIGEPS. Activities implemented under the umbrella of FIDEPS do not reflect the potential of UNESCO.

Special projects

Biotechnologies for development in Africa

(105) The six-year project launched in 1996 continued to upgrade research and training development activities in natural science centres and laboratories in Africa. The most outstanding result of the biennium was the upgrading and strengthening of research capacities in the biotechnologies in the least developed countries through UNESCO/BAC and UNESCO/MIRCEN short-term fellowships and through the provision of small-scale equipment and technical assistance to UNESCO Chairs.

(106) Two activities were particularly successful: the international conferences on N-fixation in the MIRCEN network and the research grants. Efforts to set up UNESCO Chairs in plant biotechnologies were particularly unsuccessful, largely owing to the limited funds available.

Women, science and technology

(107) During this second phase of the six-year project, training programmes were maintained but activities focused on creating and strengthening networks of women scientists. In addition to decision-makers, the scientific community and NGOs were sensitized to the importance of scientific and technological training for women. With regard to improved access for women to scientific education and careers, the World Science Conference adopted recommendations concerning the promotion of women in the field of science and technology. Networks of women scientists and engineers employed in research, education and industry were set up and reinforced, particularly at the regional level.

(108) The holding of five regional forums, plus another forum for countries of the Mediterranean, and the mobilization of partners all paved the way for the adoption of the recommendations of the World Science Conference for the promotion of women in fields of science and technology. The publication and distribution to National Commissions, scientific NGOs and United Nations partners, with the help of extrabudgetary funds,** of extracts from the discussions of the World Science Conference concerning parity between men and women in science and technology have done much to inform and raise the awareness of Member States and the scientific community.*

(109) Given that the promotion of women in science and technology is one of the priorities set by the World Science Conference, national, regional and international projects should be undertaken in that area. UNESCO should become more expert at fund-raising so as to be capable of carrying out more ambitious activities in regard to women, especially in the fields of science and technology.

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* United Nations Development Fund for Women (UNIFEM), Third World Organization for Women in Science (TWOWS), International Federation of University Women (IFUW), International Association of Universities (IAU), etc.

** Distributed in 3,000 copies thanks to $8,000 contributed by the Islamic Educational, Scientific and Cultural Organization (ISESCO).

Modernization of geodata handling

(110) A geographical extension of the special project on Modernization of geodata handling in Africa, this project developed a continent-wide harmonized system of geodata handling, thus greatly facilitating the use of geological information for the socio-economic development of the Africa and Arab States regions. A number of dramatic changes took place as a result of the external evaluation, the most important of which was the introduction of a new software standard in electronic geodata handling facilitating the merger of factual and geo-referenced bibliographical data sets and improving the production of geological information for the non-specialized user.

(111) A major success of the project was South-South cooperation with regard to training and updating the technical knowledge of network participants. Requests for assistance were received from subregional organizations in Africa to train African geoscience data handlers at both the national and subregional levels. The prospects for additional extrabudgetary resources for training courses in environmental geological issues, such as clean mining are strong.

(112) This standard-setting exercise in geodata handling in the African continent resulted in geological surveys using modern geological information handling, mineral wealth appraisal and the development of the non-renewable mineral resources. The success of the project was thanks to the sustained medium-term commitment of UNESCO to a priority concern of African Member States. There is a strong need to consolidate the PANGIS network success. The majority of African countries participating in the network are in a position to sustain the facilities put in place, but the skills and e-communication in this field require updating. Extrabudgetary support is essential for further consolidation of the project's success.

Arid and semi-arid land management in Africa

(113) Progress was made in combating desertification and improving agricultural productivity through the training of African scientists and decision-makers in arid land management, who will now continue these efforts in their own countries. Broader use of dryland crops contributed to combating desertification and promoting sustainable economic development, while intensified regional and interregional transfer of technology and knowledge* was very important.

(114) The UNESCO Regional Offices in Africa, especially the offices in Dakar and Nairobi, have been closely involved in the implementation of the special project. The success of the project in training new professional staff has been considerable. Now, trained personnel from this major project will be able to continue training professionals in their own countries. UNESCO's role in arid lands will build on this project, and focus on developing educational initiatives aimed at conservation and sustainable use of arid land resources.

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*   An excellent partnership arrangement with the "International Programme on Arid Land Crops (IPALAC)" based at the Ben-Gurion University of the Negev in Israel was established. The leading expertise and knowledge of Israeli sciences were shared with other countries that face similar environmental constraints in dryland agriculture.

Young scientists' involvement in the MAB programme

(115) In its efforts to assist young scientists to participate in research and development activities, more than 20 young researchers (15 women and seven men) from 20 countries have been given the opportunity to learn and benefit from the UNESCO-MAB programme. The young researchers have undertaken field studies in 17 UNESCO-MAB biosphere reserves focusing on a range of critical issues, including the conservation and sustainable use of biodiversity, environmental conservation, eco-tourism and local community participation. During the biennium, the UNESCO Jakarta Office and collaborating national institutions launched a national MAB Award and Certificate scheme for young researchers in Indonesia.

(116) Based on the success of this scheme, a number of additional Member States are now in the process of launching similar initiatives – a good indication of the success of MAB efforts to reach and mobilize a new generation of scientists. A thorough assessment of the MAB Young Scientists Award Scheme is foreseen in relation to the external evaluation of the UNESCO Fellowships Programme (current biennium).

Women and water resource supply and use in sub-Saharan Africa*

*(117) In the second phase of this four-year project aimed at improving the quality of life of women by facilitating their access to water, awareness of water and women's issues was raised in sub-Saharan Africa through the holding of conferences and workshops, and production and broadcasting of a video and radio programmes. The IHP website disseminated results and public awareness-raising material. Training activities to improve women's water management skills were carried out in the SADEC region, and in two other African countries.***

(118) Successful collaboration was established with the IHP National Committees as well as partner organizations (IAHS, IAHR, IAH, etc.). This enabled the participatory approach necessary for massive awareness of sustainable water development and management. Effective coordination was established with other programme sectors, field offices, and with the Gender Equality Unit of the Secretariat. The project received $750,000 in extrabudgetary support from the Netherlands and Sweden.

(119) UNESCO's initiative on "Women and Water" could thus be broadened to enhance gender consciousness in the debate on water issues and policies. Following the success of the project, the Gender and Water Alliance programme associated with the Global Water Partnership will launch a series of concrete actions to ensure continuation of the gender mainstreaming approach in the next Vision follow-up activities.

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*   Detailed information on the project can be found in the IHP publication *Women and Water Resource Supply and Use: Sub-Saharan Africa*, also available on the UNESCO website.

**   In one case, not only training but also equipment and drilling wells were provided to women's cooperatives in handi-crafts, with support from extrabudgetary resources (Germany).

Youth leadership for a culture of peace in the Pacific

(120) This two-year youth project aimed at promoting the culture of peace by means of development of the positive engagement of youth in the worlds of work and citizenship. It began with a regional Youth Forum "Growing Up in a World of Change" (Brisbane, Australia, May 1998), which gathered youth leaders aged between 18 and 24 from each of 13 Member States of UNESCO. The Forum was successfully followed by a series of national workshops and community projects organized by young people.

(121) Under the effective leadership of the Apia Office, and in close partnership with the United States Peace Corps, the project enhanced the leadership skills of young people in the Pacific, established the Pacific youth network and developed youth volunteer corps. This was a good example of the active involvement of Member States in the UNESCO programme through the National Commissions. Although the degree of success varied from one country to another, the experience in the Pacific should be able to serve as a model for other regional youth projects of this type.

Administrative and budgetary information

Appropriation line	$	$
MP II **The Sciences in the Service of Development**		
II.1 **Advancement, transfer and sharing of knowledge in the exact and natural sciences**		11 641 112
II.2 **Advancement, transfer and sharing of knowledge in the social and human sciences**		2 388 301
II.3 **Philosophy and ethics**		1 680 178
II.4 **Environmental sciences and sustainable development**	11 952 682	
II.4.1 Coordination and promotion of interdisciplinary and inter-agency cooperation		264 818
II.4.2 Earth sciences, earth system management and natural hazards		1 793 879
II.4.3 Ecological sciences and the Man and the Biosphere (MAB) programme		2 172 269
II.4.4 Hydrology and water resources development in a vulnerable environment		2 812 942
Project on Environment and development in coastal regions and in small islands		1 077 668
II.4.5 UNESCO Intergovernmental Oceanographic Commission (IOC)		2 897 923
Cooperation for development		933 183
II.5 **Social and human sciences and social development**	3 955 624	
II.5.1 Social transformations and development		2 436 397
II.5.2 Youth and development		1 519 227
Cooperation for development		281 796
Intersectoral activities		1 055 748
Fellowships		313 167
Promotional and informative activities		685 415
		33 954 023
Staff costs		48 913 681
Indirect programme costs		5 536 333
Total, Major Programme II		**88 404 037**
Participation Programme		**6 733 227**
Extrabudgetary resources		**69 900 000**
Total, MP II + PP + EXB		**165 037 264**

Distribution of total expenditure
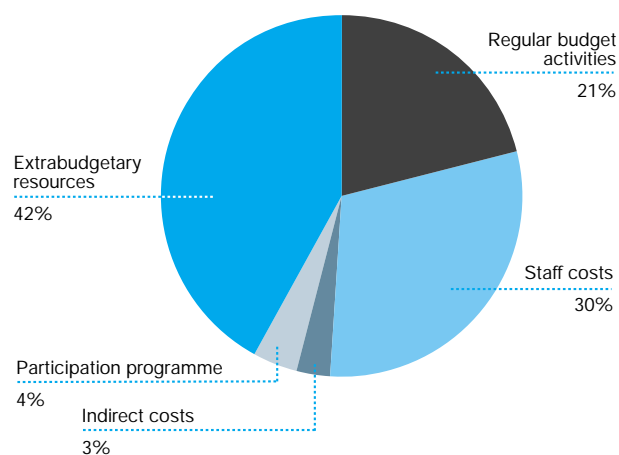
Regular budget activities 21%

Extrabudgetary resources 42%

Staff costs 30%

Participation programme 4%

Indirect costs 3%

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

II.1 34%

II.2 7%

II.3 5%

Promotion and information 2%

Fellowships 1%

Intersectoral activities 3%

Cooperation for development 1%

II.4 35%

II.5 12%
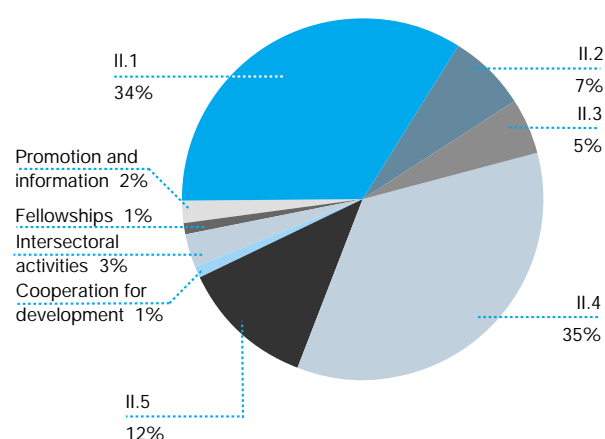
Major Programme III:

Cultural development:
the heritage and creativity

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

III.1.1 – Safeguard and revitalization of the tangible and intangible heritage

III.1.2 – Promotion of the Convention for the Protection of the World Cultural and Natural Heritage

Programme III.2   Promotion of living cultures

III.2.1 – Creativity and copyright

III.2.2 – Books and cultural industries

Special projects

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

III.1.1 – Safeguard and revitalization of the tangible and intangible heritage

A.   Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Fostering preventive action 1. Extension and improvement of the protection of cultural heritage during hostilities. 2. Increased awareness of the importance of the intangible heritage as a result of the formulation of policies for the protection of the intangible heritage.	29 C/Res. 20 para. 2.A(c), (e) 29 C/Res. 23	X X		
Combating illicit traffic in cultural property Measures for combating illicit traffic in cultural property strengthened.	29 C/Res. 20 para. 2.A(c)		X	
Integrating heritage management into national development plans 1. Greater sensitivity of bilateral and international donors to issues of heritage management resulting in their increased integration in national development plans. 2. Strengthening of endogenous capacities for the training of African conservation professionals by the establishment of two permanent schools in Benin and in Kenya.	29 C/Res. 20 para. 2.A(b)	X	X	
Revitalizing the tangible and the intangible heritage 1. Integrated community development and cultural site preservation improved by a regional information network within the framework of LEAP. 2. Broadening of the concept of heritage in the framework of the new project *Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity*. 3. Revitalization of historic city centres in Latin America and the Caribbean.	29 C/Res. 20 para. 2.A(d)	X X X		
Fostering cultural tourism as a factor of sustainable development 1. Innovative approach to training programmes in the field of cultural tourism through the establishment of two UNESCO Chairs and the launching of a network of UNITWIN Chairs. 2. Sensitizing national tourism authorities and hotel chains to the values enshrined in cultural tourism and obtention of financial contributions from the tourism industry.	29 C/Res. 20 para. 2.A(d)	X X		
Raising awareness of the values enshrined in the heritage Increased awareness of the wealth of heritage among both specialists and young people through the reinforced activities of the Forum UNESCO-Heritage, support for festivals and the UNESCO collection of Traditional Music of the World.	29 C/Res. 20 para. 2.A(e)	X		
Emergency and restoration operations - international safeguarding campaigns 1. Emergency safeguarding of heritage sites damaged by conflicts.[1] 2. National and local management capacities upgraded through restoration and training.	29 C/Res. 20 para. 2.A(f)	X		

B.   Assessment of implementation

(1)   Heritage management is now seen not only as an ethical and aesthetic imperative, but also as an economic one; however, the dangers are greater than ever, and the resources allotted remain sadly inadequate. In Asia and the Pacific the LEAP project structure, an experimental extra-budgetary project funded by the Netherlands in 1996-1997, was continued during the 1998-1999 biennium, under the regular programme, given the approval for the project expressed by Member States. A key to its success lies in integrating various actions and actors who advocate heritage conservation into a larger developmental frame-work with a specifically regional perspective. Begun in pilot sites, the project has expanded to several sites and has become one of the flagship projects of UNESCO in the field of culture and heritage in the region. The ongoing dissemination of museographical expertise for a number of decades now helps to strengthen UNESCO in that specific field of competence in relation to other institutions concerned with the cultural heritage. For the last ten years or so, the activities in favour of African museums have made it possible to train more than 400 African specialists in prevention work, management and development of the cultural heritage.

(2)   By providing, in particular, coordination for the programmes aimed at safeguarding property damaged by conflicts, UNESCO plays an essential role of catalyst and guides the technical aspects of reflection and action. The neutrality of the Organization guarantees the effective implementation of programmes. Political instability in the countries concerned has sometimes perturbed the smooth monitoring of operations. The international safeguarding campaigns are very successful at the level of public awareness, as well as at the level of training and upgrading of national capacities. Lack of funds, however, and the overall scale of needs of the campaign sites must nonetheless be faced realistically.

(3)   The adoption of the Second Protocol to the Hague Convention was the result of an eight-year effort aimed at increasing the awareness of Member States of the need for a new legal instrument and an institutional body to supervise the implementation of the Convention and the new instrument. Many States must modify their national legislation, and in particular their Constitution, in order to be able to become a party to the Second Protocol. Consensus on a number of major issues has been reached as regards a new legal instrument for the protection of the underwater cultural heritage: the need for immediate and appropriate measures to avoid further destruction of the underwater heritage, and the need to annex the ICOMOS Charter on the Protection and Management of the Underwater Cultural Heritage as binding rules annexed to the text of the draft convention. The first volume of background materials on the protection of the underwater cultural heritage raised awareness of the scientific community and the general public on this issue. The main difficulties encountered concern the legal status of warships and the extension of the powers of coastal States to the underwater cultural heritage located in their exclusive economic zone and continental shelf.

(4)   The adoption of the International Code of Ethics for Dealers in Cultural Property and of the Object ID will assist in eliminating stolen cultural objects from the art trade, and will contribute to the better identification of stolen cultural objects. The Spanish version of *Preventing the Illicit Traffic in Cultural Property: A Resource Handbook for the Implementation of the 1970 UNESCO Convention* is very useful. Its use for the sensitization and training of the highly structured professional network of museums ensures a multiplier effect for the dissemination of information and the direct involvement of actors primarily concerned with traffic and pillage.

(5)   The survey arising from the 1989 Recommendation on the Safeguarding of Traditional Culture and Folklore led to the elaboration of concrete actions and recommendations for enhancing the application of the Recommendation and furthering work in the field of the intangible heritage in Member States. The Washington conference, jointly held by UNESCO and the Smithsonian Institution assembled top experts, produced high-quality documents, and elaborated a long-term strategy for the safeguarding and revitalization of the intangible heritage in the world. Decentralized activities – (i) elaboration of policies for preserving endangered languages; (ii) research, collecting data and publication of books on African traditions; (iii) production of videos and educational guides for learning African national languages; (iv) purchase of equipment and collecting of traditions to promote the use of Kiswahili; and (v) publication of books on indigenous languages in Zanzibar and promotion of indigenous languages and cultures in Costa Rica (funded from the United Kingdom's contribution) – helped Member States to protect endangered languages and traditions and to promote the use of national languages.

(6)   Ever since it was launched, the new international initiative "Proclamation by UNESCO of masterpieces of the oral and intangible heritage of humanity" has made it

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1. Cambodia, Bosnia and Herzegovina, Palestinian Autonomous Territories, Afghanistan.

Particularly successful activities:					
	Distinguishing features				
Activity	Catalytic role	Innovative character	Multiplier effect	Added value	Other
Adoption of the Second Protocol to the Hague Convention at the 1999 Diplomatic Conference.	X	X	X	X	
International Code of Ethics for Dealers in Cultural Property.		X	X	X	
Publication of eight issues of the periodical *Museum International* in five languages.			X	X	
International Congress on "Gastronomic Heritage and Cultural Tourism", Puebla, Mexico, October 1999.	X	X	X	X	
Safeguarding of Angkor and the cultural heritage of Bosnia and Herzegovina.	X	X	X	X	
International Campaign to Safeguard the Cultural Triangle of Sri Lanka.	X	X	X	X	
Regional Training Course on Rock Art Conservation in South-East Asia and the Pacific.	X	X	X	X	

Particularly unsuccessful activities:					
	Underlying reasons relate to choice of:				
Activity	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
Support to States on national legislation.					X[2]
Support for the ICOM Documentation Centre under the UNESCO-ICOM agreement.	X		X	X	

possible to raise extrabudgetary funds which provide a useful supplement to the limited resources of the regular programme.

(7) The success of the programme on cultural tourism is due to the strong demand for an interdisciplinary approach to this type of tourism, which incorporates both the ethical dimensions and "local development based on the enhancement of the heritage". UNESCO offers a special added value and a comparative advantage in helping Member States to frame development policies founded on the preservation and enhancement of the cultural heritage. The difficulties encountered concern follow-up to resolutions adopted at meetings, given that such follow-up depends essentially on the Member States. As regards the UNESCO Chairs, it is difficult both to gauge and to increase the "added value" that UNESCO contributes to their activities.

C. **Lessons learned and their implications for the future**

(8) The work of the Organization in the safeguarding of the heritage now extends to the design of policies for the tourism-related development of the cultural heritage. The Organization must respond by taking appropriate action - upgrading of endogenous capacities, identification and dissemination of best practices - at the request of Member States, which wish to avert a "touristification" of the heritage as a result of economic factors. The growing influence of the economy in activities relating to the cultural heritage makes it necessary to strengthen UNESCO's initiatives aimed at helping Member States to manage the complex relations between the heritage and the economy. Experience shows that such actions should be more closely focused on regional strategies. The active participation of the local population, local organizations and local politicians is a factor for success.

(9) Although LEAP was brought under the regular programme, most funding continued to come from a single extrabudgetary resource. This cannot be expected to continue indefinitely. As regards international norms, more training seminars and publications are needed. Staff resources must be increased in order to meet growing demands for legislative assistance in Member States. The elaboration of a draft convention on the protection of the underwater cultural heritage needs further negotiations. The Intangible Heritage Programme needs expansion and innovation, and it would be very useful to include the programme on linguistic diversity, at present in Major Programme I, in order to contribute to endeavours to safeguard cultural diversity. Workshops on the Living Human Treasures stimulated activities aimed at the safeguarding and transmission of the intangible heritage. This activity

should be intensified. UNESCO's support to festivals had a favourable impact on sensitizing authorities to the need for appropriate policies for safeguarding and revitalizing their traditional musical heritage. To be successful, international safeguarding campaigns must be strictly limited in number – concentration is the key to success.

(10) Of the $30 million in extrabudgetary resources received, about $28 million (93%) was used for the safeguarding and enhancement of the tangible heritage, and the rest for the intangible heritage.

(11) In regard to the tangible heritage, the main areas in which UNESCO intervened were pilot projects for the restoration and conservation of cultural sites and monuments of great symbolic value for the cultural identity of the populations concerned, all of which had a sizeable component devoted to training and transmission of best practices and international standards in regard to conservation. In the case of the intangible heritage, these funds also financed pilot projects on the identification, enhancement, documentation and transmission of the oral and intangible heritage, especially skills and techniques of local populations and cultural minorities.

(12) The Secretariat has endeavoured, as far as possible, to use the regular programme to cover the cost of seeking extrabudgetary funds and support for the activities so financed. The 1998-1999 biennium marked the culmination of a number of international safeguarding campaigns begun in the 1980s, which means that in future, other funds will have to be sought for new activities carried out in partnership with national and regional development agencies, UNDP and the World Bank.

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2. Insufficient resources.

III.1.2 – Promotion of the Convention for the Protection of the World Cultural and Natural Heritage

A.   Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Ensuring that the World Heritage List is more representative				
1. Servicing of the statutory organs of the World Heritage Convention.[3]	29 C/20 para. 2.A(g)	X		
2. Six new States Parties bringing the total number of States Parties to the World Heritage Convention to 158.[4]		X		
3. Identification and dissemination of knowledge about the categories of heritage currently under-represented on the World Heritage List.			X	
4. 62 cultural, 14 natural and two mixed sites were inscribed on the World Heritage List.[5]		X		
Developing national capacities for the protection of sites				
1. Local and national capacities for the long-term protection and effective management of designated world heritage properties strengthened through, *inter alia*, training strategies for cultural and natural heritage specialists.			X	
2. One world heritage site was removed, and two new sites were added to the List of World Heritage in Danger.[6]		X		
3. Seed money from the World Heritage Fund attracted support from donors, bilateral aid agencies and private foundations to meet priority needs, with particular attention to sites in least developed or low-income countries and those included on the List of World Heritage in Danger.		X		
Monitoring the state of conservation of world heritage properties				
States Parties assisted in monitoring and reporting on the application of the World Heritage Convention. Identification of site conservation needs resulted in the mobilization of technical and financial resources.[7]	29 C/Res. 20 para. 2.A(i)	X		
Information and awareness-building activities				
Young people and local communities living in or near world heritage sites made more aware of the need to protect these sites as a result of information materials[8] and the strengthening of World Heritage Information Network (WHIN).	29 C/Res. 20 para. 2.A(j)		X	

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
Africa 2009.	X	X	X	X	X
International Expert Meeting and Policy Dialogue on the use of the World Heritage Convention as an international legal instrument for conserving tropical forest biodiversity, 7-11 December 1998, Brastagi, Indonesia.	X	X	X	X	X[9]
Brokerage of cooperation agreements between LDC/LIC States Parties, international and bilateral development aid agencies, technical institutions and/or local authorities for enhanced world heritage site management in Asia, e.g. pilot project at Luang Prabang, Lao PDR; decentralized cooperation with the City of Chinon, France; Lao PDR/Agence Française de Développement funding agreement; cooperation with the European Union; France-UNESCO agreement.	X	X	X	X	X
Development and updating of the World Heritage Centre Internet site.	X	X	X	X	X
Training seminars in the Russian Federation for managers of natural world heritage sites (July 1999, Lake Baikal) and for cultural sites (September 1999, Novgorod).	X	X	X	X	X
Missions on the state of conservation in Latin America: El Vizcaino (Mexico) and Machupicchu (Peru)	X	X	X	X	X
International training seminar/workshop for managers of biosphere reserves and world heritage sites (March 1998, Dja, Cameroon).	X	X	X	X	X
Regional workshop on capacity-building for the implementation of the World Heritage Convention in the Arab region (May/June 1999, Cairo, Egypt).	X	X	X	X	X
Signature of a cooperation agreement on wetlands with the Bureau of the Convention (Ramsar, Iran, 1971) in 1999.	X	X	X	X	X

B.   Assessment of implementation

(13)   The World Heritage Centre, as Secretariat to the Convention, organized nine meetings of the statutory organs of the Convention. The sustained implementation of the Global Strategy for a balanced and representative World Heritage List adopted by the World Heritage Committee in 1994 has continued to provide a strategic focus for the establishment of the World Heritage List. The definition of world heritage is now recognized as being inclusive of cultural landscapes, living cultural traditions, and symbolic and spiritual values. One of the highlights of the biennium was the inscription of East Rennell in the Solomon Islands as the first world heritage site from a Pacific Island country and the first traditional system of land tenure recognized as the basis for management and protection of a world heritage site. Additional funds are required to support the preparation of nominations from regions and types of heritage currently under-represented on the World Heritage List. Despite a broad consensus on the need to improve the representativity and balance of the World Heritage List, in practice certain regions continue to submit the largest number of nominations.

(14)   The dramatic rise in the number of all types of international assistance requests from the World Heritage Fund and the amounts requested in 1998-1999 reflect the growing number of sites on the World Heritage List and the ever-increasing threats to them. Additional funds were made available from Japan Funds-in-Trust for preparatory assistance requests for regions and types of heritage currently under-represented on the World Heritage List. The potential of the World Heritage Convention to contribute to global biodiversity conservation was given formal endorsement when the United Nations Foundation (UNF) included, in November 1999, grant support to world heritage sites meeting natural heritage criterion (iv) as the principal component of its Programme Framework for Biodiversity creating a new and significant financial resource for the conservation of world heritage natural properties.

(15)   Monitoring of the state of conservation of world heritage properties continued to be primarily reactive. At present, most reports come from advisory bodies, individuals and NGOs. A more systematic approach to monitoring the state of conservation of world heritage properties is needed. The World Heritage Committee (December 1998), established the periodicity of periodic reporting as six years, and adopted a regional approach to the preparation and examination of the periodic reports.

(16)   The IUCN/World Heritage Centre had significant influence on national policies and decisions which benefited the conservation of Yellowstone (United States),

Galapagos (Ecuador) and El Vizcaino (Mexico). In addition, the state of conservation of some natural world heritage sites included in the List of World Heritage in Danger, such as Srebarna (Bulgaria) and Air and Tenere (Niger), has improved to the extent that they are progressing towards eventual removal from the List of World Heritage in Danger. Plitvice National Park (Croatia), the Old City of Dubrovnik (Croatia) and the Wieliczka Salt Mine (Poland) were removed from the List of World Heritage in Danger following significant improvements in their state of conservation. Difficulties continue in the case of conservation of world heritage natural properties in areas affected by armed conflict, such as the five sites in the Democratic Republic of the Congo and Mt Rwenzori in Uganda.

(17)   The World Heritage Committee's new Strategic Plan for World Heritage Documentation, Information and Education is essentially aimed at supporting the efforts of States Parties and the international community to implement the World Heritage Convention.

(18)   The regular programme allotment to the World Heritage Centre is substantially less than the extra-budgetary funds made available to the Centre from the World Heritage Fund by the World Heritage Committee and from other extrabudgetary sources. However, the decisions of the World Heritage Committee and its Bureau, whose sessions were held with the support of the regular programme, played a direct and instrumental role in all the

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3. Nine statutory meetings in 1998-1999 - 22nd and 23rd ordinary and extraordinary sessions of the World Heritage Committee and its Bureau (1998); 3rd and 4th extraordinary sessions of the World Heritage Committee and 12th General Assembly of States Parties (1999).

4. 109 of the 158 States Parties have submitted tentative lists of sites in conformity with the format prescribed in the *Operational Guidelines*. 132 nominations of sites were submitted including some nominations originating from regions of the world, or relating to categories of sites, that are at present under-represented on the World Heritage List.

5. Including sites from seven States Parties nominating for the first time bringing the total number of sites to 630 in 1999.

6. 27 sites figure on the List of World Heritage in Danger.

7. 360 reports on the state of conservation of properties were presented to the World Heritage Committee.

8. Internet site with 1.5 million "hits" per month, 8 issues of the *World Heritage Newsletter*, 36 editions of the electronic newsletter *WHNEWS* in addition to World Heritage Maps, slide packs, diaries, cooperation in production of book series, encyclopaedias, CD-ROMs and television documentaries.

9. Created awareness, generated interest and commitment for using the Convention as an innovative instrument for conserving tropical forest biodiversity. Resulted in United Nations Foundation 3-4 year programme for "World Heritage Biodiversity Sites" valued at $30-40 million. Brazil, Bolivia and Suriname and Malaysia have nominated forest sites for inscription on the World Heritage List.

	Underlying reasons relate to choice of:				
Particularly unsuccessful activities:					
Activity	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
Establishment of a balanced and representative World Heritage List.					X[10]

successes achieved by the World Heritage Centre. Such decisions include the inscription of new properties on the World Heritage List, approval of international assistance requests from the World Heritage Fund which are used to implement projects for the benefit of World Heritage sites, and actions (for example, World Heritage Centre/IUCN/ICOMOS missions to threatened sites) undertaken with a view to identifying mitigating measures that may strengthen the conservation of sites.

C. Lessons learned and their implications for the future

(19)   The World Heritage Centre's internal review of international assistance requests approved up to 1999 indicated trends in the allocation of the World Heritage Fund and made recommendations concerning prioritization in granting international assistance to States Parties. A significant amount (some 9%) of the 1999 international assistance budget had to be used to finance activities approved in prior years, thereby decreasing the amount available to support new requests. Furthermore, to ensure that LDCs and LICs have the priority in receiving limited world heritage funds to protect their sites, especially those on the List of World Heritage in Danger, the non-LDCs/LICs States Parties are, now more than ever, encouraged to utilize limited world heritage funds in a catalytic manner to raise funds for large-scale projects from other sources. In 1999 the World Heritage Committee requested an external evaluation of the international assistance provided from the World Heritage Fund.

(20)   The observable annual increase in the number of sites nominated and included in the World Heritage List and in the number of state of conservation reports and requests for assistance necessitates a steady expansion of world heritage activities over the next biennium and in the medium term. Increased resources are required for the preparation of nominations from regions (particularly the Pacific, Africa and the Caribbean) and types of heritage currently under-represented on the World Heritage List. Focusing attention on threatened sites and the 27 sites already included in the List of World Heritage in Danger should be a priority. These sites in danger should be the target of continuing and possibly new actions in support of their conservation. In general, more emphasis should be placed on monitoring the state of conservation of world heritage properties and helping States Parties to find ways and means to protect world heritage values despite the prevailing constraints on resources.

(21)   Additional support for training, capacity-building and technical assistance will also be required if more of the requests received from States Parties are to be funded.

The new six-year regional cycle of periodic reporting is expected to identify considerable additional needs of States Parties for world heritage conservation activities. Information, documentation and education activities will need to respond to the steadily expanding activities relating to the implementation of the Convention.

(22)   While regular programme funds were used primarily as the source of funding for the statutory meetings and small-scale support activities, extrabudgetary funds of $10 million went mainly towards the concrete activities of improving the protection of sites already on the World Heritage List. Priority was given to legal and administrative evaluations and issues as well as to the preparatory assistance requests for regions and types of heritage that are under-represented on the World Heritage List. Groups of LDCs and LICs received special attention in implementation of the above-mentioned activities. There are strong prospects for the further growth of extrabudgetary funding for activities benefiting world heritage sites which correspond to the policy of the global strategy implementation.

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10. The highest proportion of nominations received for inclusion on the World Heritage List continue to be monumental cultural properties from Western Europe. Relatively few nominations were received for categories of heritage and regions currently under-represented on the World Heritage List. However, the number of natural and mixed heritage sites nominated for inscription on the World Heritage List reached levels higher than in all previous years.

Programme III.2 **Promotion of living cultures**

III.2.1 – Creativity and copyright

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Fostering a better understanding of the interaction between culture and development				
1. National policy-makers sensitized to the value of cultural projects and programmes as strategic components of governmental and civic action through, *inter alia*, debate on *Our Cultural Diversity* and the publication of the UNESCO *World Culture Report*.	29 C/Res. 20 para. 2.B(a) 29 C/Res. 25		X	
2. A fresh mandate for a new programme in the cultural policy area was given by the Stockholm Conference and confirmed by the Executive Board and the General Conference.		X		
3. Following the evaluation report of the special project "African Itinerant College for culture and development", the entity's programmes were concentrated on training and research activities.	29 C/Res. 25		X	
4. Five UNESCO Chairs in cultural policy and management were established as a first step in the establishment of a new UNITWIN network.			X	
5. Networking and information exchange was promoted through the establishment of the International Observatory on Financing Culture in Central and Eastern Europe (Budapest) and the extension of the CULTURELINK network.		X		
Artistic education				
Public awareness increased by an international appeal for promoting art education at school level and the establishment of a website on best practices in the field of art education.	29 C/Res. 20 para. 2.B(b)		X	
Enhancing traditional and popular cultures				
Popular creativity promoted locally by setting up a network and holding 10 workshops (theatre, dance, photography, music, fine arts) for young artists and children living in deprived areas.	29 C/Res. 20 para. 2.B(c)	X		
Encouraging the development of crafts				
1. Awareness raised on the part of governments and international organizations of the important contribution crafts can make to social, cultural and economic development.	29 C/Res. 20 para. 2.B(d)		X	
2. Development of crafts strengthened, particularly through training and further training for women and young craftsworkers, and through the UNESCO Crafts Prize.		X		
The status of the artist				
1. Sensitization of the general public to the culture of peace through a network for theatre and peace.	29 C/Res. 20 para. 2.B(e)			X
2. Awareness raised through the awarding of 10 prizes in the fields of music, arts, theatre and literature for young artists and musicians.		X		
3. Awareness of the culture of peace project raised through a musical network for peace in Latin America and the Caribbean.		X		
Protection of copyright and neighbouring rights				
1. Endogenous training for copyright specialists through the establishment of four Chairs and a UNITWIN network in Latin America, and provision of pedagogical support.	29 C/Res. 20 para. 2.B(f)	X		
2. Development of copyright protection capability by assistance with the drafting of laws in three States and support for the effective administration of rights by the publication of a guide.		X		
3. Participation in the international debate on trends in copyright problems, together with the regular provision of information to States through publication of the quarterly *Copyright Bulletin* in five languages and the creation of a website on national legislation.		X		
4. Identification of forms of legal protection and of ways and means of preserving and safeguarding traditional cultures and knowledge at the national level, and relaunching of the debate on international protection for such heritage by the holding of five regional meetings in cooperation with WIPO.		X		

B. Assessment of implementation

(23) A high level of interest in and commitment to the goal of placing culture more centrally on the public policy agenda was generated among cultural activists, officials and scholars by the report of the World Commission on Culture and Development and its follow-up. The intellectual preparation of the Stockholm Conference was of high quality, and in view of its open structure, the Conference was enthusiastically attended by many civil society participants, who were able to reinforce and multiply its worldwide impact. Although post-conference activities had to be undertaken with an extremely limited budget, the momentum of advocacy and coalition-building was to a large extent safeguarded. Far more could have been achieved, however, if adequate funds and human resources had been ensured, and if follow-up to the Conference had been tackled in a truly intersectoral spirit. Financial institutions such as the World Bank and the Inter-American Development Bank have been influenced and have begun to develop cultural programmes and strategies and working relationships, with the establishment of some 20 focal points on culture and development in the United Nations and its agencies and funds.

(24) UNESCO/UNAIDS extrabudgetary project, A Cultural Approach to HIV/AIDS Prevention and Care, delivered country assessments, subregional workshops, a summary report and a methodological handbook for culturally appropriate project design.

(25) Several levels of evaluation of the first issue of the *World Culture Report* have been carried out (academic assessments 1998, 1999; evaluation in the context of the Funds-in-Trust Agreement/UNESCO/Netherlands). In its exploration of the relationship between culture and development, the *World Culture Report* has made an important leap forward in the area of statistics and cultural indicators through increased collaboration with Member States (targeted questionnaire) and a team of national and international statistical experts (France, Canada, Italy, Philippines, UNDP). This positive and fruitful experience strongly indicates that the culture and development debate will not gain in substantial clarity unless these hard data are increasingly identified/collected and constructed. The external evaluation of UNESCO's *World Reports* is being submitted to the Executive Board at its 160th session (160 EX/45). The report was produced with extrabudgetary funding.

(26) Areas and modalities of action concerning traditional and popular cultures and the status of the artist which revealed particularly high levels of stakeholder satisfaction were the role of UNESCO as a "clearing house", the creation of and support for international networks, publishing,

international programme coordination, prize awards, and support to local initiatives taken by local specialists. Particularly low level of stakeholder satisfaction was recorded regarding support for local activities set up by international specialists. The most common and sustainable success factors were attributable to Member States and other partners (local artists and specialists, local NGOs, university researchers and professors/teachers). Insufficient funding was the main negative factor. Two fields of activity where UNESCO does not possess adequate professional expertise and/or resources were construction of cultural premises (opera and theatre halls, exhibition halls, etc.) and financing of specialized cultural equipment, including musical instruments and electronic materials. Most of the prizes awarded by UNESCO in 1998-1999 were financed from extrabudgetary resources.

(27) The success of most of the craft activities was thanks to the permanent search for new partners and financing, public as well as private, and to the continued support of UNESCO's regular partners. Some activities were implemented by field offices with technical support from Headquarters. The Programme for the Promotion of Crafts and Design helps to encourage the creativity of craftworkers and designers, and to ensure sustainable development through professional training aimed at the eradication of poverty. The crafts industry is one in which women play a predominant role, especially in the developing countries. They continue to use traditional knowledge to meet household needs and bring in a modest personal revenue, but they suffer from a lack of training in the management of small businesses and marketing.

(28) As regards the introduction and improvement of the teaching of copyright and neighbouring rights at university, its estimated high level of contribution is attributable to the fact that States have begun realizing that they may suffer serious economic sanctions under the TRIPS Agreement for piracy of foreign intellectual works; the solution of the problem lies above all in the education, on a permanent basis, of qualified personnel to work in all the infrastructures concerned with copyright and neighbouring rights. The *Guide to the Collective Administration of Authors' Rights*, elaborated in cooperation with the International Confederation of Societies of Authors and Composers (CISAC) is having a considerable multiplier effect.

(29) As regards raising public awareness and providing information to specialists, in general, the high level of contribution is due in part to the fact that UNESCO's *Copyright Bulletin* is published in five working languages, and is thus accessible to a great number of readers. The opening of UNESCO's website on conventions and national legislation made these documents readily accessible to

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998).	X	X	X		
Congress "Culture and Development", Havana, June 1999.	X		X	X	
Award of the UNESCO Crafts Prize.[11]	X	X	X	X	
Subregional creative workshops for textile mastercraftswomen (in Namibia and Kyrgyzstan).	X	X	X	X	
Third "Design 21" competition and exhibition "Chic Chinois" of works of young designers.	X		X	X	
Pilot project for promotion of popular creativity for young artists and children living in deprived areas.	X	X	X	X	
Establishment of a UNESCO Chair for the training of actors.	X	X			
Publication of *Art and Society*.	X	X	X	X	
Support to three umbrella NGOs (ICM, ITI, International Pen Club) as the most effective means of implementing programme objectives in the field of arts education, professional training and promotion of the arts at local level.	X	X	X	X	
Introduction, improvement and support of teaching of copyright and neighbouring rights at university.	X		X		
Legal assistance given to Burkina Faso, Georgia and Morocco.				X	
Clarifying possible legal means of international protection of the expressions of folklore.				X	

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
Reinforcement of the action of the International Centre for the Promotion of Crafts (Morocco).				X	X[12]
Network for theatre and peace.	X	X	X	X	

researchers, practitioners, teachers of law and students. States may easily draw inspiration for the elaboration or revision of their own laws. Thus far, however, only the English-language versions are available. The study cycle on communication and copyright law in the information society was less effective in view of the fact that such study cycles usually end in standard-setting, and at present many States prefer standard-setting in this field to be left to WIPO.

(30)   As regards promotion of the protection of traditional and popular culture, the high level of contribution is due mainly to the plans of action adopted for the Africa, Latin America and the Caribbean, and Arab States regions, and the fact that this activity was undertaken jointly with WIPO, which had funds for organizing the meetings.

C.   Lessons learned and their implications for the future

(31)   There was a growing demand on the part of governments and other actors for tools and guidelines which may help to formulate cultural policies geared to major socio-economic changes. These expectations confirm the mandate provided by the Stockholm Conference and underscore the relevance of the work in the cultural policy field. The Organization's efforts must, however, be conceived as part of an overall strategy, with coherent links between

activities in specific domains such as cultural heritage, the arts, cultural industries and cultural pluralism on the one hand, and the overall broad frameworks of cultural policy definition and implementation on the other. Specialized work on constructing cultural statistics and indicators as contained in the *World Culture Report* should continue. Cultural indicators capture trends, stimulate policy dialogue and are the meaningful representation of statistical data.

(32)   The evaluation of the UNESCO Fellowship programme carried out during the biennum underscored the usefulness of such a modality of action for the promotion of UNESCO's objectives in the field of art and creativity. However, in view of programme concentration this activity had to be abandoned in favour of the newly developed art education programme.

(33)   UNESCO is now recognized as the only international organization with a global approach to the socio-cultural and economic role of crafts in society, and therefore has a special responsibility to ensure that the needs of the craftspeople themselves are duly taken into account by development and funding institutions. The desired links between crafts and education are still too weak, and joint efforts should be undertaken between the Education and Culture Sectors to promote the introduction of crafts courses in schools and universities with the full participation of master craftspersons. The extension of UNESCO's field of activity to interior decoration and home accessories has generally been welcomed and should be pursued in the short and medium terms through the "Design 21" project and the organization of workshops bringing together designers and craftspeople.

(34)   The external review of UNESCO's Programme for Crafts Promotion since 1990 found a significant number of innovative and original activities carried out in a broad range of fields, from data collection to the promotion of quality crafts and the launching of experimental training workshops, especially for craftswomen in the developing countries. Nevertheless, there is an overwhelming impression that crafts organizations and craftspeople generally feel unsupported, under-funded, underpromoted and undervalued. Measures should be taken in the short term to remedy, in particular, two major elements of dissatisfaction connected with the lack of information and the poor degree of coordination of funding sources at the national and regional levels. UNESCO's future Crafts Programme should be related to the general issues of poverty eradication, protection of the environment, and the indispensable linkages between culture and sustainable development.

(35)   Cultural production, and therefore intellectual property is growing as a driving factor in the development of the national and global economy. Many States have suggested that the raising of public awareness and provision of information to specialists in the field of copyright should be favoured over standard-setting activities.

(36)   The training of specialists in the collective administration of authors' rights has been facilitated by the preparation of a *Guide to the Collective Administration of Authors' Rights* in cooperation with CISAC. In view of the fact that WIPO has considerably expanded its activities in this field, it is recommended that UNESCO abandon this activity under the regular programme and grant assistance henceforth only under the Participation Programme. In view of the great importance of the free use of intellectual works for education and scientific research purposes (in libraries, schools, universities, scientific research institutes, etc.) and the possible negative impact of electronic technologies on the limitations of copyright, it is recommended that UNESCO should study this particular problem.

(37)   Developing countries in particular have expressed an interest in the legal means for protection of the expressions of folklore. UNESCO's contribution in this field should go beyond a technical and intellectual contribution, and include financial assistance.

(38)   In the field of crafts development, extrabudgetary funds were used exclusively to implement the Design 21 development of cooperative ties between artists, craftspeople, manufacturers, journalists and students of fashion schools. The success of this activity attracted the attention of donors, and as a result further activities are currently being developed in the field of traditional ceramics production. In the field of artistic education, extra-budgetary funds were used for activities aimed at the development of organizational infrastructures for music in deprived areas.

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11. For Africa in Burkina Faso, 1998 – for Asia-Pacific in Thailand, 1998 – for Latin America and the Caribbean in Argentina, 1999 and participation of the African laureates in an international crafts fair.

12. Weak participation or follow-up at national level.

III.2.2 – *Books and cultural industries*

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Strengthening local capacities in the book and other cultural industries 1. Encouragement of the formulation of policies, strategies and programmes designed to strengthen national and regional book production and distribution capacities by means of technical assistance and advisory services. 2. Free circulation of books and other cultural goods enhanced through promotion of the Florence Agreement, particularly in Central and Eastern Europe.[13]	29 C/Res. 20 para. 2.B(a)	X X		
Promoting reading and other cultural practices 1. The collection of data on cultural practices improved through the introduction of new standards. 2. Encouragement of the production of high-quality books by means of the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance. 3. Production of scientific books for children in Africa stimulated by the SAP KAWI project. 4. Public awareness raised through the celebration of the World Book and Copyright Day. 5. Wider access to quality literature by means of the literary supplement *Kitâb-fî-Jarîda*.	29 C/Res. 20 para. 2.B(h)	 X X X X	X	
Collection of representative works – *Index translationum* 1. Works of literature little known outside their own linguistic community made accessible to a broader public through the translation and publication of the UNESCO Collection of Representative Works. 2. Increased world circulation of information on the subject of translation through publication of the *Index Translationum* in CD-ROM format.	29 C/Res. 20 para. 2.B(i)	 X		X
Culture and cyberspace 1. Easier access to good-quality popular books. 2. Women enabled to make better use of the Net.[14]	29 C/Res. 20 para. 2.B(j)			X X

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
Technical and legal assistance for the framing of national book policies in Portuguese-speaking countries of Africa and a number of countries of Central America and the Caribbean, Central and Eastern Europe and Algeria.	X		X	X	
Training activities for authors and illustrators of children's books and publishing professionals in Asia and the Pacific and in Latin America.	X	X	X	X	
UNESCO Prize for children's and young people's literature in the service of tolerance.	X	X	X	X	
Study of the cultural programmes of European public television channels, in cooperation with the European Commission.	X		X		
Survey of the current state of the cinema worldwide.	X	X	X		
Support for film-making initiatives by children.		X			
Launching of reflection on "culture, the market and globalization".	X	X	X		

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
UNESCO Cyber Readers' Club.				X	X[15]
Development of activities relating to national film and audiovisual policies.					X[16]
Collection of representative works.					X[17]

B. Assessment of implementation

(39)   UNESCO's expertise and skill was reaffirmed in an essential area – the book industry – through assistance with the framing of national policies, especially in Latin America, the Caribbean and countries in transition, co-operation with professional networks, activities for the promotion of reading, especially among young people – including the continuation of several reading campaigns in Africa – and the dissemination of information on translation worldwide, thanks to the *Index Translationum*, which constitutes in itself a distinctive added value for the Organization. Awareness-building activities relating to literature and books (prizes, newspaper supplement in Arabic, World Day) were considerably strengthened.

(40)   The activities launched in the fields of the cinema, music and audiovisual media could not be completed owing to a lack of sufficient funds. However, they helped to broaden the range of partners, which proved most useful at a time when UNESCO has become more involved in reflection on the relationship between culture, the market and globalization, following adoption of the Action Plan of the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1988). This reflection has now been incorporated into the ongoing awareness-building action connected with the Florence Agreement on the free circulation of cultural goods.

C. Lessons learned and their implications for the future

(41)   An external evaluation of the programme on books is planned under the Programme and Budget for 2000-2001, and will be submitted to the Executive Board at its 161st session.

(42)   The bulk of extrabudgetary funds was used to support national book policies and activities for the promotion of reading. As in other cases, regular programme funds were used primarily as seed money to develop activities and to attract extrabudgetary funds. Good examples of that strategy were the highly successful projects *Kitâb-fî-Jarîda* and Books for All (book donations and development of new methods of sensitization to reading).

(43)   The symposium Culture, the Market and Globalization (Paris, June 1999) opened up a whole new area of interest to extrabudgetary funding. Activities developed in this domain, along with those linked to the promotion of reading, will be further strengthened through increased involvement of UNESCO in project formulation activities.

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13. 94 countries had signed this Agreement by the end of 1999.
14. Some 60 independent networks of women have been connected in regional networks in Asia, the Pacific and Africa.
15. Estimation of cost and of comparative advantages.
16. Reduction of funds followed by halting of activity by the General Conference (scenario B).
17. Reduction of funds.

Special projects

Museum outreach programmes in West Africa

(44)   The first phase of the "Museum outreach programmes in West Africa", an ICOM initiative, has enabled West and southern African museum professionals to exchange experience regarding outreach education and to reflect on the preparation of innovatory methods, materials and techniques in order to develop those best able to meet the needs of West Africa.

(45)   The implementation of this phase coincided with the setting up of the International Council of African Museums (AFRICOM), which is continuing the project within the framework of document 30 C/5. This initiative is helping to arouse the interest of local communities, especially young people and women, in their cultural heritage, and to help the communities concerned to preserve their cultural diversity through the protection of their own heritage.

Young People's Participation in World Heritage Preservation and Promotion

(46)   The 1998-1999 biennium witnessed the greatest expansion of this project since its launch in 1994, thus demonstrating the success of intersectoral cooperation between the World Heritage Centre and the Associated Schools Project (ASP) Coordination Unit of the Education Sector. An unprecedented number of innovative educational activities worldwide have consolidated the special project as a very successful activity with a high multiplier effect. This has been further consolidated by inputs from UNESCO field offices in Asia and the Pacific, the Arab States and Latin America and the Caribbean, and increased participation by Member States.

(47)   UNESCO has received an overwhelming number of responses from schools, museums, site managers and other partners interested in testing the "World heritage in young hands" kit and developing new educational materials and participatory activities. Subregional teacher-training workshops proved effective in developing regional and national action plans for the future involvement of young people in world heritage conservation and presentation.

(48)   Requests were received for translation of the "World heritage in young hands" kit into more than 50 national languages. Seed money could be provided for 15 requests only. It is therefore recommended that the special project continue into the next Medium-Term Plan.

(49)   One effective way to respond to the ever-increasing demands from various partners for information on, and participation in, the special project is the establishment of a clearing house in the form of a website and a newsletter in order to provide instant access to educational materials and to strengthen networking and exchange of know-how in the field of world heritage education and participation in activities worldwide.

(50) Over the past years, the project has not sufficiently addressed the development of heritage conservation skills among young people in developing countries. Links with vocational training institutes could be established to pursue this direction through planned activities in future years. UNESCO has received numerous requests for regional world heritage education materials as well as educational materials for the basic education level.

African Itinerant College for culture and development

(51) The African Itinerant College was established in 1996 with the aim of strengthening national capacities in Africa for planning, monitoring and evaluating development strategies, programmes and projects in the cultural perspective. The evaluation of the experimental phase of the project carried out in 1998 showed that there was considerable interest in the project on the part of African governments and the cultural community. Insufficient funding, however, made it impossible to expand the activities of the College sufficiently to meet these expectations. It was clear therefore, that additional funds would need to be mobilized in order to ensure its sustainability. To this end a donors' meeting was held in February 1999 in Dakar, Senegal. This gathering succeeded in concluding new partnerships and mobilizing resources from UNFPA, UNAIDS, and IDRC, Canada. It led to the preparation of workshops on culture and development issues, relating in particular to population policies and to HIV/AIDS prevention and care. A regional assessment of training needs in culture and development in Africa was also finalized, and a medium-term research and training programme was launched.

Popular creativity in deprived areas

(52) This project is aimed at promoting the artistic ability of young people and women in deprived urban areas. Some 10 workshops were held in different countries (Argentina, the Palestinian Autonomous Territories, Israel, Qatar, Côte d'Ivoire, Democratic Republic of the Congo, India, Cape Verde, South Africa) for young people living in deprived areas, in most cases, by local artists for inexperienced and self-taught young artists living in the various local communities. This experience revealed to local communities the high importance of promoting artistic creativity among young people living in marginal areas. Partners in these projects were in most cases artists devoted to their creative work and concerned by the social problems of youth. The extreme difficulty of finding complementary funds for the holding of the workshops delayed these activities.

Training craftswomen in southern Africa

(53) A two-week workshop (12-27 October 1999) held in Windhoek, Namibia, brought together 20 craftswomen from 12 countries of the Southern African Development Community (SADC). The workshop afforded an opportunity to exchange skills and experience in traditional and contemporary pottery and basketry. It also included training in management and marketing. Similar workshops to highlight and promote the role of women in development were organized in Central America, Western Africa and Central Asia.

UNESCO Cyber Readers' Club

(54) An exhaustive feasibility study for the special project UNESCO Cyber Readers' Club was undertaken, and on an experimental basis, a trial website was successfully established. In the end, however, it was decided not to continue with this special project for three reasons: (i) the high staff costs involved in the long-term expansion and maintenance of the Club's website; (ii) the scant interest expressed in the site among intended users (youth); (iii) the coolness, scepticism or lack of interest expressed by the publishing industry collaborating with UNESCO on the project.

Women on the Net

(55) Implementation of this project started in 1997, in close cooperation with the NGO Society for International Development (SID), with the purpose of analysing, from a multicultural and gender-sensitive perspective, both the way their own culture is being shaped by the new information technologies, and the local context. Over a period of two years, the project has led to the establishment of an international network of women for implementation of the project, the dissemination of a practical handbook to a large number of NGOs, the opening of a website and an on-line electronic discussion forum, and the publication of Women@Internet*, which describes the experiences and projects run by the network of women involved in the project. Financial assistance has been provided for two training workshops (United Republic of Tanzania and Kenya), for the creation of a virtual association of immigrant women (Latin America and Europe) and for the preparation of an electronic translation system for texts written by women (Hungary).*

Administrative and budgetary information

Appropriation line	$	$
MP III **Cultural development: the heritage and creativity**		
III.1 **Preservation and enhancement of the cultural and natural heritage**	**5 246 928**	
III.1.1 Safeguard and revitalization of the tangible and intangible heritage		4 379 867
III.1.2 Promotion of the Convention for the Protection of World Cultural and Natural Heritage		867 061
III.2 **Promotion of living cultures**	**6 083 010**	
III.2.1 Creativity and copyright		2 784 576
III.2.2 Books and cultural industries		3 298 434
Fellowships		107 200
Promotional and informative activities		393 749
		11 830 887
Staff costs		29 484 167
Indirect costs		4 516 805
Total, Major Programme III		**45 831 859**
Participation Programme		**5 483 164**
Extrabudgetary resources		**34 600 000**
Total, MP III + PP + EXB		**85 915 023**

**Distribution
of total expenditure**
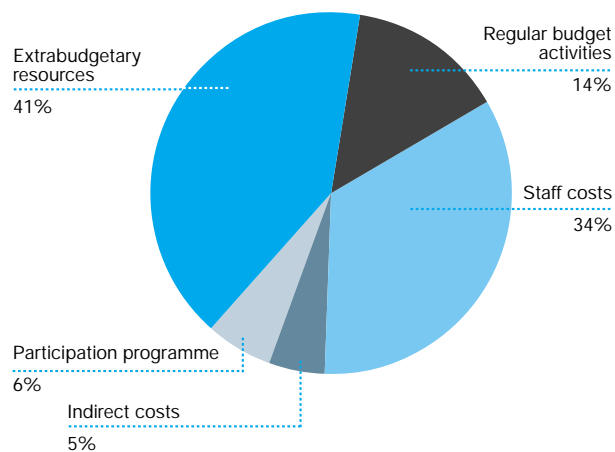
Extrabudgetary resources 41%

Regular budget activities 14%

Staff costs 34%

Participation programme 6%

Indirect costs 5%

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

III.1 44%

Fellowships 1%

Promotion and information 3%

III.2 52%
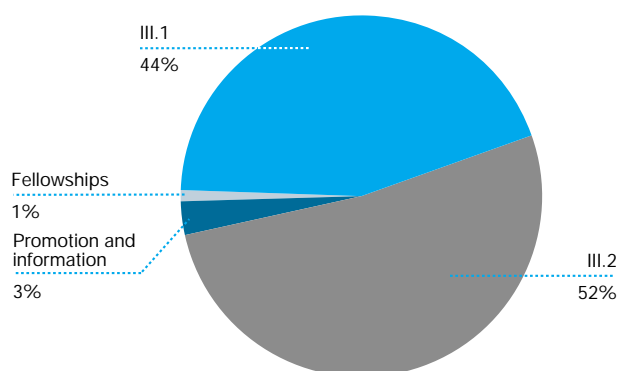
Major Programme IV:

Communication, information and informatics

Programme IV.1   **Free flow of information**

    IV.1.1 - Media and freedom of expression

    IV.1.2 - Access to information and new technologies

    Project on Ethical and sociocultural challenges of the new information technologies

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

    IV.2.1 - Development of communication

    IV.2.2 - Development of libraries, archives and information services

    IV.2.3 - Development of informatics and telematics applications

Special projects

Programme IV.1 Free flow of information

IV.1.1 - Media and freedom of expression

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Freedom of expression and freedom of the press				
1. Public awareness of press freedom as a fundamental right enhanced through the worldwide celebration of World Press Freedom Day (3 May) and the award of the UNESCO/Guillermo Cano World Press Freedom Prize in 1998 and 1999.	29 C/Res. 28 para. 2.A(a)	X		
2. Better protection of press freedom and the safety of journalists ensured, in particular within the framework of the International Freedom of Expression Exchange (IFEX) network.		X		
3. Importance to freedom of expression enhanced in university education by creating two UNESCO Chairs in freedom of expression.		X		
Promoting independent and pluralistic media				
1. The Declarations and plans of action of the five regional seminars on independent and pluralistic media implemented by supporting 15 international and regional media professional organizations.	29 C/Res. 28 para. 2.A(b), (c)	X		
2. Democratization processes strengthened in three selected Member States through support for adaptation of media legislation and broadcasting systems.	29 C/Res. 34 29 C/Res. 35	X		
The educational and cultural mission of public service broadcasting; violence on the screen				
1. The educational and cultural missions of public service broadcasting strengthened through co-organization of annual workshops for television producers in Africa, Eastern Europe and Latin America with the International Public Television (INPUT).	29 C/Res. 28 para. 2.A(e)	X		
2. New approaches aimed at reducing violence on the screen encouraged through major public meetings of citizens at Headquarters and in some 20 countries.		X		
3. Awareness about children and violence as well as child abuse on the Internet raised.		X		
Women in the media				
The role of women in the media promoted by strengthening and expanding the networks of women media professionals to the Africa, Asia-Pacific and Mediterranean regions, and by establishing a centre in Malaysia; a women media watch website in Jamaica; and by publishing a handbook, *Women in the Digital Age*.	29 C/Res. 28 para. 2.A(f)	X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
Annual celebration of World Press Freedom Day.	X		X	X	
UNESCO/Guillermo Cano World Press Freedom Prize.	X	X		X	
IFEX annual meeting and a conference on "Freedom of Expression" to commemorate the fiftieth anniversary of the Universal Declaration of Human Rights.	X	X	X	X	
UNESCO Chairs in freedom of expression.	X	X		X	
Creation of citizens' movements to protect children on the Internet in 22 countries.	X		X	X	
Establishment of a Women in the Media Information and Communication Centre.	X		X		

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
Exchanges between media professionals and parliamentarians.		X		X	
Condemnation of violence against journalists.			X		

B. Assessment of implementation

(1)   UNESCO's moral authority in the field of press freedom is now well recognized by the United Nations system, professional media organizations and the general public. The Organization is particularly recognized for its role as a "catalytic" agency, launching initiatives to promote press freedom and serving as an "interface" between civil society and government institutions on sensitive issues.*

(2)   However, Member States need to focus more intensely on such aspects as unpunished crimes against journalists and to assist NGOs in their investigations of such crimes. UNESCO's fundamental success depends on its ability to efficiently guide and implement its ongoing tri-partnership – UNESCO-Member States-NGOs – which is essential in addressing media and freedom of expression issues and in ensuring their general acceptance.

(3)   Many of the activities carried out in this area are funded from extrabudgetary sources, and there is often reluctance to provide such funding when the international community realizes there is a lack of political will for democratic reform in specific countries or regions.

(4)   Most of the activities carried out to encourage reduction of violence on the screen have succeeded in mobilizing civil society and NGOs to cooperate with each other. UNESCO has demonstrated its leadership role as an impartial, ethical institution among the general citizenry. Cooperation among Internet service providers, child protection agents, the police and judiciary agents has been exemplary, leading to the signing of an inter-agency agreement with Interpol. But it has not been possible to engage directly in research, which should provide the continuous, substantive thrust of activities undertaken in this area, in particular following the impact made by the first forum of researchers at UNESCO Headquarters in April 1997. Furthermore, the potential for fundraising, including a broader diversity of funding partners from the private sector, has not yet been fully tapped.

(5)   With regard to enhancing the role of women in the media, the training and awareness-building activities undertaken addressed disparities in the treatment of male and female journalists in the media industry, and facilitated a dialogue in search of solutions. Cooperation and networking among women professional media organizations have intensified and, in some cases, resulted in the setting up of mechanisms for dialogue with governmental and other authorities concerned to bring about a change. Visible progress has also been made in increasing recognition of gender-sensitive reporting in the media. Mainly because of the consistent efforts in the five years after the Beijing Conference, the gender balance in the journalistic profession has improved, even though the highest managerial positions still remain predominantly in the hands of men.

C. Lessons learned and their implications for the future

(6)   There is an increased emphasis on the role and influence of civil society in shaping decision-making. UNESCO has already taken account of this through its numerous partnerships with international, regional and national professional media associations working in the field of the media and freedom of expression. It needs to continue to adapt to this by furthering these types of links. UNESCO should continue as the leading United Nations agency for press freedom issues by maintaining and fostering its already recognized activities (World Press Freedom Day, World Press Freedom Prize and media legislation).

(7)   The Organization must also consider extending its activities in favour of press freedom to freedom of expression in all other areas of its mandate. UNESCO must assert its leadership in this field by developing this area within and outside the Organization.

(8)   The implementation of activities concerning children and violence on the screen as well as child abuse on the Internet suggest that they should be reformulated into a coherent intersectoral programme relating to the work of the UNESCO units concerned with street children, trafficking in children and child prostitution; the experience also points to the need for media education efforts to be linked to early childhood practices and the family. The programme for young children should work in the anticipation of programmes on information and older youth, youth and film, *Prix Jeunesse* and the Children's TV Summit.

(9)   The main lesson learned in implementing activities to enhance the role of women in the media is the importance of developing broad partnerships and sensitizing policy- and decision-makers to the success of such activities. In future planning and implementation of such activities particular attention should be paid to these factors.

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*   As an example of this recognition, in 1998 the Inter-American Press Association awarded the Director-General the "First Chapultepec Grand Prize" for "his consistent and dedicated work in the promotion of press freedom", the second prestigious award of this type received by UNESCO in recent years.

IV.1.2 – *Access to information and new technologies*

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Memory of the World Programme 1. Documentary heritage better preserved and presented to the public through the formulation of national and regional audiovisual presentation strategies in four Member States, production of two CD-ROMs[1] and training workshops on conservation policies. 2. Collections for the World Register identified and presented in the framework of the Asia Pacific Programme.[2]	29 C/Res. 28 para. 2.A(g), (h)	X X		
Facilitating access to information in the public domain 1. Catalytic actions launched for the development of public domain information in Africa[3] and Eastern Europe.[4] 2. Best public-domain-oriented websites awarded through the UNESCO web prize, and specifically for the Africa Top 50 competition.		X X		
Policies for the development of information technologies 1. Three African Member States assisted with the elaboration of national information and informatics policies, and one in Asia with the organization of its information infrastructure.[5] 2. Exchange of specialized information increased among Member States through regional networks.[6] 3. Awareness of telematics for development for Africa raised.[7]	29 C/Res. 28 para. 2.A(i)	 X X		
Online governance Better understanding of the functions of community telecentres in Central and Eastern Europe,[8] and globally of online governance strategies and applications.[9]	29 C/Res. 28 para. 2.A(j)	X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
Development of national information and informatics policies in three African countries.	X				X[10]

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
Publication of the ASTINFO Newsletter					X[11]

B. Assessment of implementation

(10)   Securing funding and partnership commitment from National Commissions has been difficult for the Memory of the World Programme since major economic and political issues are top priorities in many Member States. Lack of awareness and support from key players and decision-makers continues to hamper implementation of the programme. However, the establishment of regional committees is expected to catalyse action, albeit in a modest way.

(11)   The technological obsolescence of audiovisual carriers is an issue of grave concern in preserving the audio heritage. To ensure an orderly and cost-effective transition to digital formats, it is essential for archivists and manufacturers to reach an understanding of mutual requirements. This was achieved through a UNESCO-hosted consultation on analogue audio carriers that also agreed that discussions should be extended in the 2000-2001 biennium to other pressing technological issues.

(12)   In the area of facilitating access to information in the public domain, UNESCO endeavours to disseminate this type of information on the Internet whenever possible. However, because of limited funds, the Organization's role is mainly catalytic. Nevertheless, the production of the UNESCO "Public@" series of CD-ROMs should be expanded, particularly in Africa, where very few countries have information and informatics policies in place.

C. Lessons learned and implications for the future

(13)   The establishment of the institutional mechanism at the country and regional levels for resource mobilization allows the Memory of the World Programme to be sustainable and effectively integrated in national programmes of Member States.

(14)   Internationally, the introduction of digital technologies is having far-reaching effects on audiovisual archiving, strategies for which must evolve to include risk assessment in preservation, transition strategies and data management to ensure preservation of the audiovisual heritage. These problems will be addressed during the 2000-2001 biennium to enable UNESCO to maintain its position as the global umbrella for audiovisual archiving.

(15)   Networking continues to be the main cooperation mechanism in the field of information and informatics. INFOLAC maintained its crucial role in the identification and promotion of regional projects. It produces a good-quality and widely-known quarterly newsletter which is accessible in both printed and digital format. In Asia and the Pacific, although the ASTINFO network is quite active, projects are rather limited in scope. Due to lack of commitment from some Member States, publication of the newsletter has experienced difficulties. The decision has therefore been taken to change the editorial line and to publish an electronic version.

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1. On nineteenth century press and photography in Latin America and the Caribbean.
2. New national committees established in Asia/Pacific.
3. First two CD-ROMs of public domain information for development published in the "Public@" series (*Internet au Sud* and *SAHEL point DOC*).
4. 100 works of classical Lithuanian literature and 100 works of classical Bulgarian literature digitized.
5. A Viet Nam national forum held and two professionals trained in uploading science and technology information/data for national networks.
6. INFOLAC for Latin America, CCRIS for the Caribbean and the Arab Information Technology Network.
7. A training programme organized on multi-purpose community telecentres in Pretoria, South Africa, February 1999.
8. Workshop organized with ITU.
9. Publication of a global survey.
10. Stakeholder participation.
11. Lack of inputs from participants to the journal. A shift in editorial line, layout and an electronic version is proposed to remedy the situation.

Project on Ethical and sociocultural challenges of the new information technologies

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
New technologies: legal, ethical and societal issues				
1. Legal, economic and ethical issues related to cyberspace better analysed through INFOethics 98; an expert meeting on cyberspace law in November 98 and a meeting of the World Panel on Communication and Information.	29 C/Res. 28 para. 2.B(a)	X		
2. Relevant information and cyberspace codes collected and organized online.[12]	29 C/Res. 36	X		
Cultural and educational aspects of the information society				
Cultural and educational aspects of the emerging information society analysed and discussed in the *World Communication and Information Report 1999-2000*.	29 C/Res. 28 para. 2.B(a)	X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
INFOethics 98 and expert meeting on Cyberspace Law.			X		
World Communication and Information Report 1999-2000.				X	

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
Recommendation on universal access and multilingualism.	X			X	

B.   Assessment of implementation

(16) With regard to the *World Communication and Information Report 1999-2000*, a careful selection of the Consultative Committee helped in creating this new inter-disciplinary world report, which merges two previous reports, one on communication and the other on information. Also, a very careful selection of contributing authors from different parts of the world and various fields of expertise helped to bring together a very representative sample of expert opinions on significant issues in communication and information.

C.   Lessons learned and their implications for the future

(17) Although UNESCO contributed to raising the awareness of the issues involved among its Member States and NGOs, the Organization has not yet managed to formulate its official position on these issues. There are real difficulties in mobilizing partners (national and private) in a field largely dominated by commercial interests. Lack of funding hampers greater participation from developing countries, and the reduction in staff as well as unstable budgeting procedures affect effective implementation. The same applies to the maintenance of the UNESCO International Observatory on the Information Society, which relies mainly on temporary staff.

(18) As it has been shown in the Education and Science Sectors, the world reports become very successful activities representing UNESCO's high-level intellectual contribution, provided that they are published over a number of years. Requests by Member States for other linguistic versions (Russian, Spanish and Chinese) is evidence of their strong interest in the world reports in general, and in the *World Communication and Information Report* in particular.

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12. UNESCO International Observatory on the Information Society.

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

IV.2.1 – Development of communication

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Assistance to projects for the development of communication Development projects related to communication continued through provision of IPDC funds.[13]	29 C/Res. 28 para. 2.C(a)	X		
Training communication professionals 1. Sixty African, Arab, Asian, Latin American and Caribbean countries had their capacities in the field of communication strengthened through the training of about 1,000 communication specialists, and in the case of Africa, the preparation and testing of two model curricula for the training of communication professionals. 2. Knowledge and expertise pooled and skills of communications specialists upgraded through the launching of the Global Network of Journalism Training Centres and Institutes (Journet).[14] 3. The network of UNESCO Chairs in communication strengthened through the establishment of eight new Chairs.	29 C/Res. 28 para. 2.C(b)	X	X X	
Community media 1. Community media projects financially and technically supported in 20 countries in Africa, Asia, and the Caribbean. 2. Awareness of community media in Africa raised through the holding of a regional seminar.[15] 3. Improved access and presence of women in the media through community radio in seven countries.	29 C/Res. 28 para. 2.C(c)	X X		
Developing local audiovisual productions 1. Visibility and distribution of local audiovisual productions from developing countries enhanced through screening workshops.[16] 2. Website database of programmes available for public service television organizations in developing countries.[17]	29 C/Res. 28 para. 2.C(d)	X X		

B. Assessment of implementation

(19)   The International Programme for the Development of Communication (IPDC) continued to be the main mechanism for mobilizing and channelling international assistance to projects for the development of communication. Promising new forms of cooperation were developed such as co-sponsored fellowship programmes with Argentina, Brazil, Israel, Republic of Korea and the Russian Federation.

(20)   Apart from its fund-raising function, IPDC enhanced its role as a forum on communication development by organizing two thematic debates on public service broadcasting and on communication and civil society.

(21)   During the period, the implementation of some 200 ongoing projects continued (totalling over $33 million). In this context, a certain increase of funds from sources other than IPDC was recorded, as well as the diversification of project profiles selected by donors, who showed greater interest in communication support to governance, human rights protection, peace-building, combating the AIDS epidemic, protection of environment, micro-finance initiatives, and protecting children from paedophilia on the Internet.

(22)   With regard to the training of communication professionals, UNESCO's links with universities, training institutions, the media, NGOs, governmental institutions and other institutions involved in media training were strengthened. Some UNESCO Chairs in communication (especially those in Latin America) have reached an excellent level of development and capacity to generate projects and activities, especially the organization of seminars, studies and publications.

(23)   Most of the beneficiaries of UNESCO activities in support of community media have indicated the relevance of these media for the participation of rural and isolated areas in community as well as national development processes. The major problem continues to be financial resources. A growing number of developing countries have requested UNESCO's support to establish community radio and other media, but the Organization's budget has been very limited. This often results in the scaling down of well-planned project activities or the reduction of the number of intended project beneficiaries.

(24)   UNESCO was particularly successful in supporting the development of local audiovisual productions thanks to its solid partnership with media professionals and organizations. Because of the nature of the subject matter, the Organization gained considerable visibility worldwide with these activities.

(25)   An evaluation was carried out by the Asian Media Information and Communication Centre (AMIC) to gauge the effectiveness of UNESCO's overall strategy in the field of endogenous capacity-building for audiovisual productions in developing countries. This showed that, by and large, UNESCO projects – most of them financed by extrabudgetary resources – in audiovisual capacity-building achieved much of what they set out to do. UNESCO strengthened structures for audiovisual training, provided effective platforms for media professionals to meet and exchange products and ideas, supported the technical infrastructure essential to keep in step with developments in modern communication technologies, and provided direct funding for productions considered important for the development of the audiovisual sectors in these countries. Overall, it encouraged innovative and creative communication projects which opened a window for artists, technicians and producers from developing countries, to use their talents.

(26)   By funding large-scale projects such as the African Audio-Visual Post Production Units, and the Zimbabwe Film and Video Training Project, UNESCO was being proactive in activities which might not have been undertaken by a single country or by commercial institutions. UNESCO invested substantial resources to provide communication opportunities to developing countries, which clearly had the need, but not the resources to meet the need. However, the sustainability of the projects after donor funding ceased was critical to some of the activities evaluated.

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13. $6.7 million for 123 national, regional and interregional projects in Africa, Asia and the Pacific, Latin America and the Caribbean as well as in Europe.

14. Linking 19 regional and some 2,000 national training centres and schools.

15. Kampala, Uganda, June 1999.

16. Screening workshops co-organized with the International Public Television (INPUT) for television producers in Africa, Eastern Europe and Latin America.

17. In cooperation with the International Radio and Television University (URTI) and other professional organizations.

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
Projects concerning community radio stations, independent broadcasting and print media as well as news agencies in African, Arab, Asian, Latin American, Caribbean countries (with IPDC funding).			X	X	
Kotmale Internet pilot project: new communication technologies in the hands of the people.	X	X	X		
Training of communication professionals.[18]	X		X		
Database of programmes for the use of public televisions of developing countries.	X	X	X		

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
Project to support the African network of audiovisual regulatory authorities.					X[19]
Advocacy activities in favour of community radio in the Arab States.					X[20]

C. Lessons learned and their implications for the future

(27) There are a number of obstacles to the successful implementation of activities for the development of communication. First of all, the lack of resources, both financial and human, means that very often activities have to be prioritized. For UNESCO's action to be effective and make a real difference in this area, there must be a coherent implementation of its programmes, a real strategy of action established not only within the Organization, but in its relations with other United Nations agencies and with professional media bodies. The overall assessment of IPDC projects points to the need for a revision of its project selection criteria so as to reserve the limited funding available for projects which are likely to have a real impact at the regional or subregional levels. Additional efforts are required to develop local capacities for the maintenance of equipment which is crucial to project sustainability, but often lacking in many developing countries.

(28) While the International Network of UNESCO Chairs in Communication (ORBICOM) has been in operation for the past five years, UNESCO will have to take the leadership and build a solid and coherent strategy to make better use of these partners in future.

(29) It must be said that the community radio movement is strong and getting stronger, with increasing numbers of agencies and NGOs bringing assistance to the developing countries. Thus, in order for UNESCO to retain its role in this field, more funds should be allocated, and the recent efforts to combine community radio stations with Internet access should be encouraged. Cooperation should be improved and partnerships built with other United Nations agencies and professional organizations. Considerable efforts should also be made to encourage Member States which appear to be "lukewarm" to the establishment of community radios to democratize their airwaves.

(30) Intersectorality was particularly lacking in activities in support of the development of local audiovisual productions, which is paradoxically so closely related to culture and the promotion of cultural diversity. If UNESCO's role in promoting cultural diversity is to be strengthened, there must be more active intersectoral collaboration in this area so that all aspects concerning the production of audiovisual products and the challenges to the audiovisual industry may be fully explored and acted upon. The increasing commercialization of the media and the loss of enthusiasm of many public broadcasters for the public service broadcasting concept make UNESCO a major advocate for this noble cause. This is recognized not only by those committed to providing a public service, but also by those expecting to receive it: the citizens of democratic societies.

(31) There is a need to initiate support mechanisms, particularly for participants in training projects and conferences, to continue to build networks of mutually beneficial contacts after they return to their home countries. There is also a need for a re-examination of the national laws, administrative structures and mechanisms that are necessary to support audiovisual activities in developing countries.

(32) Endogenous capacity-building activities may in future take greater advantage of newer communication technologies. However activities in these areas should be widely introduced when the experience of the projects already launched by UNESCO becomes available.

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18. In such subject-areas as computerized news agency operations, new radio and television technologies, media ethics, media management and reporting on development issues.
19. Lack of appropriate coordination among beneficiary agencies.
20. Airwaves in most Arab countries not yet liberalized.

IV.2.2 – Development of libraries, archives and information services

A.   Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Development of library and information services 1. Public, school and community libraries as gateways to information access supported using ICTs tested in the Philippines through two pilot projects.	29 C/Res. 28 para. 2.C(e), (f)	X		
2. The UNESCO Network of Associated Libraries (UNAL) in Africa and Latin America reinforced through increased cooperation among its members.		X		
3. Public awareness raised in Nepal about the need to improve the flow of local materials to depressed, disadvantaged and underserved areas.			X	
4. Library and information services upgraded in Africa, Asia and the Pacific, Latin America and the Caribbean through training librarians and information professionals in ICT use and applications.		X		
5. The basic mandate and structure of a new programme replacing PGI and IIP developed and presented to the General Conference.		X		
Restoration of major world libraries 1. Bibliotheca Alexandrina Project: (i) library staff members trained; (ii) 26 volumes of texts of the manuscript *Description de l'Égypte* acquired; and (iii) an electronic library for the visually impaired established.	29 C/Res. 28 para. 2.C(g)	X		
2. An Internet centre at the Russian State Library opened.	29 C/Res. 31	X		
3. A Bosniaca bibliography for the National and University Library of Bosnia and Herzegovina, Sarajevo, set up.	29 C/Res. 32	X		
Upgrading of archival services 1. Archival database developed and skills of archivists upgraded through training in the use of ICTs, including WINISIS, in Asia and the Pacific.	29 C/Res. 28 para. 2.C(h)		X	
2. Archival film services improved in the Russian Federation as a result of support for the creation of an on-line database in the Russian Film Archives (Krasnogorsk).		X		
3. Archive conservation improved in Asia and the Pacific through the training of archivists in treating films affected by vinegar syndrome and mould.				X
4. Archive infrastructure and the use of the Internet improved in Africa through practical guidelines on the processes, roles, and responsibilities for archival institutions participating in on-line governance projects.				X

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
Pilot projects on public school and community libraries as gateways to information access using ICTs.		X			
Training of archivists in Asia-Pacific.			X		
Publication of CD-ROMs: *Latin American and Caribbean Bibliographic Data Bank IV*.	X		X		
Support for the Bibliotheca Alexandrina Project.	X			X	

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
Database for archival material and training of archivists in Asia-Pacific.					X[21]

B. Assessment of implementation

(33)   UNESCO faces an uphill task in getting developing countries, especially in Africa and Asia, to become equal partners in the information age and ensuring that the capacities it is building do not become the exclusive tools of the elite. Hence the approach to promote awareness at all levels: from key players and decision-makers, to obtain the required political support, to the technical and professional levels, to obtain the skills needed to analyse problems, map out strategies and programmes that are workable, and to the work force, especially at grass-roots level, to build understanding of new roles and responsibilities.

(34)   In the area of public library network development, UNAL member libraries have followed global trends by showing great interest in acquiring ICTs as a means of diversifying access to information and to counter the dearth of documentation resulting from high import duties and transportation costs. Efforts were, therefore, concentrated on devising networking strategies for sharing resources and experiences according to the needs and development levels of members, with regional meetings held in Cuba, Gambia and Italy. Although one of UNESCO's objectives is to provide public access to information, the considerable reduction of resources adversely affects the image of the Organization.

C. Lessons learned and implications for the future

(35)   Two key areas have been identified as affecting the development of libraries and archives, and the satisfaction of reader demand for adequate and appropriate supplies of reading materials: the high cost of transport and the limited budgets. A public domain project will therefore be initiated during the 2000-2001 biennium to provide access to electronic documents available on CD-ROM and on the Internet to UNAL members, especially in developing countries.

(36)   Added to the difficulties in obtaining documentation is the loss of heritage and collections due to lack of or poor methods of preservation of information. It is thus imperative for African nations in particular to investigate and learn electronic methods of information preservation in order to safeguard their heritage. In the same vein, as archives and libraries are called upon to become gateways to electronic information which requires new infrastructure, UNESCO should expand its contribution to ensure that all nations join the "information society".

(37)   It is very important to find ways to link activities to existing government programmes so that not only institutionalization of the activity is assured but also its sustainability. Equally important in gaining wide support for a project concept is to ensure that key and influential people are informed and understand its objectives.

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21. Use of antiquated computers in the institutions.

IV.2.3 – *Development of informatics and telematics applications*

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
Electronic networks for increased cooperation in science, education and culture	29 C/Res. 28 para. 2.C(i)			
1. Pilot projects in multi-purpose community telecentres initiated in four communities in Viet Nam and one community in the Philippines with applications in science and education.		X		
2. A methodology for the development of the Latin American and Caribbean Digital Library drafted.		X		
3. Educational applications created and sustainable educational networks in Africa established.			X	
4. Multimedia public centre in the Kremlin Museums opened.			X	
5. National plans for capacity-building in informatics and infrastructure in higher education developed in four Member States in the Arab world and a national policy in Egypt on the use of satellite communication in distance education formulated.			X	
Virtual learning communities and virtual laboratory applications	29 C/Res. 28 para. 2.C(j)			
1. Micro-ISIS application for the automation of archives developed and tested.		X		
2. 689 institutions received new versions of CDS/ISIS for Windows and 350 institutions new language versions of IDAMS.		X		
3. Network of IDAMS distributors increased by 14 new members.		X		
4. First versions of public domain software and virtual learning facility (software tools) databases created and a self-learning CD-ROM "Internet for Librarians" in Latin America and the Caribbean produced.			X	
Training of computer specialists, trainers and users	29 C/Res. 28 para. 2.C(k)			
1. Three African centres of excellence in telematics better equipped and specialists in networking trained.		X		
2. A UNESCO Chair in information science and IT applications established at the University of the Philippines.		X		
3. Traditional and Internet-based training materials developed.		X		
4. Use of new technologies and telematics upgraded in Latin America and the Caribbean, the Arab States and Africa through the training of computer specialists and users.[22]		X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Pilot project on multi-purpose community telecentres in Viet Nam.		X		X	
2. Distribution of CDS/ISIS and IDAMS.			X		
3. Cooperation with ALECSO to develop and disseminate the Arabic version of IDAMS.				X	

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
Multi-purpose community telecentres in Mindanao, Philippines.		X			

B. Assessment of implementation

(38)   In the development of informatics and telematics applications, the programme stressed strategic planning and the implementation of catalytic pilot projects. Cooperation was broadened and deepened with the National Commissions and with international organizations such as the British Council, the COMNET-IT Foundation, the International Institute for Theoretical and Applied Physics, and ITU.

(39)   Several of the regular programme activities either led to or introduced key synergies with extrabudgetary activities, notably the projects on multi-purpose community telecentres (MCTs) in Africa and Asia, the preparation of CD-ROMs for development information support for African public libraries, and the project on telematics for development in Ghana. Similarly, extrabudgetary funds complemented UNESCO's regular programme for training of trainers courses in Asia and the Pacific and enabled the implementation of projects to strengthen IT capacity in Central Asia.

(40)   Overall, the extremely limited resources allocated under the regular programme allowed promotional activities to be carried out during the biennium through discussions and participation in meetings. Nevertheless, this work prepared the ground for the probable participation of youth, women and ethnic minorities in multi-purpose community telecentres projects in the 2000-2001 biennium.

(41)   In accordance with the overall priorities of the Organization, special emphasis was given to Africa in these activities; the lessons learned will be disseminated and applied in other regions in the 2000-2001 biennium. The Latin American and Caribbean Digital Library project was a major activity in that region. Support was received from all key institutions in the region and it has benefited from a $250,000 funds-in-trust contribution from Spain, with assistance currently being sought from IDB and the European Commission.

(42)   UNESCO's presence in the community of existing and potential users of CDS/ISIS and attached environments (e-mail, meetings, training actions) was reinforced, with cooperation with individuals, institutions, NGOs and international organizations proving to be productive and of vital importance. A prime example is cooperation with ALECSO and BIREME (Brasilia), CNUCE and DBA (Italy), which helped to develop the highly appreciated new national language and advanced technology-based versions in addition to providing training and training materials.

(43)   Promotion of the CDS/ISIS page as a portal for user web pages and applications was also successful, and the impact of the activity was important, despite the low budget. For example, the web page had more than 3,000 visitors per month in 1999 and distribution in Africa increased significantly. It should be mentioned that managing an activity such as software development places great demands on time and was compounded during the biennium by limited financial and human resources.

C. Lessons learned and their implications for the future

(44)   The growing demands for information management tools not only in developing countries, but also in institutions, associations, libraries, schools and universities everywhere, clearly demonstrate high appreciation of UNESCO's action and the need to maintain the promotion of public domain software in the service of development. However, the limited budget will adversely affect the action unless alternative and adequate measures can be adopted to continue and enhance results both quantitatively and qualitatively. Software development increasingly relies on the international community of developers and users who have proved their capacity to provide self-support, to develop software and new applications, and to overcome problems. The same community, however, demands more participation and guidance from UNESCO to maintain the open standard and to ensure that all Member States may benefit from these public goods.

(45)   Electronic networks form the backbone of access to knowledge and of cooperation in education, science and culture. Africa evidently requires significant support to enable its researchers and practitioners in these fields to benefit from such networks. UNESCO's renewed emphasis on basic education will be a contributory factor to its action in this area.

(46)   The formulation of information and informatics policies in Member States must be expanded in accordance with the desire to put in place policy frameworks to manage the development of telematics. The concept of virtual learning communities and virtual laboratory applications is still at its infancy in Africa, and the few existing initiatives that attempt to address this issue do not cover many of the countries in the region. UNESCO's action in the near future should focus on pilot projects and training through partnerships with other international organizations.

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22.   Website designers in Latin America and the Caribbean; 50 young systems engineers and technicians from the Syrian Arab Republic and Lebanon in network infrastructure; and 20 young African journalists in effective communication of science to the public.

Special projects

Improving communication training in Africa

(47)   The project's long-term goal is to design curricula for training communication specialists and media professionals which respond to social, economic, political and cultural development needs and reflect the changing situation in African countries. Project activities in the 1998-1999 biennium focused on the preparation and evaluation of two model curricula for communication training in Africa: one for non-degree training programmes and the other for degree-training programmes. The draft model curricula were evaluated by African communication trainers and media professionals, whose suggestions for changes and improvements were incorporated into modified versions of the curricula (prepared in English and French). During the 2000-2001 biennium, these will be sent to selected training institutions and media establishments with training programmes for trial use and testing in actual teaching and training contexts before being finalized, published and distributed. Progress in implementation of project activities was slowed down in the biennium, as the envisaged budget was considerably reduced.

(48) The project is being implemented in collaboration with the African Council for Communication Education (ACCE), Nairobi, Kenya, and media training institutions, media trainers and media practitioners in West, Central, East and Southern Africa. This partnership has resulted in a broad appreciation of the Organization's initiative and, it is anticipated, will lead to a significant impact of the project on the training of communication professionals in Africa. The model curricula could indeed serve as benchmarks or standards for training and preparing prospective communication practitioners in Africa. However, the project has also indicated that, while it is important to design model curricula for communication training in Africa, the problem of communication training in the region goes beyond the use of appropriate curricula. It deals also with such other fundamental issues as the availability of appropriate teaching and training materials, qualified and well-motivated trainers, and adequate training facilities and opportunities. Communication training curricula cannot function adequately in a pedagogical vacuum. For this special project and similar UNESCO efforts in communication training in Africa to have a long-lasting impact, it is equally important that energy, time and resources be invested in sensitizing African policy- and decision-makers to the need to provide the required resources and facilities for communication training.

Women speaking to women

(49)   The project is aimed at establishing community radio stations designed to be run for women by women. The objective is to demonstrate the usefulness of low-cost radio stations for community development, in particular for the empowerment of women at the grass-roots level. The project contributed to strengthening communication capacities in developing countries, especially in rural communities, and to improving the situation of women in these communities.

(50)   Seven community radio stations have been established thus far (Cambodia, Cameroon, Cape Verde, India, Malawi, Suriname and Trinidad and Tobago). The radio programmes are based on the everyday life of the community, and cover women's concerns, providing practical advice on literacy, health, childcare, improved agricultural methods, vocational training, job opportunities, and the role of women in implementing development policies. At the same time, they enable women to voice and exchange opinions, and to develop their cultural interests and creativity. To this end, UNESCO has provided the necessary equipment and organized the training of core staff in broadcasting, programming and management.

(51)   A major contribution of the project activities to the improvement of the status of women in rural communities is the production of news and feature stories on the portrayal of women, stereotyping, gender equity and various forms of discrimination, as well as insights into the new roles of women in the information age. Training activities for women communicators were increased, especially in the modern management of radio stations and in radio programme production for rural women and rural communities.

(52)   Due to the success of the project, it has been extended for another two years (2000-2001), and its geographic coverage has been broadened. During this phase, the project is focusing on evaluation and consolidation of the seven radio stations set up in the previous biennium, by improving their capacity for programme preparation and production, and on the promotion of new stations in other regions through a practical handbook based on the experience gained, including a methodology for setting up such types of community media.

Administrative and budgetary information

Appropriation line	$	$
MP IV **Communication, Information and Informatics**		
IV.1 **Free flow of information**	**3 985 492**	
IV.1.1 Media and freedom of expression		1 911 336
IV.1.2 Access to information and new technologies		2 074 156
II.2 **Capacity-building in communication, information and informatics**	**7 507 992**	
IV.2.1 Development of communication		3 367 452
IV.2.2 Development of libraries, archives and information services		1 444 531
IV.2.3 Development of informatics and telematics applications		2 696 009
Fellowships		114 936
Promotional and informative activities		774 477
		12 382 897
Staff costs		17 463 433
Indirect costs		1 636 871
Total, Major Programme IV		**31 483 201**
Participation Programme		**3 069 216**
Extrabudgetary resources		**19 000 000**
Total, MP IV + PP + EXB		**53 552 417**

Distribution of total expenditure
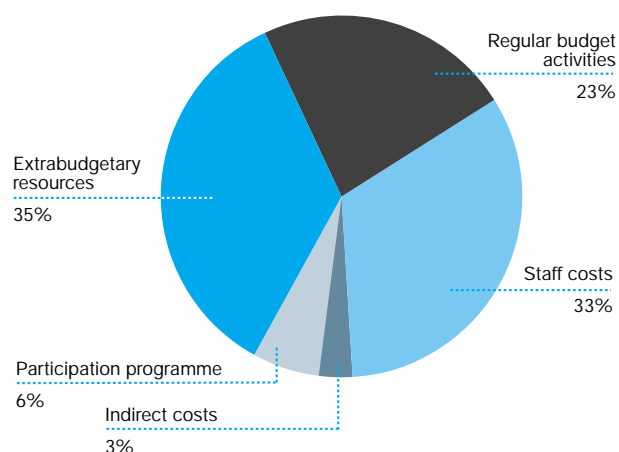
- Regular budget activities 23%
- Staff costs 33%
- Indirect costs 3%
- Participation programme 6%
- Extrabudgetary resources 35%

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

- IV.1 32%
- IV.2 61%
- Promotion and information 6%
- Fellowships 1%
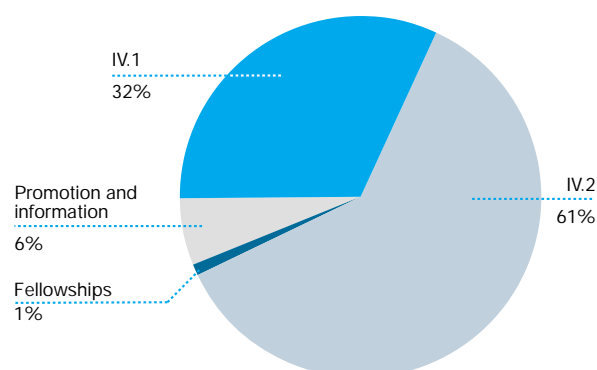
Transdisciplinary projects:

Educating for a sustainable future

Towards a culture of peace

Unit 1 - Culture of peace: raising awareness and building partnerships

Unit 2 - Educating for a culture of peace

Unit 3 - Culture of peace in action

Special project

Educating for a sustainable future

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Integrated follow-up to the United Nations conferences 1. Adoption of the expanded International Work Programme of Chapter 36 of Agenda 21 as a result of innovative inter-agency action through partnerships as well as through joint action in most United Nations countries.	29 C/Res. 37 para. 2.(a), (b), (d)	X		
2. Better orientation of the United Nations resident coordinators in an integrated strategy for sustainable human development.		X		
3. Better orientation of governments and other actors through the review and appraisal of the implementation of the ICPD Plan of Action in the context of sustainable human development.		X		
4. More effective population policies and educational programmes for sustainable human development through substantive content and strategies.		X		
Elaborating the concept and key messages of education for a sustainable future 1. Innovative transdisciplinary vision of education for a sustainable future and its translation into governmental activities.	29 C/Res. 37 para. 2.(a), (b), (d)	X		
2. Greater awareness among governments and other actors of the common vision concerning education within all the action plans of the United Nations conferences of the 1990s, and improved integration of their follow-up.		X		
3. Increased reliance by government officials, civil society, private sector and other strategic actors on innovative approaches to education for sustainable development.		X		
4. Increased empowerment of young women and men through partnership work with other United Nations agencies on reproductive health and sexual education.		X		
Developing national education policies and action plans 1. National education policies and action plans developed in more than 60 countries in Africa, Arab States, Asia and Latin America.	29 C/Res. 37 para. 2.(d)	X		
2. Implementation by governments, NGOs, etc., of measures designed to achieve the key objectives of the International Work Programme of Chapter 36 of Agenda 21, in particular UNESCO's Registry of Practices Promoting Education, Public Awareness and Training for Sustainability, with support from the Governments of Canada and the United States.			X	
			X	
3. Teacher-training and learning for a sustainable future initiatives launched at the regional and national levels.				
Training and capacity-building at the municipality and community level 1. Community-level activities built up in eight countries through support to a network of self-supporting community centres, and the implementation of five subregional demonstration projects.[1]			X	
2. Innovative transdisciplinary approaches to sustainable development improved by the introduction of new themes such as consumption and production, hitherto not treated in education circles by demonstration activities.			X	

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Proceedings of the Thessaloniki International Conference on Environment and Society: Education and Public Awareness for Sustainability (English book and CD-ROM).	X		X		
2. Tokyo International Forum on Eco-Partnership Tokyo: Cultivating an Eco-Society.	X		X		
3. International Registry of Innovative Practices promoting Education, Public Awareness and Training for Sustainability (Phase 3).		X	X	X	
4. International Directory of Environmental Education Institutions.	X				
5. Module: Evaluation of Population Education Programme and Policies, in cooperation with UNFPA and UNESCO-Chile.		X			
6. Selected Internet sites for information and education on population and development.			X		

B.   Assessment of implementation

(1)   The vision behind this transdisciplinary project, described as "brilliant" and "visionary" by the external evaluation of the project in early 1997, has largely been translated into reality six years after its creation. The vision has led to action, with concrete results and with strategic opportunities having been opened up for the whole of the Organization in the future. The project was reformulated, based on the results of the external evaluation. The tripartite function with respect to transdisciplinarity, innovation and partnering was stressed and reinforced. The objectives of the project were reformulated, taking into account the evolution of international cooperation since the project was started in 1994, current policy within the United Nations for the follow-up to the major United Nations conferences, the process of United Nations reform, particularly at national level, the achievements of the project in the period 1994-1997, and the function of EPD in UNESCO. Greater focus was given to inter-agency cooperation, particularly at national level, taking the leadership in developing the CSD work programme. The most common and sustainable success factors are attributable to the active participation of all United Nations partners in the follow-up to and implementation of the programme of actions of the Cairo Conference (Population and Development) and the Rio Conference (Environment and Development); the United Nations system TSS/CST created for follow-up to the Cairo Conference; the active presence of stakeholders in Member States at all levels; the close cooperation and collaboration with UNESCO field offices and National Commissions; the enthusiasm of many international, regional and national NGOs and groups; the strong relations between institutions, networks, UNESCO Chairs and other relevant mechanisms; and the intellectual support of various personalities and experts. Some 75% of the regular programme budget was decentralized to 31 field units. It is in the field, therefore, that the major thrust for transdisciplinarity and intersectoral cooperation is being felt. Decentralization implies much more than simply transferring money to field offices. There is a need to nurture the transdisciplinary approach. Success has been achieved in some quarters, usually when the designated focal point understands the approach and is prepared to work in a non-traditional manner.

(2)   In the field of population, 45 national projects financed by UNFPA are being implemented, including two inter-regional projects: "Promotion of population education at the university level" and "Understanding socio-cultural factors affecting demographic behaviour and implications for the formulation and execution of population policies and programmes". During the biennium the UNESCO regular programme activities were reinforced with extrabudgetary funds to give a greater impact and more coherence to the overall activities. The project used local consultants and conditions which kept the costs down and the impact of the various activities was positive. The effectiveness of decentralization during this period was acceptable, but there needs to be more understanding of how transdisciplinarity and intersectoral ideas work at the local level. Generally speaking the objectives were achieved within the limits of the complex vision, as previously specified.

(3)   Most of the constraints during the period were shared by all institutions attempting to address sustainable development: lack of understanding of the role of "task manager" within the United Nations system; a persistent perception that the project is simply the sum of "environmental education" and "population education" and other issues, due in large measure to the project having been staffed and financed at the outset primarily by the former units of environmental education and population education; lack of a wide understanding of the concept of sustainability; sectoralization of governments and United Nations institutions, meaning that the transdisciplinary vision of education for a sustainable future is not easily understood or put into practice by those still operating within traditional organizational frameworks; lack of political will to bring about changes in ways of thinking and working; a tendency to avoid innovation and risk; and increasing pressure from the international community to demonstrate results (Rio+5, Cairo+5), whereas the deep-seated changes required to address sustainable development seriously are complex from a substantive and practical point of view.

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1. Self-sufficiency - Dominican Republic; global sustainability - Egypt; sustainable production - Brazil; education research - Colombia; environmental education learning - Kenya.

	Particularly successful activities:					
		Distinguishing features				
	Activity	Catalytic role	Innovative character	Multiplier effect	Added value	Other
7.	Publication of several books.[2]	X				
8.	*Global Environment Outlook for Youth*, in cooperation with UNEP.	X				X[3]
9.	Regional maps (Africa and Arab regions) and pedagogical materials based on the World Population Map: People of the Earth.	X				
10.	Module: "Girl Child and Sustainable Development" (English).	X				
11.	Module: "Adolescents and Youth: Their Participation in Sustainable Development".	X				
12.	"Planting of 10 Million Trees" (Colombia) to promote sustainable development in urban areas (employment, public awareness of sustainable development and forestation).		X	X		
13.	"Les enfants de la Mediterranée": campaign in education and public awareness for sustainable development and cooperation between the countries of the region on the issues of environment and tolerance through an interdisciplinary approach.		X	X		
14.	Education for a Sustainable Future in the Americas with three main activities: (a) Inter-American Strategy for Public Participation in Environment and Sustainable Development Decision-making in the Americas (ISP); (b) Production of print, audiovisual and digital materials on key issues of poverty, democracy and human rights; (c) support to the Central American Regional Programme on Education for Democracy and Development.	X				
15.	Innovative projects to re-orient education for a sustainable future: CONEXIONES project: computer educational research project in Colombia supported by COLCIENCIAS and other national institutions. It receives support from the World Bank, IDB and UNESCO-EPD. The project seeks to develop collaborative learning environments based on an education for a sustainable future.		X	X	X	
16.	"Teaching and learning for a sustainable future": 25 modules for use by teachers, teacher educators and student teachers.		X	X		
17.	A variety of guides and manuals have been developed in the framework of national activities.[4]			X		
18.	Establishment of an Environmental Education Centre in Nairobi, in collaboration with the Kenyan Organization of Environmental Education, to introduce an "environmental action learning" curriculum into schools and other important strategy objectives (supported by the German Government).		X	X		
19.	A study on economic activities and technology needs of women farmers and producers in Machakos, Kenya and a training programme on the basis of this study in cooperation with FAWE.			X		
20.	An inter-agency project (UNDP, UNFPA, UNICEF, UNIFEM and WHO, and support from UNFIP) aimed at eradicating female genital mutilation (FGM) in Kenya.	X				
21.	Technical and financial assistance for the development of the *Young Reporters for the Environment* guidebook, a tool to help carrying out information projects on the environment.			X		
22.	Technical and financial support, in all regions, to national activities related to re-orienting curricula and teacher education and focusing on developing innovative demonstration projects on education for sustainability:[5] teaching and learning packages, particularly in the field of environmental and population education.[6]		X	X		

	Particularly unsuccessful activities:					
		Underlying reasons relate to choice of:				
	Activity	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
1.	Implementation of integrated national strategies of United Nations coordinators.			X	X	
2.	Implementation of Guidelines on Education at national level, prepared by the United Nations/ACC Basic Social Services Task Force.			X	X	
3.	Activities related to reproductive health and sexual education at national level.	X				
4.	Implementation of International Work Programme of Chapter 36, Agenda 21.	X			X	

C. Lessons learned and their implications for the future

(4)   The experience gained by UNESCO has been positive on the whole, considering the impact of the follow-up to the action plans and programmes of international conferences, in particular the United Nations Conference on Environment and Development and the International Conference on Population and Development. While the concept of "educating for a sustainable future" is sometimes still perceived as the sum of environmental education and population education, the success of project activities at the national and community levels, and the support they have received from national and local partners both demonstrate the relevance of the concept in addressing the complex issues of development in an integrated manner. The emphasis placed on decentralization and implementation, with appropriate linkages to other related development activities, contributed in large measure to strengthening the transdisciplinarity and relevance of the activities.

(5)   The project has constituted a forward-looking, experimental attempt to work in a new way within UNESCO and the United Nations system. Significant, credible achievements have been made since the project was launched in 1994, giving UNESCO as a whole a strategic vantage point with respect to the driving forces behind United Nations reform. In this context, UNESCO has the duty and the opportunity to correct the erroneous concept that education for a sustainable future is merely the sum of environment and population activities. The transdisciplinary project must reinforce what has already been achieved and pave the way for UNESCO to reap the full benefit of its vision by giving special priority to the concept and key messages of education for sustainable development; a new context for collaboration with the United Nations system is needed, centred around the notion of educating for a sustainable future, with emphasis on concerted action at the national level, as well as the continued launching of a selected number of demonstration activities in order to innovate and experiment with a transdisciplinary approach.

2. *Les sept savoirs nécessaires à l'éducation du futur*, by Edgar Morin (in the six working languages of the United Nations; *La educación ambiental: Bases éticas, conceptuales y metodológicas* (5,000 copies); *Los desafíos ambientales: Reflexiones y propuestas para un futuro sostenible* (3,000 copies); *The Greening of Brazilian Business*, 1999; *Sustainable Development: Education, the Force of Change*, 1998, and *Education for a Sustainable Future in the Americas*, 1999 (bilingual E/S).

3. Massively reproduced worldwide by demand.

4. Strategy paper on "Solid Waste Management" in urban communities in Lusaka and Zambia; manuals on women's health as well as gender-sensitive teaching materials in the People's Republic of China, Democratic Republic of Korea and Mongolia; prototype manuals for training and capacity-building activities at community level in eastern Africa.

5. E.g. in Zimbabwe, Indonesia, Bolivia, India, Cuba, Uruguay, Mexico and Egypt.

6. E.g. Jordan, Brazil, Indonesia, Russian Federation, Comoros, Madagascar, Seychelles, United Republic of Tanzania and Nigeria.

Administrative and budgetary information

Appropriation line	$
Educating for a sustainable future	
Activities	1 886 241
Staff costs	2 140 751
Total, EPD	4 026 992
Participation Programme	126 344
Extrabudgetary resources	10 600 000
Total, EPD + PP + EXB	14 753 336

Distribution of total expenditure

Extrabudgetary resources 71%

Regular budget activities 13%

Staff costs 15%

Participation programme 1%
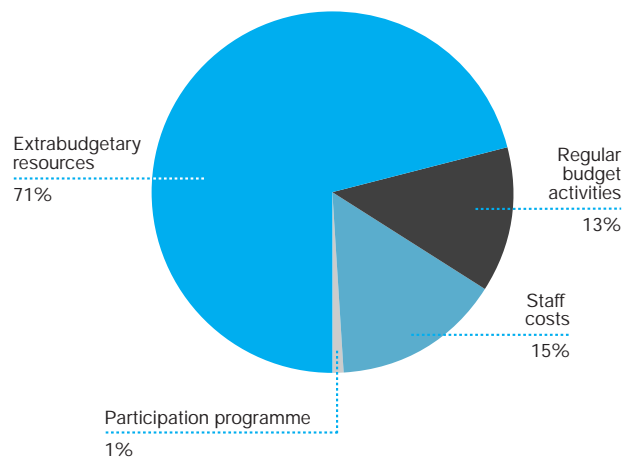
Towards a culture of peace

International Year for the Culture of Peace

(6)   The United Nations proclaimed the year 2000 as the International Year for the Culture of Peace and designated UNESCO as the focal point for the Year. The Year was formally launched at UNESCO Headquarters and simultaneously in over 100 countries on 14 September 1999, one day after the United Nations General Assembly adopted the Declaration and Programme of Action on a Culture of Peace.

(7)   Successful activities included global dissemination and publication of media materials (television and radio spots and newspaper pages) and the establishment of a system via National Focal Points and partner organizations to engage individuals in a culture of peace by signing Manifesto 2000. Most National Commissions for UNESCO and UNESCO field offices re-engaged in this effort, as well as many of the International NGOs associated with UNESCO and the United Nations.

(8)   Decentralization to the national and international levels has been vital. Three basic and necessary tasks were assured by UNESCO: (1) recognizing and servicing partners (National Focal Points and international NGO partners); (2) providing models of materials that can be reproduced locally; and (3) establishing and maintaining the basic communication systems to which each partner contributes information (through Internet websites). On the basis of these principles, it has been possible to establish one of the broadest mobilizations ever undertaken by UNESCO with great cost-effectiveness.

(9)   UNESCO's actions for a culture of peace have been catalytic. Partnerships and interactive communication systems have been established for the International Year for the Culture of Peace. They should be continued and further developed during the International Decade for a Culture of Peace and Non-Violence for the Children of the World.

Third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS III)

In accordance with decision 3.2.3 adopted by the Executive Board at its 156th session, the MINEPS III Conference was held from 30 November to 3 December 1999 at Punta del Este (Uruguay). Almost twelve years after MINEPS II (Moscow, 1988) MINEPS III adopted the Declaration of Punta del Este which reiterates the importance of physical education and sport in the process of continuing education and human and social development and underlines the important role UNESCO can play as a focal point for physical education and sport in the United Nations system.

Unit 1. Culture of peace: raising awareness and building partnerships

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	High	Mod	Low
Encouraging research on key themes for the development of a culture of peace 1. Cultural rights increasingly respected through, *inter alia*, the wide dissemination of *Cultural Rights and Wrongs* and of a draft declaration on the subject. 2. Public awareness on rights of future generations increased through dissemination of the Declaration on the Responsibilities of the Present Generations towards Future Generations. 3. Gender-related issues further developed through the publication of *Male Roles, Masculinities and Violence: A Culture of Peace Perspective*.	29 C/Res. 38 para. 2.A(a)		X X X	
Raising awareness against intolerance, discrimination, racism and violence 1. Women's rights enhanced through the establishment of a UNESCO Chair (Morocco) and the issuing of advocacy publications. 2. Improved information of researchers, parliamentarians, decision-makers and human rights activists on the status of ratification of major human rights instruments.	29 C/Res. 38 para. 2.A(b)	 X	X	
Better understanding of democratic principles and processes Democratic principles better understood and intercultural dialogue enhanced.[7]	29 /Res. 38 para. 2.A(c)		X	
Mobilizing new partners for a culture of peace 1. 400 projects identified between 1996 and 1999 submitted by candidate cities for the *UNESCO Cities for Peace Prize*. 2. Implementation in an urban setting of local projects to promote intercommunity understanding. 3. Awareness of ethical issues raised through participation in several seminars.[8] 4. Awareness increased through the mobilization of target groups at the meeting on women and a culture of peace for Central America and the Caribbean.	29 C/Res. 38 para. 2.A(d)	X X X	 X	
Organizing information exchange on culture of peace activities Intensive information exchange through the establishment and further maintenance of the project's website.	29 C/Res. 38 para. 2.A(e)	X		

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Publication of *Cultural Rights and Wrongs* (1998).		X		X	
2. Follow-up meetings and activities to the Oslo Meeting on Male Roles and Masculinities.			X		X[9]
3. Publication of *Towards a Women's Agenda for a Culture of Peace, Women Say No to War* and other material.	X		X		X[10]
4. Numerous initiatives to develop partnerships for promoting gender equality and building a culture of peace in cooperation with the United Nations system, Member States, NGOs and institutions.			X		X[11]
5. Creation of a website and production and diffusion of an electronic newsletter and maintenance of a database.	X		X	X	

B.   Assessment of implementation

(10)   *Cultural Rights and Wrongs*, brought out on the occasion of the fiftieth anniversary of the Universal Declaration of Human Rights (1998) and disseminated widely, is indicative of the success of UNESCO's function as a laboratory of ideas and of collaboration by the intellectual community in the work of the Organization in promoting modern-day perceptions of human rights.

(11)   Research and dissemination of information on human rights issues is widely acknowledged as an important UNESCO function. *Human Rights: Major International Instruments: Status as at 31 May 1998/1999* received a very positive response and the number of copies was increased at the request of the Office of the High Commissioner for Human Rights (OHCHR). Given the relatively low production costs, its cost-effectiveness is high.

(12)   The Sienna meeting highlighted the need to tackle ethical issues in international relations, before going on to define the ethics of a policy for the use of force. Particular stress was laid on the need for conflict prevention at source.

(13)   The inclusion in a database and dissemination on the Internet of the projects submitted by cities that are candidates for the *UNESCO Cities for Peace Prize* has aroused the interest of local actors, who welcome the implementation of this activity, which enables them to participate actively in a new form of international cooperation. The National Commission and NGOs play a major role in publicizing and implementing the *UNESCO Cities for Peace* projects and the "Culture in the neighbourhood" project. Some National Commissions and field offices are significantly less effective than others owing to a lack of budget resources, staff and political backing.

(14)   Overall, the Women and a Culture of Peace programme was very successful in implementing activities that sought to support women's initiatives for peace, empower women for democratic participation in political and economic decision-making and provide inputs to training/socialization for gender sensitivity and non-violence especially geared towards young men and boys. A sub-website for the programme was established and it is constantly being updated and improved. Some of the activities were decentralized to field offices, particularly activities related to the development of the case studies and training seminars held under the Special project "Women and a culture of peace in Africa".

(15)   The culture of peace website enjoyed substantial readership throughout the world.* A much-used virtual library of relevant documents concerning the culture of peace was made available on-line in 1999.

(16)   Approximately 20% of the total of extrabudgetary

funds in 1999 for the transdisciplinary project "Towards a culture of peace" went to Unit 1, "Culture of Peace: Raising awareness and building partnerships". Of this, "Raising awareness against intolerance, discrimination, racism and violence" attracted 19% while "Better understanding of democratic principles and values" attracted 65%.

C.   Lessons learned and their implications for the future

(17)   The elaboration and development of cultural rights requires carefully planned activities to better elucidate the issues involved, such as linguistic rights, rights of persons belonging to cultural minorities, collective rights, rights of indigenous people, and enjoyment of the intangible heritage. Further work in this area, in cooperation with the United Nations, is crucial.

(18)   UNESCO should endeavour to disseminate examples of practical measures that have proved to be most efficient in Member States.** Monitoring the implementation of the right to education in Member States is of crucial significance. More resources should be available to disseminate publications and standard-setting instruments in languages other than the official ones in order to ensure a wider knowledge of human rights standards.

(19)   Cooperation with the Municipality of Compostela and the European Union is very active and deserves to be continued throughout the 2000-2001 biennium. Ethical issues should be explored more deeply as part of the international debate on peace and conflict prevention.

(20)   Throughout the biennium, the notion of transdisciplinarity was reinforced between the sectors. The greatest challenge to overcome was, and is, to provide a common and transversal culture of peace message to the outside world.

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  *   "Hits" rose during the biennium (from 15,261 in 1998 to 40,947 in 1999). By the end of the biennium there were approximately 400 external links between organizations working towards a culture of peace.
 **   Taken from 156 EX/21.

  7.   In particular through the seminar on "Intercultural dialogue on democracy and human rights", Sienna (Italy), 4-6 June 1999, jointly organized by UNESCO, the European Union and the city of Compostela.
  8.   International seminar organized by the Higher Institute for Communication of Public Opinion (ISCOP), the Ethical Forum for the Use of Force (EFFE) and the Italian National Defence High Command on "For an ethical use of force in a post-bipolar world", Rome, 1 and 2 October 1999.
  9.   Meets the need for a comprehensive and analytical approach to women's peace initiatives.
 10.   Developing strategies and solidarity networks between women from different backgrounds; providing neutral meeting ground for dialogue among conflicting parties, and promoting traditional non-violent conflict resolution and peace-building skills.
 11.   Meets the need for a comprehensive and analytical approach to women's peace initiatives.

Unit 2. **Educating for a culture of peace**

A. **Main results**

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
National education plans for peace, human rights and democracy, international understanding and tolerance	29 C/Res. 38 para. 2.B(a)			
1. Further implementation of national plans and strategies for human rights education through joint actions with OHCHR, organization of regional conferences, etc.			X	
2. Human rights education and research reinforced and strengthened in particular by enlarging and strengthening the network of UNESCO Chairs in human rights, democracy, peace and tolerance.		X		
3. Increased exchange between human rights specialists and institutions worldwide through annual meetings of directors of human rights institutes.		X		
4. Increased awareness on the importance of physical education and sport for personal well-being and for the development of a culture of peace.		X		
Linguistic diversity and plurilingualism in education	29 C/Res. 38 para. 2.B(b)			
1. Awareness of the importance of language increased through the work of the Advisory Committee for Linguistic Pluralism and Multilingual Education.		X		
2. Expansion of the LINGUAPAX and LINGUAUNI networks and their extension to all regions.		X		
3. Language teaching guidelines for French-speaking Africa applied in a greater number of countries.			X	
Developing innovations in school curricula and educational contents and methods	29 C/Res. 38 para. 2.B(d)			
International Network of Textbook Research Institutes extended.		X		
Education materials and training aids	29 C/Res. 38 para. 2.B(d)			
1. Pupils and students in primary and secondary school made aware of peace and human rights through the dissemination of teaching aids in all Member States.		X		
2. The acquisition of values and attitudes conducive to a culture of peace promoted in Asia and the Pacific.[12]		X		
3. Human rights education promoted and manuals prepared in cooperation with OHCHR.				
Training for a culture of peace	29 C/38 para. 2.B(e)			
More developed training of professionals with special responsibilities, such as members of the armed forces and police, through increased mobilization of the partners concerned in El Salvador, Guatemala, Honduras and Nicaragua (CFAC) and in Italy.			X	
Associated Schools Project Network	29 C/Res. 1 para. 2.A(b), (j) 29 C/Res. 38 para. 2.B(f), C			
1. Expansion of ASPnet with the registration of 1,426 more schools and the inclusion of 17 more Member States in the Network.[13]		X		
2. ASP teaching materials broadly applied through the experimentation of Peace Packs by elementary teachers in 80 countries, and of the World Heritage Education Resource Kit (Arabic, English, French, Spanish) in 130 countries.		X		
3. Regional and international cooperation increased through successful implementation and launching of new ASPnet Flagship Projects, international campaigns, events and contests.		X		
4. Greater awareness of the culture of peace concept in conflict-related situations through increased ASPnet inputs in support of peace.[14]		X		
Celebration of the fiftieth anniversary of the Universal Declaration of Human Rights	29 C/Res. 38 para. 2.B(g) 29 C/Res. 42			
Increased awareness of the Universal Declaration of Human Rights through large-scale dissemination and transmission of its message and preparation of posters.		X		

B.   Assessment of implementation

(21)   The decentralization to field offices in Asia and Latin America as regards bilingual and multilingual education was particularly efficient, leading to a considerable multiplier effect in the respective regions.

(22)   Substantial support from extrabudgetary sources has been important for the success of many of the activities (UNESCO Report on the world's languages, preparation and dissemination of the LINGUAPAX practical guides, launching of the PERICLES project in Europe).

(23)   The International Textbook Research Network expanded and now includes more than 300 experts from 47 countries.

(24)   The teaching manual *All Human Beings ... A Manual for Human Rights Education* was translated into Arabic, Lithuanian, Spanish, Portuguese and Finnish by interested partners. The civics education kit, almost entirely funded with voluntary contributions, is currently used as teacher-training material in a number of countries. Some UNESCO Regional and National Offices were particularly supportive and helpful during the activities' implementation. Funds were secured ($339,000) for a project on human rights education in Albania and, within the framework of a larger programme for the development of the education system in Mali, UNDP contributed $500,000 for the introduction of a human rights and peace education component in primary and secondary schools.

(25)   This biennium witnessed the largest expansion of both ASPnet and the number of new and highly successful initiatives. Effective intersectoral cooperation was strengthened as a result of ASPnet Flagship Projects and international campaigns. Extrabudgetary support from NORAD has largely reinforced the project on Young People's Participation in the Preservation and Promotion of World Heritage and enabled the launching of the "Breaking the Silence – Teaching about the Transatlantic Slave Trade" project.

(26)   Basic educational aids such as *Human Rights: Questions and Answers* and *Democracy: Questions and Answers* are very much in demand and are used in both formal and non-formal education. Cooperation, combining of assets and strengths, is an important factor for achieving success. Basic educational aids and information posters had a large-scale effect and sensitized public opinion.

(27)   Approximately 35% of extrabudgetary funds in 1999 for the transdisciplinary project "Towards a Culture of Peace" went to Unit 2, "Educating for a Culture of Peace", more specifically to the Associated Schools Project.

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12. Through the production of a UNESCO-APNIEVE *Sourcebook for Teacher Education and Tertiary Level Education: Learning to Live Together in Peace and Harmony: Values Education for Peace, Human Rights, Democracy and Sustainable Development for Asia and the Pacific*.

13. The extension brings the total number of Associated Schools up to 6,016 in 163 countries as well as overall improved international networking.

14. For example, the consolidation of ASPnet in Bosnia and Herzegovina (31 schools) and training in conflict resolution of German, Israeli and Palestinian ASPnet teachers and students during second and third Summer Workshops.

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Setting up of the APLANG Network (15 universities) in the Asia and the Pacific region.		X	X	X	
2. Launch of the PERICLES project in Europe.[15]		X	X	X	
3. Launch of Initiative B@bel, multilingualism in cyberspace, jointly with CII.	X	X	X	X	
4. Organization of the International LINGUAPAX VII Conference, Ouagadougou, Burkina Faso, June 1999.	X		X		
5. Regional Workshop on Education for International Understanding and Peace in Asia and the Pacific.		X	X	X	
6. Human rights teaching manual for primary and secondary schools and of a civics education kit, *The Practice of Citizenship*.	X	X	X	X	
7. Three mobilizing World Heritage Youth Forums held,[16] leading to the presentation of Young People's World Heritage Declarations to the World Heritage Committee.	X		X	X	
8. Four international campaigns/events bringing young people together to discuss, exchange views and take action in areas of particular importance.[17]	X	X	X		
9. Launching of "Breaking the Silence – Teaching about the causes and consequences of the Transatlantic Slave Trade" (TST).[18]	X	X	X	X	
10. Regional Conferences on Human Rights Education (Africa, Asia).	X		X	X	
11. Manual on human rights for universities.		X	X		
12. Translation and dissemination of *Human Rights: Questions and Answers* and *Democracy: Questions and Answers*.	X		X		X[19]
13. Organization of MINEPS III in cooperation with UNESCO, the International Olympic Committee (IOC) and the Uruguayan Government.	X		X		

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
1. Safeguarding of endangered languages.					X[20]
2. Follow-up to the Harare Conference on linguistic policies in Africa.		X			X
3. Preparation of a book on normative and legislative instruments relating to linguistic rights.	X				X
4. A new scheme to twin schools in support of solidarity.					X[21]
5. Creation of a Chair in Equatorial Guinea.					X[22]

C. Lessons learned and their implications for the future

(28) The recommendations of the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance cover a vast area and the Secretariat cannot implement all of them.

(29) Areas such as language education through training seminars for teachers and trainers, promotion of linguistic rights as a fundamental part of human rights, multilingualism and new technologies, and cooperation with relevant institutions, IGOs and NGOs should be further expanded. The series of Practical Guides should be enlarged, in particular by adaptation for the different regions and by preparation of new texts for teachers, parents, learners and educational authorities.

(30) The role of UNESCO in the revision of textbooks should be that of catalyst in stimulating reflection by specialists.

(31) In the future, qualitative development of ASPnet will be ensured by enabling schools in the network to serve as innovation centres; training of ASPnet National Coordinators; and a multiplier effect at national and international levels. In the era of globalization, ASPnet could play an essential role in bringing schools together on joint Flagship Projects* to develop educational content, methodology (with emphasis on increased participation of the learner, development of creative and communication skills, non-violent conflict resolution, etc.).

(32) Although the Network of UNESCO Chairs is continuously developing and greatly contributed to the promotion of human rights education and research, a Chair should not be without the active involvement of the respective university in the creation process.

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* The intersectoral Flagship Projects include the Baltic Sea Project, Blue Danube River Project, Western Mediterranean Project, Caribbean Sea Project, Zambezi River Project, World Heritage Education Project, "Breaking the Silence – Teaching about the Transatlantic Slave Trade" Project, "Time Project", "Future Scientists".

15. Promotion of the teaching of neighbouring languages through the tangible and intangible heritage.
16. Respectively in Japan (November 1998) Dakar/Gorée Island, Senegal (August 1999) and Morocco (November 1999). A series of WHE subregional training courses were held followed by national plans of action.
17. Electronic Time Project devoted to human rights (1998) and older persons (1999); Second International Solidarity Project Day to promote human rights (1998); Youth Mobilizing Youth for a Twenty-first Century Free of Drugs and International Encounter (April 1998) and campaign/publication Future Scientists: Women and Men.
18. Bringing together some 100 Associated Schools throughout the Atlantic world, the holding of two sessions of the TST International Task Force, four regional workshops for TST coordinators, Dakar WH and TST Youth Forum. News bulletin, website, posters and new educational resource materials were created.
19. General public, formal and non-formal education.
20. Lack of resources.
21. Lack of staff and cancellation of the PP-requested workshop.
22. Not initiated by the university itself but by government officials. Still not operational (agreement signed in 1998).

Unit 3. Culture of peace in action

A. Main results

Contribution to the attainment of the objectives of the Programme Resolution				
Results effectively achieved by main line of action	Resolution No.	Contribution to objective		
		High	Mod	Low
National culture of peace programmes 1. Greater involvement of civil society at the national level in culture of peace activities.[23] 2. Renovation of schools and educational equipment for 17 schools in the Palestinian Autonomous Territories.	29 C/Res. 38 para. 2.C(a)	X X		
Continuum between relief operations and post-conflict reconstruction: the role of education 1. Increased cooperation with United Nations institutions for countries in emergency situations. 2. Enhanced cooperation with UNWRA for the education of Palestinian refugees.	29 C/Res. 38 para. 2.C(b)	X X		
Providing assistance to independent media before, during and after conflicts Democratization processes strengthened in three selected Member States through support for adaptation of media legislation and broadcasting systems.	29 C/Res. 34 29 C/Res. 35 29 C/Res. 38 para. 2.C(c)	X		
Facilitating intercultural and intercommunity dialogue: regional and subregional projects 1. Increased awareness of the importance of the fight against discrimination, intolerance and racism based on difference, and against cultural prejudice, by means of several conferences.[24] 2. New partners mobilized and the movement for the culture of peace strengthened through the adoption of the Kishinev Declaration and the Moscow Appeal for the Year 2000. 3. Intercultural and inter-ethnic dialogue in the Mediterranean region facilitated and improved by the establishment and coordination of 70 networks covering all fields of competence.	29 C/Res. 26 29 C/Res. 35 29 C/Res. 38 para. 2.C(d)	X X X		
Action in favour of autochthonous peoples Understanding of indigenous peoples issues enhanced through the establishment of a UNESCO Chair for the Simón Bolívar University (USAB)(Quito).	29 C/Res. 38 para. 2.C(e)	X		
Routes of dialogue between cultures and civilizations 1. Promotion and development of interdisciplinary research on the causes and various forms of the slave trade through the setting up of scientific research networks, encouragement for interdisciplinary studies and the identification and utilization of documentary sources, archives and oral traditions. 2. Increased awareness of the subject through the dissemination of scientific research findings, in particular through the organization of several international scientific meetings and the publication of various works. 3. Mobilization of the international community around the philosophy underlying the Gorée Memorial project. 4. Increased awareness in Member States of the role of iron in African societies.[25] 5. Promotion and development of dialogue between religions through research and reflection and the establishment of a network of UNESCO Chairs on interreligious dialogue in eight centres or universities.	29 C/Res. 38 para. 2.C(f)	X	X X	

B. Assessment of implementation

(33)   All national culture of peace programmes have been decentralized and priority has been given to the development of intensive training programmes for disadvantaged groups and demobilized soldiers.

(34)   The activities of the project "For peace and tolerance, for a dialogue between cultures" made a significant contribution to raising awareness in governmental and public circles in the countries of Central and Eastern Europe of the need to develop and reinforce education and training programmes in the spirit of respect for human rights, democratic freedoms, cultural diversity, non-violence and peace. Particular attention was paid to the involvement of youth. The nature of the new projects focused on pluralism facilitates the participation, on an equal footing, of political leaders, academics and representatives of civil society. This new generation of projects has been warmly welcomed. Most of the projects have been carried out in partnership with the commonwealth, the European Commission, etc., which has considerably reduced their cost.

(35)   The Slave Route project has been successfully implemented. The extrabudgetary resources allocated by NORAD were crucially important in bringing to light the physical and intangible heritage related to the slave trade and in developing cultural activities.

(36)   Some 45% of extrabudgetary funds in 1999 – the largest proportion of the three units under the Project – went to support Unit 3, "Culture of peace in action".

C. Lessons learned and their implications for the future

(37)   Intergovernmental organizations such as the United Nations, the Organization for Security and Cooperation in Europe (OSCE) and UNESCO must work towards adopting a common approach in providing assistance to independent media in conflict areas and integrating the components of the "free flow of information" and "assistance to independent media" into their programmes.

(38)   There is an urgent need to translate the concept of intercultural dialogue into practice and increased emphasis will therefore have to be placed on concrete intercultural activities. In the medium term, it is proposed to establish regional functional networks of youth associations that forge close alliances, implement projects and lobby both regionally and internationally for more tolerant, inclusive and pluralist policies and behaviours. The implementation of the project "For peace and tolerance, for a dialogue among civilizations" has proved that the involvement of mayors and municipal structures in the promotion of the culture of peace brings visible and positive results.

(39)   Regional projects aimed at the protection of cultural pluralism and promotion of the culture of peace, based on the national programmes for the culture of peace, education for human rights, democracy and tolerance should be maintained as modalities of action of UNESCO in 2002-2007.

(40)   A broader environment for development cooperation in the field of human rights and democracy is emerging, where these areas are considered by Member States and the donor community as integral parts of national/regional development frameworks. Under the project on "East-West intercultural dialogue in Central Asia", the financial support given to institutions set up following the Silk Roads project will need to be maintained since the transdisciplinary studies they are conducting are having a lasting cultural and social impact in the Central Asia region.

(41)   Progress has been very slow for the programme in favour of indigenous people owing to the lack of resources. The issues of indigenous people are linked to the crucial issue of cultural rights, which UNESCO will have to address sooner or later. It emerges clearly that the efforts made to call attention to the International Decade of the World's Indigenous People are insufficient and that the time has come to take concerted action on behalf of the whole United Nations system. At the same time, it is now necessary to evaluate the work of UNESCO for the final years of the Decade and then redirect it accordingly.

(42)   The scientific programme on the Slave Route has brought out the complexity of the subject, making it advisable to strengthen the thematic networks of scientific research. The dissemination of research findings should be stepped up and attention paid to the increased impact of the project on the populations and institutions concerned.

23.   Bosnia and Herzegovina, Burundi, Democratic Republic of the Congo, El Salvador, Haiti, Mali, Mozambique, Palestinian Autonomous Territories, Rwanda, Russian Federation, Republic of Moldova, Georgia and Kyrgyzstan.

24.   Participation in the meeting on "The media and the image of the other" (Barcelona) and in symposiums on "The image of Islam in Western media" (November 1999) and on "Dialogue between cultures" (June 1999) organized by the Oxford Centre for Islamic Studies.

25.   Exchanges of information at five meetings of the commission in charge of the exhibition established under the auspices of the Secretariat. Scientific and financial support for the organization of an international round table at the University of Geneva and organization of a series of lectures at the 30th session of the General Conference.

26.   Internal problems at the Musée de l'homme and inadequate funds.

Particularly successful activities:					
Activity	Distinguishing features				
	Catalytic role	Innovative character	Multiplier effect	Added value	Other
1. Preparation of an action plan for the reform and restructuring of the Palestinian education system and development of Palestinian capacities for the production of teaching materials.			X	X	
2. Establishment of the International Institute for the Study of Nomadic Civilizations (IISNC), Ulan Bator, Mongolia, and of the International Institute 'Youth for the Culture of Peace and Democracy'.	X	X	X	X	
3. Production of the television documentary *Towards New Shores: The Culture of Peace* in cooperation with the intergovernmental television and radio company Mir.	X	X	X	X	
4. First meeting of UNESCO's Mediterranean Multaqa Forum.	X	X	X	X	
5. Creation of training models for cultural tourism in the region and initiation of the Mediterranean Network of Cultural Routes.	X	X	X		
6. Seminar-workshop on "cultural issues of the International Decade of the World's Indigenous People".	X				
7. Commemoration of the 150th and 151st anniversaries of the abolition of slavery (France) and celebration, on 23 August, of the International Day for the Commemoration of the Slave Trade and its Abolition.	X	X	X		
8. Establishment of a network of UNESCO Chairs for interreligious dialogue.	X	X	X	X	
9. Final meeting of the International Scientific Committee for the drafting of a General History of Africa.					
10. Two meetings in the framework of the "History, historians and culture of peace" project in Lublin, Poland, and Bamako, Mali.					
11. Publication of: Volumes I and II of the Hausa version, of Volume I of the Swahili version and Volumes I and II of the Peul version of the *General History of Africa*;	X		X	X	
Volume V of the *History of the Scientific and Cultural Development of Humanity*;	X		X	X	
Volume I of the *General History of Latin America* (Spanish version); Volume II *New Societies: the Caribbean in the long sixteenth century*; and Volume VI *Methodology and historiography of the Caribbean* in English of the *General History of the Caribbean*; Volume IV, Part 1 in English of the *History of Civilizations of Central Asia*.	X		X	X	

Particularly unsuccessful activities:					
Activity	Underlying reasons relate to choice of:				
	Subject matter	Place/ time	Participants/ target users	Modality of action	Other
Travelling exhibition on "The Iron Roads in Africa".		X		X	X[26]

Special project

Women and a culture of peace in Africa

(43) Women's role as peace promoters at the local and national level was further developed through case studies on women's traditional conflict resolution and peace-building skills and practices in seven African countries and an inter-agency publication on Women's Best Practices in Conflict Resolution in Africa*, Addis Ababa.*

(44) A training module, Promoting Women's Participation in Conflict Resolution to Build a Culture of Peace*, was developed and tested in cooperation with FAWE. Seminars for a dialogue on strengthening women's role as promoters of a culture of peace took place in Burundi, Cameroon, Central African Republic, Democratic Republic of the Congo, Ethiopia, Guinea-Bissau, Rwanda, Tunisia and the United Republic of Tanzania. The Pan-African Women's Conference on a Culture of Peace and Non-Violence also took place in the United Republic of Tanzania. Activities related to the development of the case studies and training seminars were decentralized to field offices.*

(45) The Beijing+5 assessment of progress made since the Fourth World Conference on Women showed that gender injustice and gender inequality persist, and that women continue to be seen mostly as victims, not as active agents of change. UNESCO should strengthen its efforts in capacity-building and empowerment of women, and fully use women's talents, skills, creativity and courage, particularly to build societies that have the capacity to tackle conflicts without use of violence.

Administrative and budgetary information

Appropriation line	$
Towards a culture of peace	
Unit 1: Culture of peace: raising awareness and building partnerships	2 710 648
Unit 2: Educating for a culture of peace	3 165 074
Unit 3: Culture of peace in action	2 694 129
Intersectoral activities	577 831
	9 147 682
Indirect costs	161 602
Staff costs	10 286 999
Total, CPP	**19 596 283**
Participation Programme	**1 481 213**
Extrabudgetary resources	**200 000**
Total, CPP + PP + EXB	**21 277 496**

Distribution of total expenditure

Regular budget activities 43%

Extrabudgetary resources 1%

Participation programme 7%

Indirect costs 1%

Staff costs 48%
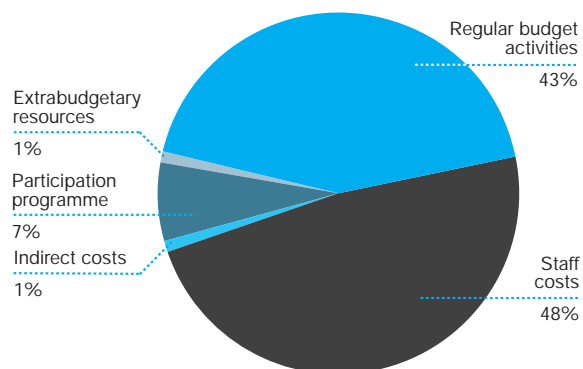
Transverse activities:

Statistical programmes and services

Fellowships and equipment services

Programme coordination

Information and dissemination services

Statistical programmes and services

(1)   The consultations with Member States and partner agencies that began in late 1994 have finally led to the formal establishment of the UNESCO Institute for Statistics (UIS).* Throughout this process, UNESCO has amply benefited from the advice and support of many international and intergovernmental organizations, of professional associations and, above all, of the Member States. UIS has now been established and is in a position to enable UNESCO to develop its statistical programmes and services in the future into a modern and dynamic policy-support information system.

(2)   The 1998-1999 biennium was the period during which fundamental changes to UNESCO's statistical programme occurred. A number of staff, including the director and administrative officer of the former Division of Statistics, retired. Recruitment of new staff had to await the formal establishment of UIS, which was approved by the General Conference at its 30th session together with its Statutes and legal framework, and its Governing Board. Nevertheless, the remaining regular staff plus temporary personnel continued to implement many statistical activities, including the preparation of the World Education Indicators for the *World Education Report 2000*.

(3)   In the context of the development of common statistical definitions and standards in the fields of competence of UNESCO, implementation of the revised International Standard Classification of Education (ISCED-97) took place. It began with the preparation of a preliminary ISCED Operational Manual and the organization of regional workshops to train national officers in conducting national ISCED mapping exercises to establish the correspondence between national education structures and the ISCED international level categories. Such ISCED mapping at the country level requires the active participation of education policy-makers and managers, and additional assistance will be required to help certain Member States that are encountering difficulties in establishing their ISCED mapping and in eventually converting national education statistics into the ISCED categories for reporting to UNESCO.

(4)   The regular UNESCO collection, dissemination and analysis of international statistics on education, science and technology, and some areas of culture and communication had to be suspended in 1999. This decision was taken in the light of the recommendations of the Steering Committee that oversaw the establishment of UIS. Pending the results of a fundamental review of international and national policy information needs and data requirements in the future, new data collection activities will be organized by UIS accordingly. A new statistical survey on education will be carried out in the 2000-2001 biennium, and the data will be accessible on the Internet and through CD-ROM, together with focused analytical publications in place of Statistical Yearbooks.

(5)   The UIS played a key role in developing the technical guidelines for the Education for All (EFA) 2000 Assessment, participating in regional and subregional EFA workshops, collecting, processing, validating and analysing all the national EFA statistics received by UNESCO, as well as in preparing a global statistical report analysing the trends and patterns of achievement of EFA over the past ten years.

(6)   The special project "Strengthening National Education Statistical Information Systems (NESIS) in sub-Saharan Africa", now fully decentralized to UNESCO Harare, focused essentially on technical support to national EFA 2000 Assessments and on assistance to six countries in developing national education indicator systems that are compatible with UNESCO international norms. In close cooperation with NGOs, a technical guide to the analysis of education statistics collected during household surveys was published and disseminated to the relevant Member States. The NESIS programme continued to be very active in building national capacities in sub-Saharan African countries.

(7)   The assessments and consultations that led to the establishment of the UNESCO Institute for Statistics placed emphasis on the need to develop UNESCO's statistical programmes and services according to the priority policy information needs of Member States and the international community. Fundamental review of these information needs within UNESCO's fields of competence, by forging links between users and producers of data, will help to focus the UIS work programme and implementation strategies.

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* The UNESCO Institute for Statistics (UIS) was formally approved and established by the 30th session of the UNESCO General Conference in November 1999, along with its Statutes. The first six members of the Institute's Governing Board were elected at the same session of the General Conference and the remaining six members were appointed shortly after by the Director-General.

(8) Users of statistical information are becoming increasingly demanding on the timeliness and quality of such information. UIS should devote special attention to ensuring data quality, if not also to using a wider range of data sources such as surveys and censuses alongside administrative reporting, as well as to examining ways in which it can add value to data so that the users can make more efficient use of UIS resources.

(9) The EFA 2000 Assessment exposed once again the weaknesses of national statistical systems. Considerable support to national statistical capacity-building will be needed in the near future in cooperation with other relevant agencies, within the framework of integrated statistical development plans. Cooperation with OECD in the World Education Indicators project will continue, with the prospect of UIS assuming an increasing role in the implementation of this project.

(10) Increased use of information and communication technologies at both the international and country levels should be made so as to speed up data transfers, and interactions and collaboration between UNESCO and its Member States.

Administrative and budgetary information

Appropriation line	$
Statistical programmes and services	
Activities	1 552 257
Staff costs	5 039 175
Total, UIS	**6 591 432**
Extrabudgetary resources	**1 800 000**
Total, UIS + EXB	**8 391 432**

Fellowships and equipment services

Fellowships

(11) Every year, UNESCO receives over 6,000 requests for fellowships from Member States, NGOs and individuals for study falling within its fields of competence. Human resource development and capacity-building are assigned a high priority by Member States as it is considered that fellowships are instrumental in: (i) the acquisition of skills and the upgrading of knowledge of state-of-the-art developments; (ii) facilitating the transfer and sharing of knowledge; (iii) forging of links; (iv) building a "multiplier effect" as knowledge gained abroad is shared with others upon return home; and (v) fostering friendship, international understanding and peace.

(12) While it had been planned initially to implement 350 fellowships under the UNESCO Fellowship Bank Programme and the Co-Sponsored Fellowships Scheme with US $1 million earmarked for that purpose, owing to the numerous requests submitted by Member States, the Director-General decided to increase the budget set aside for fellowship activities. The result was that under the regular programme 1,277 fellowships and travel grants were implemented for a value of US $3,130,591 and under extrabudgetary resources an additional 294 fellowships were implemented for a value of US $2,803,570. Thus, a total of 1,571 fellowships and travel grants were awarded during the biennium for a value of approximately US $8,934,161 (including US $3 million in contribution in kind) (see breakdown in Annex F).

(13) However, limited resources make it impossible to satisfy more than a small portion of applications received. It is with a view to increasing training and capacity-building opportunities that UNESCO has adopted a proactive policy, under the UNESCO Co-Sponsored Fellowships Scheme, in order to encourage and extend partnerships with governments, institutions of higher education and foundations. The following countries and organizations have generously contributed to the scheme: the People's Republic of China, the Czech Republic, Israel, Japan (including Professor Hirayama in favour of the Silk

Roads project), the Netherlands, Poland, the Republic of Korea, the International Literacy Institute (Philadelphia, U.S.A.), the International Corporation of Graduates of Soviet Educational Institutions (INCORVUZ, Moscow) and L'Oréal. This policy has proven to be successful and seed money should be set aside to enable this scheme to be strengthened and expanded.

(14) With a view to ensuring full transparency as to fellowships awarded, a provisional "Directory of UNESCO fellows: 1998-1999" was prepared and disseminated to Member States during the 30th session of the General Conference. This was later updated to reflect the full biennial exercise and was disseminated to all National Commissions and Permanent Delegations. In addition, a list of fellowships programmes at UNESCO is now available in both English and French on the UNESCO website. A handbook entitled in English "UNESCO Fellowships: A means to empowerment", and, in French "Les Bourses de l'UNESCO: s'investir pour l'avenir" was prepared and disseminated to all Member States in May 1999.

Equipment

(15) Around 1,000 contracts amounting to a total of US $52,300,000 for goods and services* for delivery to projects in Member States were established and managed. This represents an increase of 102% with respect to the previous biennium. This is mainly attributable to two major projects which accounted for 50% of the total procurement value.

(16) Maximum efforts were made to ensure that decentralization of procurement is carried out while ensuring that the basic criteria of quality and value for money are applied. Since increasing procurement from non-industrialized country sources has been a repeated United Nations requirement, half of the top ten procurement country sources now fall into this category.

(17) While the use of computerized and modern working practices have considerably improved the cost-effectiveness and efficiency of the services, the means to retain accumulated experience and expertise are yet to be developed.

Administrative and budgetary information

Appropriation line	$
Fellowships and equipment services	
Activities	1 179 083
Staff costs	3 086 218
Total	**4 265 301**

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* Equipment supplied by category: computers and software: 29.5% of total delivery value; educational basic supplies: 11.9%; scientific equipment: 10.2%; printed materials, books and related: 7.3%; communication equipment (radio, television, etc.): 7.2%; vehicles and transportation: 7.1%; office related: 2.5%; culture related: 0.6%; miscellaneous: 23.7%.

Programme coordination

Priority Africa

(18) The basis for the coordination of activities benefiting Africa has been threefold: closer cooperative relations with the Organization of African Unity (OAU), active participation in the United Nations System-wide Special Initiative on Africa (UNSIA) and follow-up to Audience Africa.

(19) At the 35th OAU Summit held in July 1999, five resolutions directly concerning cooperation with UNESCO were adopted: the strengthening of action against HIV/AIDS in Africa, the involvement of African women in the peace and sustainable development processes, the development and protection of the coastal and marine environment, the practical implementation of the African Solar Programme and support for culture of peace programmes and, finally, technological development in Africa. The implementation of the OAU Education Decade for Africa has provided another opportunity to strengthen UNESCO's links with the continent, and the many exchanges with subregional organizations are also to be seen in the context of this partnership drive fostering regional integration.

(20) UNESCO has assumed the role of lead agency in the implementation of three components of the UNSIA programme of activities. In this framework, cooperation with other United Nations agencies and the World Bank has proved excellent. However, the implementation of UNSIA has revealed some shortcomings in terms of specific activities, with the result that certain agencies or certain sectors within the Organization have had a tendency to present some of their traditional or routine activities as coming under UNSIA.

(21) The International Committee for the Follow-up to Audience Africa has played and still plays an irreplaceable part in the debate on the development of Africa and on the lessons to be learned at the political level for action to be taken. However, due emphasis has not always been placed by the programme sectors on the implementation of the recommendations adopted by the Committee.

(22) The Priority Africa Department also plays a multifaceted mobilizing, guidance and facilitating role among African political circles and within the Organization for the preparation of projects and multisectoral action plans in African countries

Other priority groups

*Gender equality and empowerment of women**

(23) Pursuing further its commitments within the framework of the *Beijing Platform for Action* and all other major conferences, UNESCO efforts concentrated in 1998 and 1999 on empowering women in order to achieve gender equality in its fields of competence, and through these, in the society at large. The five areas selected by the General Conference in 1995 continued to receive particular attention, namely: equal access to education for women and girls; women's contribution to peace; women's access to the media, and their image in the media; women's contribution to the management of natural resources and environmental protection, and the girl-child with regard to access to education and literacy.

(24) Specifically, women's empowerment in and through higher education was addressed within the framework of the World Conference on Higher Education (1998), while the World Conference on Science (1999) provided an important breakthrough in the empowerment of women scientists in five regions of the world. These received a boost also through actions such as the annual L'Oréal-Helena Rubinstein Award for women scientists, and fellowships for young women scientists. Furthermore, UNESCO was throughout 1999 the focal point for gender mainstreaming of the World Water Forum (2000) which strengthened further its efforts to involve women in the management of water resources. UNESCO's considerable action to help women participate fully in matters concerning peace resulted during this period in the 1999 Pan-African Conference of Women on a Culture of Peace and Non-violence and its *Zanzibar Declaration: Women of Africa for a Culture of Peace*, as well as a number of seminars held in Africa and the Mediterranean and publications on best practices. In the Mediterranean, special attention was given to the networking of women artists, architects, scientists and human rights groups.

(25) Much attention was given to promoting women's human rights, especially through a worldwide dissemination of UNESCO's *Passport to Equality* which promotes the basic United Nations Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), and particularly the right to education at all levels and all fields, including science education, vocational and

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* More detailed information is given in Gender Equality and Equity, A summary review of UNESCO's accomplishments since the Fourth World Conference on Women (Beijing 1995), report published in May 2000, available from BSP/WYS.

technical training, physical education and sport, and preventive education. UNESCO thus continued during this period to contribute to combating AIDS through preventive education, as part of the UNAIDS programme. Likewise, basic education and literacy for women and girls were promoted through formal and non-formal education, including special programmes tailored to accompany microfinance income-generating projects. In order to reinforce Member States' capacities to measure progress achieved in education, special training was organized in 1998 for Arab countries regarding sex-disaggregated data. Training was dispensed worldwide also to help women have greater access to information and communication technologies.

Youth*

(26) A thorough evaluation covering UNESCO's youth activities from 1994 to 1997 has been carried out during the biennium. Its results and recommendations, presented to the Executive Board at its 156th session, gave ground to a new strategy of action and a new structure was put in place to coordinate and stimulate youth-oriented activities throughout the programme.

(27) The evaluation revealed that many of the youth initiatives had a positive impact on the lives and hopes of the young people involved, their families and communities. The best projects had the common denominator of being well focused within UNESCO's mandate, with clear and well-defined aims. Moreover, they were associated with fields of interest which attracted young people, reaching them, in the evaluator's words, "on their planets" thanks to action involving specific NGOs, and UNESCO networks such as the Associated Schools, MAB and the World Heritage. Despite these successes and this progress, and although youth has been a priority group since 1996, the budget allocated to the programmes during the period evaluated was

not large by international standards. Likewise, taken as a whole, UNESCO's youth activities were not designed and implemented within a coherent framework or strategy.

(28) Developing an overall strategy for mainstreaming youth concerns in its programmes and projects was seen as the most important challenge for UNESCO and has been the line of action for the Coordination Unit. This facilitated a comprehensive and coordinated approach which in turn led to a more effective programming and a more efficient earmarking and use of financial resources for youth.

Least developed countries (LDCs)

(29) The Organization has continued to ensure that due priority is given to the most disadvantaged Member States and that the actions carried out under the various programmes, are fully consistent, endeavouring to promote a greater understanding of the LDCs' problems and needs enhancing the capacity to meet their needs and mobilizing new development partners on their behalf.

(30) Progress made in the execution of development programmes and activities, though welcomed by representatives of the Member States concerned and appreciated in the field, still remains slight in relation to the deadlines and objectives set in the United Nations Programme of Action for the Least Developed Countries for the 1990s.

(31) The Third United Nations Conference on the Least Developed Countries, which will carry out the final review of the Programme of Action, will take place in Brussels under the auspices of the European Union in May 2001. UNESCO will be submitting to it an overall assessment of its contribution to the development of the LDCs. The impulse that will probably be given to reactivating international cooperation for the development of the least developed countries will no doubt have implications for UNESCO's future action in these countries.

Administrative and budgetary information

Appropriation line	$
Priority groups and specific clusters of countries	
Activities	1 177 798
Staff costs	6 315 443
Total	**7 493 241**

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* The main results, the assessment of implementation and the lessons learned as well as their implication for the future of the major activities involving youth implemented during the biennium are reported, as they were approved, under Subprogramme II.5.2 – Youth and social development.

Information and dissemination services

Clearing House

A.   Clearing-House Services

(32)   Several combined activities have led to a clear improvement in access to all sources of information and to the greater integration of sectoral information services in a global system making optimum use of the new technologies. Among these activities should be noted: the updating of the inventory of databases and information services of the Secretariat and the publication of corresponding directories; the development of the UNESDOC database, which allows access through the Internet to all documents produced by UNESCO since 1995, to all resolutions and decisions since 1946, and to the speeches delivered by the Director-General since 1987; the production of new editions of the CD-ROMs *Databases* and *Index Translationum* and the first edition of the CD-ROM Resolutions/Decisions (1987-1997); the beginning of the integration of the bibliographical databases of UNESCO (UNESBIB) in the public access catalogue of libraries of the United Nations system (UNCAPS); on-line access, for Secretariat members, to more than 10,000 periodicals and a geopolitical database on countries; and, lastly, the publication on the Internet and on paper of a guide to the archives of 39 intergovernmental organizations.

(33)   The UNESCO Internet site has developed considerably with, in particular, the opening of two mirror sites, one in the United States and the other in Japan; the increase in the number of pages accessible (from 20,000 pages at the beginning of 1998 to 47,000 at the end of 1999); the doubling of consultations (from 1 million pages visited in January 1998 to 2 million in December 1999); the increase in the number of visitors (from 80,000 visitors in January 1998 to 250,000 in December 1999); and, lastly, the introduction of a secure on-line donation facility (Netaid).

(34)   The success of the Internet site is making a significant contribution to enhancing the visibility of its action. It is therefore necessary to continue to develop it and make it more user-friendly and interactive. However, at the same time, it is essential to maintain as far as possible the dissemination of information using a range of media (print, CD-ROM and so on) so that users can choose whichever is most suitable, according to the technical facilities available to them.

(35)   Internet access for National Commissions has improved considerably: 110 of them have electronic mail* and 16 have created their own websites accessible from the home page dedicated to the National Commissions.

(36)   The library, in the same spirit, should continue to develop and in addition to traditional resources provide access to electronic services, which are increasingly appreciated, both at Headquarters and in the field.

(37)   As regards the archives, a Records Management Strategy Action Plan has begun to be implemented in order to preserve and develop institutional memory. In order to ensure its continued implementation, appropriate resources should be allocated.

B.   Anticipation and Future-Oriented Studies

(38)   Strengthening and renewal of UNESCO's capacities in the field of anticipation and future-oriented studies. In particular through the strengthening of the Directorate's anticipation capacities, the preparation, publication and dissemination of the future-oriented report by the Director-General on development prospects in UNESCO's fields of competence,** a contribution to the Executive Board's reflection on UNESCO in the twenty-first century, and a contribution to preparations for the United Nations Millennium Assembly.

(39)   Promotion of the "intellectual and scientific watch" forum function by organizing meetings of a future-oriented nature (Twenty-first Century Talks and Twenty-first Century Dialogues), which enabled almost 100 world-famous scientific and intellectual experts and individuals to engage in dialogue regarding issues of major interest for the future. These meetings were attended by an immediate audience of more than 6,000 people, avenues of thought and action were mapped out and the need to strengthen future-oriented capacities is now better understood throughout the world.

(40)   Reinforcement of partnerships in the field of anticipation and future-oriented studies through closer cooperation with several major networks and a number of institutions specializing in that field, and the implementation of joint targeted and high-profile activities. The creation of a virtual network (Council on the Future, with some 60 members, including 14 Nobel Prize winners) has strengthened the quality of exchanges in the field of future-oriented studies at the international and regional levels.

(41)   Through greater cooperation with the media, in particular with the benchmark periodicals of 90 countries worldwide, which have disseminated articles summarizing the key messages of UNESCO's anticipation and future-

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  * See the list of electronic addresses at
     http://www.unesco.org/general/fre/partners/commission/listecn.html.
 ** Published in French with the title *Un Monde Nouveau* ; copublication Odile Jacob/UNESCO Publishing, 1999; and in English as *The World Ahead: Our Future in the Making*, copublication Zed Books/UNESCO Publishing, 2001.

oriented programme, and with television and radio channels and also through the publication of the future-oriented report by the Director-General and other studies by the Analysis and Forecasting Office, more than 100 million people have received information in the various regions of the world.

(42) The implementation of these activities has highlighted four initial lessons:

(a) *UNESCO's fields of competence and their increasing interaction are at the heart of the future*. As Ilya Prigogine has stressed, we are beginning to see the world as being "under construction" with a broad choice of futures in which human creativity will play a key role. Investment in the Organization's fields of competence, in particular for the sake of education for all throughout life, is a decisive investment for the twenty-first century. Interaction among UNESCO's fields of competence should be at the heart of the Organization's future programmes.

(b) *Anticipation and future-oriented studies must be permanent, priority missions of UNESCO* and should be strengthened in terms of programme funds and human resources. UNESCO's future-oriented thinking must continue in an interdisciplinary and transverse spirit, so as to identify avenues for reflection and action.

(c) *Future-oriented reflection is a mobilizing factor*. The major media, the public, decision-makers and the UNESCO community are increasingly interested in thinking about the future in the Organization's fields of competence and about the utility of this reflection in informing decision-making in those fields. The wide dissemination of the Organization's findings should continue so as to intensify the awareness of both the public and the decision-makers, using traditional and new media (in particular the Internet) and UNESCO's own media, such as the UNESCO *Courier,* UNESCO *Source*s and *Nature and Resources*.

(d) *The problems of the future have an ethical dimension*, whether they concern, for instance combating the inequalities and asymmetry of development, the development of a new "social contract" for the twenty-first century, urban problems, the increasingly rapid disappearance of languages, chemical and invisible pollution, the future of the environment and development, the future of the human race or education for all throughout life. The ethics of the future must be central to UNESCO's thinking and action.

UNESCO Publishing Office

(43) As part of the publications programme (programme, promotion and dissemination) the Organization published 126 titles in their original language or in translation, which included 13 works from the International Institute for Educational Planning (IIEP), five from the International Bureau of Education (IBE) and ten from the UNESCO Institute of Education (UIE). Furthermore, 87 titles were published as co-editions with outside publishers. In addition, preparations for the publication of two revised editions have begun. Lastly, 36 titles were published in the UNESCO Collection of Representative Works. Total production thus amounted to 251 titles (including 14 CD-ROMs*), as against 307 in the previous biennium.

(44) The policy of inexpensive local editions was continued.** The Fund to encourage Translation (TRANSPUBLIC) provided financial assistance for the translation and publication of 26 works in 15 languages.*** Owing to the lack of voluntary contributions, the resources of the TRANSPUBLIC Fund have been exhausted. Its disappearance will inevitably have an effect on the translation and publication of UNESCO works in national languages.

(45) The marketing of greeting cards to large businesses has continued. The clear increase in 1999 in the distribution of non-exclusive cards helped to increase the general public's awareness of UNESCO's role. The renewal and expansion of the range of products under the UNESCO imprint have led to a spectacular increase in sales, proving the relevance of this new direction.

(46) The Audiovisual Division has implemented a new strategy which has raised the Organization's profile by highlighting its film and photographic archives. Two databases have been created: one contains the titles of all the audiovisual material produced and co-produced by the Organization since its creation. The other contains the best 15,000 photographs in the photographic library which are now in digital format and accessible on-line. This is the

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* The best-selling titles during the biennium were: *Study Abroad* (12,763 copies of the 30th edition and 6,536 of the 31st edition), *Learning: The Treasure Within* (6,714 copies of the English edition), *Tolerance: the threshold of peace* (5,827 copies of Unit 1 and 2,813 of Unit 2 in Spanish), *UNESCO World Heritage Desk Diary* (3,121 copies of the 1998 edition, 4,775 of the 1999 edition and 2,811 of the 2000 edition), *Introducing Democracy: Eighty questions and answers* (2,770 copies of the French edition), *Our Creative Diversity* (2,232 copies of the English edition), *World Science Report 1996* (2,176 copies of the English edition), *World Information Report 1997-1998* (2,008 copies of the English edition), *General History of Africa*, Vol. VI (1,723 copies of the main edition in French). Moreover, the CD-ROM *Blue Gold. Interactive Encyclopaedia on Water* was nominated for the Prince's Award (Denmark, European prize for the best multimedia works on the environment) and the Roberval Prize. In addition, it was awarded the 1999 Möbius Prize, science category.

** For instance, *Learning: The Treasure Within* was published in Mexico and *Study Abroad* and *Our Creative Diversity* in India and Mexico.

*** Albanian, Arabic, Azeri, Belarussian, Chinese, Croat, Estonian, Hungarian, Indonesian, Latvian, Persian, Portuguese, Romanian, Russian and Slovak.

first phase of a programme that will continue over several biennia.

(47)   The Division has also published, for the first time since 1993, a catalogue of audiovisual publications. It has been included in the UNESCO publications catalogue. Fifteen video programmes have been reproduced on a large scale on VHS cassette and are now available to the general public.

(48)   The extension of the field of activities of the UNESCO Publishing Office to audiovisual productions corresponds to the current trend in multimedia publishing by major groups and will improve the profile and the impact of the Organization's action.

(49)   With a view to broader access to information, a development policy for on-line publishing has been formulated, and the website of the UNESCO Publishing Office remodelled. For instance, new titles will be accessible on-line free of charge for a limited period, with subsequent access for a fee.

(50)   Problems of staffing impeded the smooth functioning of the Audiovisual Division. Furthermore, it was noted that films funded and produced by the sectors, outside the context of the established rules and often of mediocre quality, unfortunately deprive the Organization of its distribution rights and prevent them from being used to the best advantage.

UNESCO Courier

(51)   After an ad hoc group had carried out a radical overall review of the UNESCO *Courier*, the Director-General decided in April 1998 to create a new Office of Monthly Periodicals to bring together the Organization's two "general public" magazines. The idea was to use the synergy obtained through the inclusion of the two monthly periodicals within a single structure in order to help the UNESCO *Courier* out of the readership crisis that had lasted for some 20 years.

(52)   The *Courier* in its new format, launched in July 1998, continues to present major trends in UNESCO's fields of competence on a global scale and perceived through the prism of its ideals. On the other hand, the form of the message has been considerably rejuvenated and modernized, by making more room for features, finding a better balance for the space used up by the Focus section and the various headings, and changing the layout. At the same time, a major promotion campaign, mostly in sales, has been launched.

(53)   The results are encouraging. The fall in sales of the editions produced at Headquarters (English, French and Spanish) had been halted by the end of the biennium. Consequently, the drop, which had reached almost 20% in one biennium, had been reduced to 8.7% during 1998-1999, when the impact of the launch of the new format started to be felt in early 1999. Simultaneously, the number of co-publications has remained stable (24). A meeting of co-publishers – the first in seven years – was able to gauge the very favourable reaction to the new format, and decided to make the growth in sales a top priority.

(54)   Although no new large-scale promotional campaign was launched during the biennium, the use of new marketing techniques and the beginning of the establishment of a computer tool to analyse subscribers will enable campaigns in 2000-2001 to be more accurately targeted and to seek to reach target audiences sidelined hitherto. Likewise, the use of quantitative and qualitative surveys of subscribers, unfortunately confined to France for financial reasons, prompted an initial editorial adjustment in Spring 1999. This method will be used systematically.

(55)   The monthly periodical UNESCO *Sources*, whose aim is to provide information about the Organization's practical and intellectual action, has continued to progress – witness its growing impact on journalists from the written press and broadcast media throughout the world, and especially in developing countries.

Public information

(56)   The Press Service organized the media coverage and preparation of material for information purposes for some 20 events.* In most cases, the work consisted of preparing press releases and kits in various language versions, putting programme specialists in contact with journalists,

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* International Year of the Ocean; Intergovernmental Conference on Cultural Policies for Development (Stockholm, 30 March - 2 April 1998); MINEDAF VII (Durban, 20-24 April 1998); World Press Freedom Day (3 May 1998 and 1999); International Literacy Day (8 September 1998 and 1999); World Conference on Higher Education (Paris, 5-9 October 1998); Universal Declaration on the Human Genome and Human Rights (Paris, October 1998); meeting of the World Heritage Committee (December 1998 and 1999); Celebration of the fiftieth anniversary of the Universal Declaration of Human Rights (Paris, December 1998); international meeting on Sexual Abuse of Children, Child Pornography and Paedophilia on the Internet (Paris, 18-19 January 1999), meeting of the International Scientific Committee for the drafting of a General History of Africa (Tripoli, 10-12 April 1999); Second International Congress on Technical and Vocational Education (Seoul, 26-30 April 1999); Women's Agenda for a Culture of Peace in Africa (Zanzibar, 17-20 May 1999); World Conference on Science (Budapest, 26 June -1 July 1999); launch of International Year for the Culture of Peace (Paris, September 1999); 30th session of the General Conference and election of the Director-General (October-November 1999).

distributing information kits by mail and through the Web, organizing contacts with field offices and holding press conferences. Journalists from the press and the broadcast media continued to be invited to cover the Organization's activities. With regard to the broadcast media, this action has proved particularly effective for radio.

(57)   Over the two years, 556 press releases (UNESCO-PRESS) were published, dealing with a wide range of subjects. The messages passed on were often speeches or general statements, but journalists were more interested in announcements and substantive papers on UNESCO's projects and programmes. Better planning by the sectors regarding coverage of events is therefore required.

(58)   A few documentaries were made as audiovisual co-productions,* while more institutional features were produced by UNESCO and broadcast by various partner channels.**

(59)   As a rule, UNESCO's activities are fairly favourably received, especially by the media in Africa, Eastern Europe and the Arab States. The same is true of the media of Asia and Latin America, although the Office of Public Information deplores the lack of information officers for those two regions. Some European media, mainly Anglo-Saxon, were quite strongly critical of UNESCO's effectiveness and management during the election process.

Administrative and budgetary information

Appropriation line	$
Information and Dissemination Services	
1. **Clearing House**	
Activities	1 619 462
Staff costs	4 592 046
Total, CLH	**6 211 508**
2. **UNESCO Publishing Office**	
Activities	4 139 355
Staff costs	792 840
Total, UPO	**4 932 195**
3. **Office of Monthly Periodicals**	
Activities	2 025 666
Staff costs	2 326 774
Total, OPM	**4 352 440**
4. **Office of Public Information**	
Activities	2 580 678
Staff costs	5 786 781
Total, OPI	**8 367 459**
Total, Part II.B	**23 863 602**
Extrabudgetary resources, UPO	**100 000**
Extrabudgetary resources, OPI	**400 000**
Total, Part II.B + EXB	**24 363 602**

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*   They included a film about the work of Rigoberta Menchú, a film about Gloria Cuatras Montoya and a film about Oswaldo Guayasmin.

** Fifteen features were sent for distribution to the European Broadcasting Union. UNESCO featured 400 times on CNN during this period: all the important events at the Organization were covered by this satellite television station.

PARTICIPATION PROGRAMME

(1)   At its 29th session the General Conference approved the Participation Programme's budget at the level of US $24,830,000. The Executive Board, at its 155th session (155 EX/Decision 7.1) approved the transfer of $2,483,000 to the Participation Programme budget line from other appropriation lines in Parts II and III. Therefore, in 29 C/5 Approved and adjusted, the total amount approved for this Programme was $27,313,000. The table below shows the comparative growth of the Participation Programme and its implementation since the 1979-1980 biennium.

Biennium	Participation Programme credit $	Number of requests received	Amount requested $	Amount approved $
1979-1980	7 429 800	2 814	40 237 000	7 679 021
1981-1983	15 048 800	4 532	62 903 026	15 788 818
1984-1985	14 034 800	3 351	53 824 103	14 712 904
1986-1987	10 605 800	2 800	44 973 885	11 243 315
1988-1989	10 037 400	2 031	30 528 020	10 550 511
1990-1991	14 662 600	2 277	46 272 049	14 933 127
1992-1993	15 408 300	2 284	44 035 950	18 281 741*
1994-1995	25 000 000	2 774	59 716 437	27 072 752**
1996-1997	22 000 000	2 968	70 208 307	28 905 862***
1998-1999	27 313 000	3 031	114 271 768	29 528 874****

(2)   An amount of $114,271,768 was requested by Member States, which far exceeded the funds available. By 31 December 1999, out of 3,031 requests received, the Director-General had approved 1,336, submitted by Member States, Associate Member States and intergovernmental and non-governmental organizations.

(3)   Annex F presents different breakdowns:
■ by region (Figure 4 A),
■ by Programme sectors and units (Figure 4 B),
■ by priority targets (least developed countries, women and youth) and by region (Annex F1)
■ by region and by country, including emergency assistance (Annex F2).

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*   Additional requests, amounting to $2,873,441, were approved over and above the Participation Programme provision for 1992-1993, which were financed through internal adjustments.

**   Additional requests, amounting to $2,072,752, were approved over and above the Participation Programme provision for 1994-1995, which were financed by savings on staff travel and the postponement of activities as decided by the Director-General.

***   Additional requests amounting to $6,905,862, were approved over and above the Participation Programme provision for 1996-1997, which were financed mainly by savings made in staff travel and meetings, and by austerity measures as decided by the Director-General.

****   Additional requests amounting to $2,215,874 were approved over and above the Participation Programme provision for 1998-1999. These requests were financed, according to their nature, by provisions made for the various programmes.

II.

Functioning
of the Organization

Governing bodies

(1)   Pursuant to the recommendations of the Executive Board working group established in application of 28 C/Resolution 37.2 with the mandate of examining the structure and function of the General Conference, which the General Conference then endorsed by adopting resolution 87 at its 29th session, in 1997, innovations were made in relation to the organization of the 30th session of the General Conference.

(2)   A set of strict admissibility criteria applicable to draft resolutions aimed at amending the programme and budget document was instrumental in reducing their number and, consequently, translation and distribution costs. The volume of documentation submitted to the General Conference at its 30th session was considerably reduced.

(3)   The delegates benefited from diversified means of communication, in particular the accessibility of documents made available on-line through the Internet in real time in all the working languages of the Organization.

Financial management

(4)   In accordance with the Financial Regulations of the Organization, the financial statements were audited by the External Auditor. His report and the audited financial statements of UNESCO for the 1998-1999 biennium were submitted to the Executive Board at its 160th session.

(5)   In the opinion expressed by the External Auditor on the accounts he made no reservation or qualification regarding the form, content and material correctness of the financial statements. However, the External Auditor drew attention to two matters where there had been significant deviations from the authorities granted by the General Conference to the Director-General. These concerned staffing actions relating to appointments and promotions that were not made in accordance with regulations and non-compliance with the terms and intent of 29 C/Resolution 51 with regard to the administration of the Participation Programme. The Executive Board noted this qualification with grave concern. The Director-General has already taken steps to ensure that the abuses of the past are effectively remedied and also to ensure that the authorities granted to him are adhered to in the future.

(6)   The budgetary status report on regular programme execution as at 31 December 1999 is presented in Annex G and financial information about the activities funded by extrabudgetary resources appears in Annex H.

Programming and evaluation

(7)   Work on functional analysis and computer development led to the finalization of an information system intended to make use of an improved approach to expected results in order to renew the method of programming and monitoring the Organization's activities. The system was named SISTER, standing for "System of Information on Strategies, Tasks and the Evaluation of Results", and was launched at the end of 1999 after almost half the staff had been trained.

(8)   Evaluation increasingly became an integral part of programme execution. The sectors assumed more fully their responsibility for evaluation management, in that most of the evaluations scheduled under the evaluation plan for 1998-1999 were carried out – some with a slight delay running into the following biennium – and shed light on the processes of operational and strategic decision-making. The evaluation of the MOST Programme enabled its strategic direction and main modalities of action to be redefined.

(9)   Appreciable improvements were noted in the degree of professionalism of the evaluation teams that were set up, particularly as a result of a wider choice of candidates put forward by the National Commissions; clarification of the roles and functions of the different parties involved in each evaluation, and better definition of the objectives of each evaluation. However, the quality of external evaluations remains uneven in terms of the relevance of their recommendations for decisions to be taken by the Organization's governing bodies, and the belated launch of several major evaluations prevented appropriate and rapid follow-up to the recommendations.

(10)   The Executive Board considered the conclusions of four evaluations: the first phase of the global evaluation of the transdisciplinary project "Towards a culture of peace", the evaluation report on field offices in Africa, presented at the time of the discussion on the principles governing decentralization, and the mid-term evaluation of the MOST Programme and of UNESCO's "Youth" activities 1994-1997. The evaluation of the publications and documents of the Education Sector was presented as an information document. The Executive Board paid careful attention to the reports and asked to be informed in a more systematic way of the results of evaluations.

(11)   The evaluation of projects funded by extrabudgetary resources remained an unsatisfactory field of activity. The introduction of measures to make up for certain shortcomings identified by work assessing the present situation,

in particular a study carried out by outside experts, appears to be a priority for the future development of evaluation in the Organization.

Human resources management

(12)   The recruitment process was slightly improved. This included the production and wide internal dissemination of a recruitment handbook for staff at Headquarters and in the field, and the establishment of in-depth interviews as an integral part of the recruitment process. A recruitment mission was undertaken to southern Africa in order to identify potential sources of candidates from non-represented Member States.

(13)   The issue of geographical representation continued to cause concern. The average number of applications from non- and under-represented countries remained disappointingly low, and is a significant impediment in achieving a more equitable geographical balance. As a result, by the end of December 1999, the number of countries over- and under-represented increased to 37 and 47 respectively.

(14)   Significant progress was achieved in the representation of women in the Professional category, with overall representation increasing to 42% by the end of 1999. While there was a slight increase in the number of women at the more senior levels, their representation at P-5 and above at 24.1 remains low.

(15)   The Young Professionals Programme continued to be a valuable source of young and qualified staff members from non- and under-represented countries. A further 14 young professionals were recruited during 1998/1999, bringing the total of new recruits to 69 since the programme was reactivated in 1989.

(16)   A Senior Management Symposium was held in May 1998. With the assistance of outside consultants and the participation of the Director-General, the symposium aimed to identify a specific set of best practices for managers at all levels within UNESCO that would form the basis of a long-term management development programme. Eighteen senior managers participated in the symposium, which resulted in a shared understanding of effective management and a review of a series of principles on the desired management culture of UNESCO for the future.

(17)   In addition to language training and orientation courses, over 1,000 participants attended informatics and software application training programmes. A further three training programmes for Administrative Officers (AOs) in the field were held in Harare, Dakar and Caracas bringing the total number of participants attending this programme to seventy-three.

(18)   In continuing the Organization's efforts to improve the performance appraisal system, and to highlight the importance of setting objectives at the beginning of the appraisal period against which staff members are subsequently evaluated, training sessions on objective-setting were held in 1999.

(19)   In 1998, a performance audit was conducted by the External Auditor the objective of which was to determine the extent to which personnel policies and procedures at UNESCO were designed and applied in accordance with the objectives set out in the 1990 Personnel Policy, and reaffirmed in the Medium-Term Strategy for 1996-2001. The audit focused on the key areas of recruitment, promotion and performance management. The report of the External Auditor concluded the following:

- Overall progress in the improvement of human resources management had been slow;
- Recruitment needed to be strengthened;
- The promotion process was not working properly, with an unacceptable number of deviations from declared policy;
- Important controls over post classification were still not in place;
- UNESCO needed to bring its personnel function in line with the latest developments in human resources management and to become more strategic.

(20)   Upon taking office in November 1999, the Director-General decided to set up three task forces to deal respectively with UNESCO's strategy of action and programme priorities, decentralization, and the Secretariat's structure, staffing and management systems. Furthermore, in response to resolutions of the General Conference in relation to the application of personnel policy, and in view of the prevailing budgetary situation, the Director-General decided to suspend temporarily the implementation of decisions relating to appointments, reclassifications and promotions, taken since 1 October 1999. The Task Force on the Secretariat's structure and staffing was entrusted with a review of these cases to see if they complied with existing policies and procedures, including budgetary considerations.

External relations

Relations with Member States

(21)   On 31 December 1999 UNESCO had 188 Member States. The Republic of Palau and the Federated States of Micronesia became Members of the Organization on 20 September and 19 October 1999 respectively. The Cayman Islands became an Associate Member of UNESCO on 30 October 1999.

(22)   Generally speaking, throughout the period under consideration, the Bureau for External Relations pursued its efforts to strengthen relations between the Organization and its Member States, in particular through their Permanent Delegations, for whose benefit thematic and sectoral information meetings were held from time to time. Regular contacts were also made with the chairpersons of the various groupings of Member States set up within the Organization. The database on the state of UNESCO's cooperation with the Member States was regularly updated enabling up-to-date country profiles to be published for the 30th session of the General Conference. A guide to protocol was also published in response to the repeated request of the Permanent Delegations for a practical publication on the protocol for the ceremonial presentation of credentials, privileges and immunities and the administrative procedures to be carried out in this regard with the relevant services of the host country and the Bureau for External Relations. The Correspondence Manual was also updated on the basis of information received from government authorities about the proper channels to be used for official communications; the Secretariat now has at its disposal a vital working tool accessible to all.

(23)   Two conferences ("South-East Europe: A Crossroads of Cultures", Paris, February 1998, and "Disarming History", Visby, Sweden, September 1999) reflected the Secretariat's desire to focus on strengthening cooperation among the countries of South-East Europe, in particular by creating cooperation networks linking multilateral research centres and the educational, scientific and cultural circles in the countries of the region. The signing in May 1999 of an agreement enabling equipment for UNESCO projects in the Russian Federation (Bolshoi Theatre; Hermitage Museum) to be imported free of customs duties should make it easier to implement projects undertaken in that country.

(24)   The establishment of a new office in Hanoi (September 1999) and the signing of cooperation agreements with the Association of South-East Asian Nations (ASEAN), Papua New Guinea and Viet Nam strengthened the Organization's presence and visibility in the region. Relations with the Latin American Member States were reinforced by the opening in 1998 of offices in Panama and Paraguay and by the signing of several cooperation agreements with countries and with organizations such as the Organization of Ibero-American States for Education, Science and Culture (OEI). Relations with the Arab region were fostered by the signing of cooperation agreements with the Libyan Arab Jamahiriya and Oman while special assistance was given to countries in a conflict or post-conflict situation, for example through active participation in the United Nations "Oil for Food" Programme in Iraq. In Africa eight aides-mémoires were signed (Botswana, Chad, Gambia, Guinea, Niger, South Africa, Togo and United Republic of Tanzania) and a Special Plan for Cooperation Between Nigeria and UNESCO was launched in 1999. A Cooperation Agreement with the Indian Ocean Commission was signed in December 1999. Official cooperation with the African Member States was pursued in close cooperation with the Priority Africa Department.

(25)   Reports reviewing the Secretariat's activities and special programmes aimed at priority target groups and specific groups of countries (small Member States, least developed countries, Portuguese-speaking countries of Africa (PALOP), the countries of Central and Eastern Europe and the countries of Central Asia) were published and distributed at the sessions of the Organization's governing bodies during the period under consideration (1998-1999).

Relations with National Commissions and the new partners

(26)   Within the scope of cooperation with the 189 National Commissions for UNESCO, priority was given to strengthening the operational and management capacities of the National Commissions by training their staff, improving their functioning, and supporting the creation of new National Commissions.

(27)   In this regard, 22 new Secretaries-General of National Commissions from every region were given intensive and interactive training at UNESCO Headquarters in 1998. This two-week seminar was greatly appreciated and enabled the participants to further their knowledge of the Organization. There are plans to assess its medium-term impact in order to pinpoint the most useful aspects and those best adapted to local needs.

(28)   In 1999, nine members of the Togolese National Commission made study trips to UNESCO Headquarters. This experiment cannot be recommended or extended to

other National Commissions since the Secretariat has neither the human nor the financial resources needed for organizing training courses for a single commission at a time.

(29) Members of five National Commissions from the Pacific were also given training in Papua New Guinea, in conjunction with the UNESCO Apia Office and the New Zealand National Commission.

(30) The priority accorded to training should be maintained and new teaching instruments should be devised: for example, a video about the work of the governing bodies. Ideally, a training manual should also be produced. A plan should be worked out to meet outstanding training needs; some areas such as the mobilization of funds and the role of the National Commissions in the United Nations system (in particular ACC and UNDAF) have yet to receive sufficient attention.

(31) Financial assistance of nearly US $1,150,000 under the Participation Programme enabled some 60 National Commissions to purchase office equipment and pursue certain activities. This financial assistance has proved vital for their functioning and has sometimes offset the shortcomings of those Member States which fail to shoulder all of their responsibilities to the National Commissions and do not provide them with the necessary material means to perform their tasks. A finance and action plan should be worked out so that all the National Commissions can have access to the Internet and benefit fully from it.

(32) Three of the four new Commissions established in 1998 (South Africa, Marshall Islands, Kiribati and Nauru) also benefited from this type of aid and logistical support.

(33) Efforts were also made to foster interregional and regional cooperation among National Commissions and greater interaction with the Secretariat. Both the quadrennial and statutory regional meetings of National Commissions organized in 1998-1999 (for the Arab region and for Africa) and the 13th Meeting of Secretaries-General of the Europe Region helped to strengthen the links between those Commissions which took part and gave them an opportunity to discuss strategic issues relating to the content and the forms of their cooperation with UNESCO. In connection with these meetings 37 National Commissions produced a document aimed at their national decision-makers about the benefits for their countries of belonging to UNESCO. Subregional and informal meetings of National Commissions were encouraged and took place with a view to fostering consultation on issues of common interest, to identify the activities that they would carry out together and to prepare draft resolutions for the 30th session of the General Conference. UNESCO's Regional Offices were either involved in the organization of those meetings or were invited to participate.

(34) Five regional consultations on the preparation of the Draft Programme and Budget for 2000-2001 were held pursuant to 29 C/Resolution 87 and enabled 164 National Commissions to point out their priorities, identify their regional needs and specificities and to influence the Organization's programming and policy agenda. The reports of these consultations were submitted to the Executive Board at its 155th session by the Director-General.

(35) Pursuant to 29 C/Resolution 62, measures were taken to establish the Standing Committee of the National Commissions for UNESCO. Upon the recommendation of the Legal Committee, the General Conference asked for the draft statutes of the Standing Committee presented to it to be revised. A revised draft will be submitted to the Executive Board at its 161st session and to the General Conference at its 31st session.

(36) In accordance with the relevant resolutions of the General Conference, the Secretariat endeavoured to increase participation by the National Commissions in the implementation of the programme. Nearly 800 contracts have been signed between the UNESCO Secretariat and some 140 National Commissions for implementing the programme, with a total value of over US $8 million. Sixty per cent of these contracts were signed with field offices and the other 40% with programme sectors at Headquarters. The National Commissions also carried out numerous activities at their own initiative and without UNESCO's financial support. These activities, some of them undertaken jointly by several National Commissions, covered UNESCO's various fields of competences. For example, 155 National Commissions were mobilized for the International Year for the Culture of Peace.

(37) With more than 5,000 associations, centres and clubs in 120 countries, UNESCO has a considerable potential for action for and with civil society. A significant advance was noted in the mobilization of this movement thanks mainly to greater recognition of its existence and importance by the Member States and the Secretariat, and their participation in international conferences, such as the World Conference on Science. Different activities aimed at strengthening links and creating synergies within the movement were carried out. For example a book on the movement's history since its creation was published for the Fifth World Congress of the World Federation of UNESCO Clubs, Centres and Associations (WFUCA), held in Yekaterinburg, in July 1999. The method for drawing up inventories of associations, centres and clubs has also been improved. An overall strategy taking into account the precious role of intermediary that could be played by this movement should be devised to encourage synergies among private, public and institutional partners.

(38) The new partnerships were expanded with civil society, as well as, in conjunction with the National Commissions, the already well established cooperation with parliamentarians, inter-parliamentary unions and groups. The result was a strengthened partnership in support of UNESCO's objectives, in priority areas such as education, eradication of poverty, promotion of peace and a dialogue of cultures. At the national level, in cooperation with the National Commissions, national legislators were encouraged to make greater use of UNESCO's expertise in their work. At the regional level, the Organization strengthened its participation in the sessions of a number of parliamentary organizations and associations. At the international level, activities were developed within the framework of the cooperation agreement between the United Nations and the Inter-Parliamentary Union (IPU).

(39) The involvement of Parliamentarians in UNESCO's activities give the Organization a new platform from which its expertise in its various fields of competence can be better known and utilized. The Organization focuses the attention of lawmakers on issues of global concern with a view to these issues being subsequently taken into account in legislation. Furthermore, UNESCO is not simply a partner to parliamentarians, but is increasingly perceived as the interface between civil society and lawmakers. The Organization provides a neutral forum in which these two groups can come together, facilitating their discussions, and mobilizing them to act together to serve their common goals. It is interesting to note that parliamentarians now consider themselves to be "shareholders" in the Organization and, as such, they want to play a more significant role in the relationship that exists between their country and UNESCO, as well as be recognized as an essential link, together with National Commissions, between UNESCO, their governments and civil society.

(40) During the 1998-1999 biennium, vigorous efforts were undertaken to strengthen UNESCO's outreach to a much wider variety of partners in social, economic and cultural fields with the express objective of organizing numerous activities to mark the third millennium. The overall intention was to emphasize – and to renew appreciation for – the growing relevance of UNESCO's domains of competence for a new era characterized by global issues and growing social disparities.

(41) Consequently, some 70 linkages were established, including a significant number of activities which enabled UNESCO to be associated with a wide range of prestigious international events and with the philanthropic objectives of private enterprises such as L'Oréal. Examples include cultural celebrations such as Valencia 2000 and the Armada of the Century, and scientific achievements via

support for scholarships and awards. These alliances have served to highlight the essential role and applications of education, culture and science to the development process in an era of profound social and economic change. They also recalled the social responsibilities of the private sector in this regard.

(42) The Organization also named seven new Goodwill Ambassadors* and some 20 Ambassadors for Peace known for their artistic and sporting talents. In associating themselves with UNESCO, these personalities place their reputation at the service of the Organization.

Relations with international organizations

(43) Efforts have been continued to strengthen UNESCO's relations with the other organizations in the United Nations system and with interregional intergovernmental organizations (IGOs) so as to facilitate the devising of common strategies and frameworks which ensure the complementarity of their actions. The reform processes under way in the United Nations and in other organizations in the system have been followed closely. However, budgetary constraints are limiting UNESCO's effective participation in inter-agency meetings.

(44) While considerable progress has been made towards ensuring that UNESCO's contribution is more fully acknowledged in the various reports requested by the different agencies in the system, the lack of rationalization of these reports is a definite drawback. In fact, the proliferation of requests for contributions and information, often in related fields, to various United Nations bodies and to other organizations, represents an arduous task for the Secretariat and creates a certain feeling of frustration, hence the lack of interest displayed by the programme sectors in providing worthwhile contributions on time.

(45) Cooperation with interregional intergovernmental organizations has been continued, primarily through the joint commissions set up under the cooperation agreements signed between UNESCO and these organizations, and also through special arrangements permitting greater coordination and harmonization of shared activities. Such cooperation is mainly reflected in participation in each

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* Mr Mstislav Rostropovitch, 9 March 1998; Dr Cheick Modibo Diarra, 12 May 1998; Mr José Antonio Abreu, 14 October 1998; Ms Vigdis Finnbogadottir, 28 October 1998; Ms Lily Marinho, 31 May 1999; Mr Patrick Baudry, 6 September 1999; Ms Vardinoyannis, 21 October 1999.

other's meetings, consultations on topics of common interest and exchanges of information but also in the development of cooperation programmes for the joint execution of a number of activities. This type of partnership is a very useful form of international cooperation, even if, in some cases, such agreements and arrangements remain mere frames of reference. Insofar as resources allow, it would be desirable to renew and reinforce this cooperation and ensure proper monitoring of the planned actions.

(46) It is worth noting that cooperation with non-governmental organizations and foundations has been pursued in accordance with the new policy and modalities laid down in the 1995 Directives. To this effect, the evaluation exercise led to the reclassification, approved by the Executive Board, of 118 NGOs and to the admission of 11 new ones, bringing the total number of organizations in official relations to 335. The reclassification period, which extended from 1996 to 1999, was longer than planned because of communication problems, almost always due to internal changes within the NGOs themselves. As the actual circumstances of NGOs are extremely volatile, some partners have ceased cooperating with UNESCO, while others, which were placed in "informal relations", have gradually tried to resume the cooperation that had temporarily been suspended.

(47) With regard to the beneficial effects of the new Directives concerning UNESCO's relations with non-governmental organizations, it should be noted that the reclassification has enabled organizations to be selected that are more dynamic, more representative and more highly motivated; that the bringing together of expertise within specialized umbrella organizations in UNESCO's various fields of interest now facilitates cooperation with the programme sectors; that the setting up of NGO regional networks has improved communication; and, finally, that the consultation mechanisms with these partners have thus been revitalized.

Decentralization

(48) The decentralization policy of the Organization attracted strong attention throughout the biennium culminating in debates on the matter during the 30th session of the General Conference, which highlighted salient aspects for review of the ongoing decentralization process.

(49) Consequently, a major development was the establishment of the Task Force on Decentralization by the Director-General immediately following his appointment in 1999, to examine very thoroughly the existing state of decentralization. The main purpose of the Task Force was to review UNESCO decentralization strategy, with a view to making it more efficient as well as more accountable and responsive to the needs and concerns of Member States.

(50) During the biennium, emphasis was placed on ensuring the transfer of responsibilities, resources and personnel to field offices. Eight new offices were established during that biennium, bringing the total to 69 excluding the three liaison offices in New York, Geneva, Vienna and Ramallah and the Institutes of the Education Sector. The overall proportion of decentralized regular budget resources increased to 39.5% of the total. This increased rate was partly due to the closer involvement of field offices in preparing the programmes. Similarly, decentralized extrabudgetary resources increased considerably from 37% in the previous biennium to 52.9%.

(51) While the principal aim of decentralization was to serve the Member States more effectively by adapting the implementation of the programme to their particular needs and their specific circumstances, it was also meant to ensure the active presence of the Organization in countries where other United Nations specialized agencies, funds and programmes as well as relevant intergovernmental and international non-governmental organizations are also present.

(52) The growth in the number of field offices, though spreading UNESCO's representational presence at Member State level, put additional pressure on UNESCO's limited resources, both in terms of budget and staff. The overall effect on both existing and new offices, in many instances, was limited programme implementation capabilities.

(53) Considerable efforts were made to further improve the quality of staff through regular rotation between field and Headquarters, in line with programme requirements of field offices. One hundred and thirty-six rotations of this kind took place. In line with reinforcing capacity of field offices, UNESCO signed a cooperation agreement with the Basque authorities (Spain) in February 1997, by which the latter are financing the participation of a number of young volunteers, for a period of one year, to assist in the implementation of activities in a number of field offices.

(54) Progress was made in further developing and improving field offices management and response capabilities through: (i) the training of administrative personnel, and (ii) the widespread introduction of computer technology and the strengthening of existing electronic communication systems so as to ensure rapid exchanges among all Secretariat units (field offices and Headquarters) and between the Secretariat and Member States, particularly the National Commissions. By the end of the biennium, 75% of field offices were connected to the mainframe or had permanent links by computer to Headquarters.

Relations with extrabudgetary funding sources

(55) The trend was confirmed that UNESCO's activities are increasingly being funded by extrabudgetary contributions. Total allocations under voluntary contributions amounted to US $359.5 million and thus approached the amount of the regular budget. Almost 70% of the voluntary contributions to UNESCO's activities emanate from bilateral government donors, notably Denmark, Italy, Japan, Netherlands and Norway. Self-benefiting fund-in-trust arrangements also play an increasing role, particularly focused on Brazil and a few other Latin American countries. The continued efforts to increase and diversify the funding base among government donors have been successful to a certain extent but the bilateral contributions remain heavily dependent on a few donors.

(56) Beyond the contributions from the bilateral government donors, almost all other extrabudgetary contributions to UNESCO came from the United Nations system, which is becoming a very important funding partner. The cooperation on the follow-up to United Nations world conferences promotes linkages between the Organization's regular programme and its extrabudgetary activities inasmuch as the focuses of these conferences progressively become priorities of Member States. In this regard, United Nations system programming instruments such as the Common Country Assessment (CCA) and the United Nations Development Assistance Framework (UNDAF) offer specialized agencies with the opportunity to provide upstream advice and technical support to priority government programmes. The preparation by the respective government, with the support of the World Bank, IMF and development partners, of a Poverty Reduction Strategy Paper (PRSP) is another opportunity for UNESCO to assist the Member States in its fields of competence.

(57) The European Communities is a relatively new partner among UNESCO's extrabudgetary funding sources with which the Organization cooperates in programmes at the global, regional and national levels in all its fields of competence.

(58) Through its relations with the multilateral development banks (MDB), UNESCO seeks to influence the direction and scope of MDB policies in its fields of competence through the organization of a series of policy dialogues with the banks, and the promotion of UNESCO participation in the formulation and implementation of bank-financed projects.

(59) Cooperation with funding sources in the private sec-tor continues to evolve and some agreements on funding and other forms of partnership with the private sector have been signed. Funds have also been raised through merchandising and licensing agreements, and, on a pilot basis, through large-scale mail appeals to private citizens, which has also involved awareness-raising with regard to UNESCO's activities. The private sector undoubtedly presents a major potential as an increasingly important funding source for UNESCO. However, UNESCO's policies and mechanisms for this cooperation remains to be further defined.

(60) While the significant increase in voluntary contributions must be greeted with satisfaction, it is also clear that UNESCO's role in direct cooperation with its Member States cannot be measured alone in monetary terms. Analysis, policy dialogue and advocacy of UNESCO's mandates are at least as important, both in assisting beneficiary countries in their own development plans, and in influencing the policies of the funding sources.

(61) UNESCO has so far not been fully successful in ensuring sufficient links between the extrabudgetary activities and the regular programme. With the rapid increase in extrabudgetary funding likely to continue, more effective strategies and mechanisms will undoubtedly need to be created.

Conferences, meetings, languages and documents

(62) The governing bodies and the Secretariat have reduced their documentation requests (by 6.6% for printing and 16% for translation) as compared with the preceding biennium. Despite the difficulties caused by a sharper decrease in staffing and financial resources, it has been possible to meet these needs by making greater use of temporary assistance and outsourcing (external translation, contracts with printers). However, it has been noted that excessive dependence on such means is likely to threaten quality and observance of deadlines.

(63) Interpretation services, which also depend to a large extent on temporary assistance, were provided normally to the governing bodies and to programme meetings and conferences.

(64) The efforts to enhance equipment (the purchase of new printing and binding equipment and the upgrading of computer equipment) and experimentation with and the introduction of innovative working methods (for instance, distance translation and interpretation, and the creation of

a computerized database – UNESCOTERM – accessible on the Internet and the Intranet) led to some increase in output in the various stages of production. However, the creation of an integrated document planning and monitoring system and the introduction of better computer-assisted translation tools – which have not yet been possible owing to a lack of adequate capital investment – remain a must in order to compensate, at least in part, for the relative reduction in means by lowering costs. Similarly, the increasing dissemination of documents on the Internet and the Intranet should eventually make for a reduction in print-runs and printing expenses.

(65) The planning and preparation of programme meetings and conferences at Headquarters and in the field have been the focus of sustained efforts (see Annex D, the list of meetings convened by the Organization). The renting of conference rooms at Headquarters to external users has been stepped up, and the income thus generated amounted to FF 5,311,000 for the 1998-1999 biennium.

Headquarters administration

Headquarters maintenance and renovation

(66) Although normal working conditions were assured for the governing bodies, the Permanent Delegations and the Secretariat, the resources allocated for these purposes diminished. So the maintenance, conservation and renovation of the buildings and installations could only be approached in a reactive manner, at a cost of US $3.7 million, devoid of global vision or forward planning. For example, emergency work relating to leakage of water into conference rooms has been undertaken and maintenance of ageing technical installations was assured in order to prevent major breakdowns.

(67) With the support of the French authorities this deficiency has been filled and a strategic approach for renovation of the Headquarters Fontenoy site (the Belmont Plan) was elaborated for the 2000-2001 biennium and beyond. According to this plan, Headquarters maintenance should require the doubling of the existing staff.

(68) The review of the Headquarters premises has to be completed (Miollis-Bonvin site) and a consolidated renovation and maintenance strategy finalized.

Security and general services

(69) Safety, security and general services are fulfilling their mission and preventing serious incidents, but it must be noted that the number of firemen and security personnel are below the French norms which should be applied. A lack of strategic vision and proper planning hampered the search of solutions (e.g. in the use of modern tools and equipment) to counterbalance the staff reduction. Therefore, these services will be audited and a modern strategy developed.

Cultural events and public relations

(70) During the biennium, 148 exhibitions and 108 concerts, shows and events were held at UNESCO Headquarters. Most of these cultural events were sponsored by Permanent Delegations or National Commissions seeking to publicize the artists and/or the culture of their countries. The impact of these events is felt as much, if not more, in the countries of origin as in Paris, for they represent, especially for young artists, a form of international recognition in a highly symbolic venue.

(71) Some of the most noteworthy of such cultural events were those held to celebrate anniversaries or commemorate events important for the Organization: the 150th anniversary of the abolition of slavery (October 1998), the 50th anniversary of the Universal Declaration of Human Rights (December 1998), and the launching of the International Year for the Culture of Peace (September 1999). In addition, there were prestigious exhibitions of modern art from the countries of Eastern Europe and Latin America and the Caribbean, concerts of classical or traditional music, official anniversaries approved by the General Conference, and awareness-building activities aimed at seeking new partnerships.

(72) All these cultural events provided opportunities to welcome to Headquarters an increasingly numerous and diverse public. In many cases, outstanding personalities honoured these events with their presence, and the resulting media exposure generated welcome spin-offs in terms of image and visibility both for the Organization and for its Member States.

Annexes

Annex A.1

Data concerning Member States

A.1 List of the 188 Member States (and the 5 Associate Members)
at 31 December 1999 and the dates
on which they became Members of the Organization*

MEMBER STATES

Afghanistan	4 May 1948
Albania	16 October 1958
Algeria	15 October 1962
Andorra	20 October 1993
Angola	11 March 1977
Antigua and Barbuda	15 July 1982
Argentina	15 September 1948
Armenia	9 June 1992
Australia	4 November 1946
Austria	13 August 1948
Azerbaidjan	3 June 1992
Bahamas	23 April 1981
Bahrain	18 January 1972
Bangladesh	27 October 1972
Barbados	24 October 1968
Belarus	12 May 1954
Belgium	29 November 1946
Belize	10 May 1982
Benin	18 October 1960
Bhutan	13 April 1982
Bolivia	13 November 1946
Bosnia and Herzegovina	2 June 1993
Botswana	16 January 1980
Brazil	4 November 1946
Bulgaria	17 May 1956
Burkina Faso	14 November 1960
Burundi	16 November 1962
Cambodia	3 July 1951
Cameroon	11 November 1960
Canada	4 November 1946
Cape Verde	15 February 1978
Central African Republic	11 November 1960
Chad	19 December 1960
Chile	7 July 1953
China	4 November 1946
Colombia	31 October 1947
Comoros	22 March 1977
Congo	24 October 1960
Cook Islands	25 October 1989
Costa Rica	19 May 1950
Côte d'Ivoire	27 October 1960
Croatia	1 June 1992
Cuba	29 August 1947
Cyprus	6 February 1961
Czech Republic	22 February 1993
Democratic People's Republic of Korea	18 October 1974
Democratic Republic of the Congo[1]	25 November 1960
Denmark	4 November 1946
Djibouti	31 August 1989
Dominica	9 January 1979
Dominican Republic	4 November 1946
Ecuador	22 January 1947
Egypt	4 November 1946
El Salvador	28 April 1948
Equatorial Guinea	29 November 1979
Eritrea	2 September 1993
Estonia	14 October 1991
Ethiopia	1 July 1955
Fiji	14 July 1983
Finland	10 October 1956
France	4 November 1946
Gabon	16 November 1960
Gambia	1 August 1973
Georgia	**7 October 1992**
Germany	11 July 1951
Ghana	11 April 1958
Greece	4 November 1946
Grenada	17 February 1975
Guatemala	2 January 1950
Guinea	2 February 1960
Guinea-Bissau	1 November 1974
Guyana	21 March 1967
Haiti	18 November 1946
Honduras	16 December 1947
Hungary	14 September 1948
Iceland	8 June 1964
India	4 November 1946
Indonesia	27 May 1950
Iran, Islamic Republic of	6 September 1948
Iraq	21 October 1948
Ireland	3 October 1961
Israel	16 September 1949
Italy	27 January 1948
Jamaica	7 November 1962
Japan	2 July 1951
Jordan	14 June 1950
Kazakhstan	22 May 1992
Kenya	7 April 1964
Kiribati	24 October 1989
Kuwait	18 November 1960
Kyrgyzstan	2 June 1992
Lao People's Democratic Republic	9 July 1951
Latvia	14 October 1991
Lebanon	4 November 1946
Lesotho	29 September 1967
Liberia	6 March 1947
Libyan Arab Jamahiriya	27 June 1953
Lithuania	7 October 1991
Luxembourg	27 October 1947
Madagascar	10 November 1960
Malawi	27 October 1964
Malaysia	16 June 1958
Maldives	18 July 1980
Mali	7 November 1960
Malta	10 February 1965
Marshall Islands	30 June 1995
Mauritania	10 January 1962
Mauritius	25 October 1968
Mexico	4 November 1946
Micronesia (Federated States of)	**19 October 1999**

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*   States shown in bold type became Members of the Organization in
    1998 or 1999.

1. Zaire assumed the name of Democratic Republic of the Congo on
    17 May 1997.

Monaco .... 6 July 1949
Mongolia .... 1 November 1962
Morocco .... 7 November 1956
Mozambique ....11 October 1976
Myanmar ....27 June 1949

Namibia..2 November 1978
Nauru ....17 October 1996
Nepal .... 1 May 1953
Netherlands .... 1 January 1947
New Zealand.. 4 November 1946

Nicaragua...22 February 1952
Niger ....10 November 1960
Nigeria...14 November 1960
Niue...26 October 1993
Norway.. 4 November 1946

Oman ....10 February 1972
Pakistan ....14 September 1949
Palau ....**20 September 1999**
Panama..10 January 1950
Papua New Guinea .... 4 October 1976

Paraguay..20 June 1955
Peru ....21 November 1946
Philippines ....21 November 1946
Poland.. 6 November 1946
Portugal[1] ....11 September 1974

Qatar ....27 January 1972
Republic of Korea ....14 June 1950
Republic of Moldova....................................27 May 1992
Romania...27 July 1956
Russian Federation ....21 April 1954

Rwanda.. 7 November 1962
Saint Kitts and Nevis ....26 October 1983
Saint Lucia .... 6 March 1980
Saint Vincent and the Grenadines ....14 January 1983
Samoa.. 3 April 1981

San Marino...12 November 1974
Sao Tome and Principe ....22 January 1980
Saudi Arabia .... 4 November 1946
Senegal..10 November 1960
Seychelles..18 October 1976

Sierra Leone...28 March 1962
Slovakia .... 9 February 1993
Slovenia ....27 May 1992
Solomon Islands .... 7 September 1993
Somalia..15 November 1960

South Africa[2] ....12 December 1994
Spain..30 January 1953
Sri Lanka ....14 November 1949
Sudan...26 November 1956
Suriname...16 July 1976

Swaziland...25 January 1978
Sweden..23 January 1950
Switzerland ....28 January 1949
Syrian Arab Republic ....16 November 1946
Tajikistan.. 6 April 1993

Thailand .... 1 January 1949
The former Yugoslav Rep. of Macedonia ......28 June 1993
Togo...17 November 1960
Tonga...29 September 1980
Trinidad and Tobago .... 2 November 1962
Tunisia.. 8 November 1956
Turkey .... 4 November 1946
Turkmenistan ....17 August 1993
Tuvalu ....21 October 1991
Uganda .... 9 November 1962

Ukraine...12 May 1954
United Arab Emirates...................................20 April 1972
United Kingdom of Great Britain
   and Northern Ireland[3]............................... 1 July 1997
United Republic of Tanzania......................... 6 March 1962
Uruguay .... 8 November 1947

Uzbekistan ....26 October 1993
Vanuatu..10 February 1994
Venezuela ....25 November 1946
Viet Nam .... 6 July 1951
Yemen .... 2 April 1962

Yugoslavia ....31 March 1950
Zambia .... 9 November 1964
Zimbabwe...22 September 1980

ASSOCIATE MEMBERS

Aruba .... 20 October 1987
British Virgin Islands .... 24 November 1983
Cayman Islands..**30 October 1999**
Macau .... 25 October 1995
Netherlands Antilles.................................... 26 October 1983

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1. Previously a Member State from 11 March 1965 to 31 December 1972.

2. Previously a Member State from 4 November 1946 to 31 December 1956.

3. Previously a Member State from 4 November 1946 to 31 December 1985

Annex A.2

Participation of Member States in UNESCO activities in 1998-1999

Column I.   Number of conventions to which the State is party
Column II.   National Commissions as of 31 December 1999
Column III.   Voluntary contributions received
Column IV.   Voluntary contributions received within the fund-in-trust arrangements

Member States	I Conventions: ratifications, acceptances, accessions, or successions	II National Commissions	III Voluntary contributions (in '000 US dollars)	IV Fund-in-trust arrangements (in '000 US dollars)	Member States	I Conventions: ratifications, acceptances, accessions, or successions	II National Commissions	III Voluntary contributions (in '000 US dollars)	IV Fund-in-trust arrangements (in '000 US dollars)
Afghanistan	2	x			Djibouti	-	x		
Albania	6	x	0.5		Dominica	6	x	8.3	
Algeria	8	x	7.6		Dominican Republic	9	x		
Andorra	5	x	0.6		Ecuador	19	x	0.8	163.1
Angola	2	x	3.1		Egypt	18	x	4.8	
Antigua and Barbuda	1	x			El Salvador	13	x	0.9	
Argentina	12	x	701.7	1 394.2	Equatorial Guinea	1	x		
Armenia	10	x	20.6		Eritrea	-	x		
Australia	24	x	116.3	1.2	Estonia	5	x	2.9	
Austria	19	x	574.6		Ethiopia	1	x	0.2	
Azerbaijan	8	x	17.1		Fiji	5	x	0.4	
Bahamas	4	x			Finland	20	x	2 488.0	376.7
Bahrain	4	x	1.3		France	23	x	2 399.1	229.5
Bangladesh	9	x	0.7		Gabon	5	x		
Barbados	7	x			Gambia	1	x	1 270.8	
Belarus	10	x	42.5		Georgia	9	x	4.1	
Belgium	15	x	601.3	899.6	Germany	23	x	7 043.5	3 310.8
Belize	4	x	0.1		Ghana	13	x	200.0	
Benin	3	x	0.2		Greece	16	x	63.8	
Bhutan	-	x			Grenada	2	x		
Bolivia	11	x	1.0		Guatemala	17	x	4.1	
Bosnia and Herzegovina	15	x	1.2		Guinea	13	x	84.7	
Botswana	2	x	0.4		Guinea-Bissau	3	x		
Brazil	19	x	341.1	68 732.6	Guyana	1	x		
Bulgaria	18	x	10.3		Haiti	7	x	0.8	
Burkina Faso	10	x			Honduras	6	x		
Burundi	2	x			Hungary	18	x	8.6	
Cambodia	11	x	0.1		Iceland	6	x	10.7	
Cameroon	7	x	4.3		India	16	x	175.1	
Canada	11	x	345.8	4.5	Indonesia	8	x	12.8	
Cape Verde	2	x			Iran, Islamic Republic of	10	x	70.3	
Central African Republic	4	x			Iraq	11	x		
Chad	2	x	1.0		Ireland	11	x	98.4	
Chile	9	x	105.3	364.8	Israel	15	x		
China	11	x	187.4		Italy	24	x	34 702.0	1 930.3
Colombia	9	x	7.2		Jamaica	5	x	0.2	
Comoros	2	x			Japan	15	x	4 369.0	16 640.0
Congo	5	x			Jordan	13	x	0.5	
Cook Islands	-	x			Kazakhstan	7	x	102.1	
Costa Rica	17	x	2.6	13 082.1	Kenya	13	x	2.5	
Côte d'Ivoire	8	x	472.3		Kiribati	-	x		
Croatia	15	x	3.3		Kuwait	5	x		
Cuba	14	x	0.7		Kyrgyzstan	7	x	3.1	
Cyprus	15	x	2.5		Lao People's Democratic Rep.	6	x	8.7	
Czech Republic	22	x	10.4		Latvia	5	x	5.5	
Democratic People's Rep. of Korea	3	x			Lebanon	12	x	1.1	184.2
					Lesotho	2	x		
Democratic Rep. of the Congo	7	x	1.3		Liberia	4	x		
Denmark	21	x	3 871.3	7 015.5	Libyan Arab Jamahiriya	11	x	2.2	837.6

Member States	I Conventions: ratifications, acceptances, accessions, or successions	II National Commissions	III Voluntary contributions (in '000 US dollars)	IV Fund-in-trust arrangements (in '000 US dollars)	Member States	I Conventions: ratifications, acceptances, accessions, or successions	II National Commissions	III Voluntary contributions (in '000 US dollars)	IV Fund-in-trust arrangements (in '000 US dollars)
Lithuania	11	x	2.4		Somalia	-	x		
Luxembourg	15	x	405.9	54.0	South Africa	3	x	37.8	
Madagascar	9	x	1.1		Spain	20	x	363.8	487.8
Malawi	6	x	0.2		Sri Lanka	15	x	2.2	
Malaysia	6	x	7.0		Sudan	4	x	1.1	
Maldives	2	x			Suriname	3	x		
Mali	6	x	183.9		Swaziland	2	x		
Malta	13	x	0.5		Sweden	21	x	6 135.5	30.4
Marshall Islands	-	x			Switzerland	17	x	1 254.6	
Mauritania	4	x	660.6		Syrian Arab Republic	6	x	4.5	
Mauritius	8	x	1.4		Tajikstan	10	x	5.0	
Mexico	14	x	69.5	120.0	Thailand	4	x	291.9	
Micronesia (Federated States of)	-				The former Yugoslav Republic of Macedonia	20	x	1.9	
Monaco	13		0.2		Togo	3	x		
Mongolia	7	x	0.4		Tonga	1	x		
Morocco	22	x	3.0		Trinidad and Tobago	8	x	2.0	
Mozambique	1	x	45.1		Tunisia	16	x	2.9	
Myanmar	3	x	1.0		Turkey	9	x	31.7	3.0
Namibia	2	x			Turkmenistan	2	x	1.9	
Nauru	-	x			Tuvalu	-	x		
Nepal	5	x	0.8		Uganda	6	x	1.3	
Netherlands	23	x	5 794.5	11 188.6	Ukraine	11	x	127.2	
New Zealand	12	x	55.4	1 235.3	United Arab Emirates	2	x	263.7	10.0
Nicaragua	13	x	1.5		United Kingdom of Great Britain and Northern Ireland	19	x	1 168.2	22.5
Niger	16	x	0.5		United Republic of Tanzania	6	x	1.0	
Nigeria	11	x	4.0		Uruguay	15	x	329.3	149.3
Niue	-	x			Uzbekistan	4	x	157.9	
Norway	22	x	5 954.2	5 605.8	Vanuatu	-	x		
Oman	6	x	3.6		Venezuela	14	x	90.2	
Pakistan	13	x	22.1		Viet Nam	6	x	0.6	
Palau	-				Yemen	3	x	0.3	
Panama	19	x	1.0		Yugoslavia	18	x		
Papua New Guinea	3	x			Zambia	8	x		
Paraguay	9	x			Zimbabwe	3	x	0.7	
Peru	18	x	8.7	47.0	**TOTAL**			**85 758.1**	**135 939.1**
Philippines	8	x	5.6						
Poland	18	x	16.5						
Portugal	18	x	94.2	276.1					
Qatar	4	x	5.5	448.7					
Republic of Korea	10	x	405.4	93.9					
Republic of Moldova	6	x							
Romania	13	x	5.1						
Russian Federation	19	x							
Rwanda	9	x	466.0						
Saint Kitts and Nevis	1	x	0.4						
Saint Lucia	2	x	2.1						
Saint Vincent and the Grenadines	9	x							
Samoa	-	x							
San Marino	6	x	0.5						
Sao Tome and Principe	-	x							
Saudi Arabia	7	x	41.8	1 000.0					
Senegal	15	x	277.1						
Seychelles	2	x							
Sierra Leone	3	x	309.7						
Slovakia	22	x	3.3						
Slovenia	23	x	9.5						
Solomon Islands	5	x	2.0						

Annex A.3

Voluntary contributions received in 1998-1999 from non-Member States, NGOs and others

	Amount (in '000 of US dollars)
Non-Member States	
United States of America	3 904.6
Non-governmental organizations and others	
3 SUISSES	49.9
A M Busquet de Canoor	12.5
Academia de Ciencias Fisicas, Venezuela	1.2
Academia de Ciencias, Venezuela	1.0
Academia Sinica, Taiwan	100.0
ACEID Fees	87.9
ACTED	4.9
AET	2.0
Aga Khan Trust	267.2
Agence de la francophonie EIF	11.7
Agenzia Italiana Petroli (AGIP), Italy	18.2
Agencia Nazionale Protezione Dell'Ambiente	87.1
AGFUND	475.0
Al Alamiah, Kuwait	100.0
Al Nahiyan Foundation	27.4
ALECSO	19.7
American Club of China	104.2
Amici dei Musei, Italy	6.7
Andes Fund	23.1
ANESC	9.8
Anonymous	250.0
Arab Fund/Kuwait Foundation	427.0
ARK	2.6
Asia Pacific Centre for Theoretical Physics, Korea	9.5
Asian Development Bank	250.0
Association for Education, Science and Culture	2.0
Association internationale des amis des musées d'Égypte	2.9
Association de sauvegarde de Ramses	0.4
Assicurazioni Generali, Italy	1.8
Atelier École Camp-Perrin	100.0
Athanor Association	2.0
Atomic Energy Organization of Iran	14.1
Ayrton Senna Foundation	23.2
Banco Totta	30.0
Bank of America	12.2
Bank of Brazil Foundation	4 882.2
Banque Audi	1.6
Bertlesmann	34.3
BioPharm International	15.0
Brain Science Foundation, Japan	8.0
Butterworth/Heieman	3.2
California State University	2.0
Camera Di Commercio, Milan	55.4
Cariplo Fondazione, Milan	63.9
CARITAS	50.7
CEMP, Cambodia	3.0
Centro Latino Americano de Física (CLAF)	1.9
Centro Studi e Laboratori Telecomunicazioni	0.6

	Amount (in '000 of US dollars)
Centro UNESCO di Firenze	1.0
Chambre de commerce, Paris	2.2
CNRS – France/European Commission	9.9
COCI – Workshop Ass.	6.0
Comision Interministerial de Ciencia, Spain	15.6
Commission on Development and Exchanges, France	6.8
Commune di Milano	24.0
COMSATS, Pakistan	5.0
COMSTECH, Pakistan	13.9
CONACYT	25.0
Conselho Cientifico e Tecnologico, Brazil	19.9
Conselho Nacional de Desenvolvimento, Brazil	41.8
Consiglio Nazionale delle Ricerche, Italy	449.3
Consorzio de Santiago de Compostella	122.6
CONYCET, Mexico	25.0
CRESTAR, Washington	1.2
CRT Fondazione, Italy	11.6
D.E.L., Paris	15.4
David Stanton	6.2
Deakin University, Australia	1.2
DHL, Italy	0.5
EATAG	14.0
EDF, France	147.5
EDICEF	5.3
El Baz	1.2
Elf Aquitaine	4.8
Emerson	5.0
ENEA, Italy	57.1
Ente Fiera Milano	46.3
Ente Nazionale per l'Energia Elettrica, Italy	25.7
EOLSS Ltd.	309.5
Eumetsat	5.3
European Space Agency	111.6
European Training Foundation	184.0
European Union	3 292.8
Expo 2000, Germany	39.0
FCO	83.3
Fed. Europe des réseaux	52.3
Felissimo	368.0
FINEP, Brazil	25.0
Fondazione Internazionale, Trieste	86.4
Ford Foundation	267.0
Foreningen Freja	1.5
FPUPT	16.5
Frederking & Thaler, Germany	5.6
Fundacion Santa Maria	20.0
Funsalud/SI., Brazil	9.0
Gakko Contribution	1.1
Gallimard, Ms	50.0
Gen. Powell	1.0
Geneva Bank	5.4
German Foundation for Intern. Dev. (DSE)	29.5
Global Youth Program Secretariat	1.1

	Amount (in '000 of US dollars)		Amount (in '000 of US dollars)
Granada - Spain II	123.4	OPEC	115.0
Groupe SNC La Valin, Canada	5.0	Optical Society of America (OSA)	4.8
GTZ, Germany	0.6	Organizing Comm. of Int. Sem.	4.8
Harlap, Dr Israel	30.0	Osservatorio Geofisico Sperimentale (OGS)	8.3
Heinz, Italy	72.3	Parsi Foundations, India	41.2
Hiroshima City, Japan	5.0	Petrol SRL	1.2
Ibero-America Pinta	145.4	Planet Society	60.0
ICRAF	41.3	Planetary Dialogues	63.0
ICSU	40.0	Planetary Society, U.S.A.	0.9
IDRC, Cambodia	4.5	Plazza & Janes Editores, Spain	34.7
IDRC, Canada,	17.4	Postal Italy (Direct Mailing Campaign)	271.8
IDRC, Nairobi	85.9	Postal Swiss (Direct Mailing Campaign)	1 592.7
IFREMER	35.2	Private Committee, Venice	51.8
INASP Grants	9.0	Prof. Sassa, Japan	8.0
Inst. Physics Org. Chemistry	6.0	Radisson SAS	40.0
Institut de France	43.7	Raytheon	20.0
Institut Espagnol Oceanography	56.1	Red Latinoamericana de Ciencias Biologicas	1.5
Insula SPA, Venice	54.1	Redesco, Italy	13.0
INTAS	15.8	Regione Autonoma Friuli–Venezia Giulia	72.8
Inter-American Development Bank	411.5	Rhone Poulenc	253.5
Inter-American Dialogue	54.0	Rockefeller Foundation	190.0
International Commission for Optics (ICO)	1.1	Rohm and Haas China Inc.	12.1
International Ocean Institute	4.0	Sakhr Software Company	50.0
International Olympic Committee (IOC)	30.0	SCOR	4.5
International Reading Association Prize	40.0	Search for Extraterrestrial Life Institute (SETI)	1.9
International School of Beijing	9.0	Sellier-Ayazi/Homayra	2.0
International Technical University	248.9	Service General Contractors	0.3
International Telecommunications Union (ITU)	11.0	Sincrotone Trieste, Italy	205.1
International Union of Pure and Applied Physics	18.2	SISSA, Italy	20.4
International Union of Vacuum Science (IUVSTA)	9.4	SNIM	8.1
ISESCO	10.0	Société Syrinx	4.8
Israel General Bank	0.4	Soroptimist	3.2
Istituto de Matematica Pura y Aplicada (IMPA)	1.9	Soros Foundation	2.1
Istituto Nazionale di Fisica Nucleare (INFN)	309.6	STARCOM	17.2
Istituto Nazionale per la Fisica della Matiera	7.2	Sté. Chopard's	12.0
J. Buehler	50.0	Sté. Elec. Promotion	153.2
Jarret, France	2.5	Sudwestfunk	70.9
Jesuit Refugee Services	21.0	Sultan Bin Owais Foundation	150.0
Kellog Foundation	20.0	Sumitomo Fund, Japan	10.0
Kharkin	2.0	Sunrise Charity Fund	50.0
Kings College School of Medicine (E.C.), U.K.	3.4	Swatch A.G., Switzerland	18.4
Kobi Graphics	102.4	Tajan J.A. associés	42.8
Kodansha	46.0	Teledom, Nigeria	1.5
Kuwait Foundation for Adv. of Sciences	196.7	Terushi Tomita	3.3
Lectra System	25.0	Trace Elements Inst.	4.9
Lerici Foundation	11.5	UNESCO Association of U.S.A.	100.4
Lions Club of Paris	20.5	UNESCO Sale of Cards-CD	143.9
Lloyds Bank	90.0	UNISTRAT	4.2
Lombarde – Fondazione Cassa di Risparmio	16.9	University of Trieste/Consorzio Magnetofluidodinamica	9.1
L'Oréal	262.0	University of Trieste/Dipartimento di Fisica Teorica	9.8
Mac Arthur Foundation	105.0	University of West Indies	1.9
Madanjeet Singh	40.0	University Polytech. Valencia, Spain	6.2
Mairie de May s/Evre	0.9	Universad de Granada	17.4
Manfred Thoms	2.0	University of Andalucia	0.8
Mercedes	1.2	University of Copenhagen	7.7
Mobitel	1.0	University of Kuwait	4.2
Moby Dick	22.2	University of Maryland	0.7
Nactalia	8.7	University of Padua, Italy	5.3
Network General France	1.0	University of Paris	7.0
NFUAJ	794.1	University of Qatar	11.0
NFUAJ/Japanese Contributions	51.0	University of Southampton	50.0
Nomura Foundation	8.7	University of Texas	16.4
Oceanographic Society	10.3	Usinor	15.9

	Amount (in '000 of US dollars)
Vargas, Prof	4.3
Visa International	50.0
Vovolini Laskardis, Ms	100.0
Walk Associated Limited	20.0
Welfare Association Geneva	40.0
Whiting	0.1
World AIDS Foundation	137.7
World Association of Newspapers	26.1
World Monuments Fund	6.6
Yongxiang	2.0
Zayed bin Sultan	13.7
TOTAL	**22 117.9**

United Nations Organizations
Non-governmental organizations and others

	Amount (in '000 of US dollars)
FAO	54.3
IAEA	3 946.5
United Nations Children's Fund	778.7
United Nations Development Programme	148.8
United Nations Environment Programme	316.0
United Nations China	9.6
United Nations Geneva	5.5
United Nations University	273.7
UNDCP	5.0
UNDHA/UNOHCI	17 200.0
UNFIP	485.4
UNFPA	20.0
UNHCR	527.9
UNOG/UNOCHA	70.0
World Bank/I.B.R.D.	1 736.9
World Food Programme	948.0
World Health Organization/UNAIDS	2 796.3
World Meteorological Organization (WMO)	333.7
TOTAL	**29 656.3**

Annex B

Data concerning
relations with organizations in the United Nations system

Reports of the Joint Inspection Unit (JIU) considered by the Executive Board in 1998-1999

Report number	Title	Board document
A/52/34	Report of the Joint Inspection Unit (1 July 1996 to 30 June 1997)	154 EX/37
JIU/REP/95/13	Strengthening of the United Nations system's capacity for conflict prevention	154 EX/35
JIU/REP/97/1	Strengthening field representation of the United Nations system	154 EX/36
JIU/REP/97/5	The challenge of outsourcing for the United Nations system	155 EX/43
JIU/REP/97/6	Training institutions in the United Nations system: programmes and activities	155 EX/44
JIU/REP/97/4	Coordination at Headquarters and field level between United Nations agencies involved in peace-building: an assessment of possibilities	156 EX/40
JIU/REP/98/1	Fellowships in the United Nations system	156 EX/41
JIU/REP/98/3	The United Nations University: enhancing its relevance and effectiveness	156 EX/42
A/54/34	Report of the Joint Inspection Unit (1 July 1997 to 31 December 1998)	157 EX/35
JIU/REP/98/2	More coherence for enhanced oversight in the United Nations system	157 EX/36

Annex C

Publications

Statistics concerning publications issued in 1998-1999

I. Issued by UNESCO:

New titles under UNESCO's sole imprint	126
Revised editions	2
Co-publications	87
UNESCO Collection of Representative Works/new titles	35
UNESCO Collection of Representative Works/revised editions	1
Total	**251**

II. Issued by outside publishers:

UNESCO works published by National Commissions	18
Commercial editions of UNESCO publications	35
Total	**53**
Grand total	**304**

Figure 1

Number of UNESCO publications issued from 1990-1991 to 1998-1999 by type of publisher

Legend:
- UNESCO representative works
- Commercial editions
- Published by National Commissions
- Co-publications
- Published by UNESCO

	1990-91	1992-93	1994-95	1996-97	1998-99
Total	301	282	331	353	304
UNESCO representative works	45	37	62	68	36
Commercial editions	46	38	56	37	35
Published by National Commissions	6	7	8	6	18
Co-publications	80	93	83	149	87
Published by UNESCO	124	107	122	93	128

Annex D.1

Conferences and meetings convened by the Organization

Conferences and meetings held in 1998

Date and place	Title	Category Sector/Division Programme/Chapter
13/01 ▷ 14/01 Dakar Senegal	First Meeting of the International Commission for the Gorée Memorial	V CRP II.A
28/01 ▷ 28/01 UNESCO Paris France	Meeting of the International Jury of the 1997 Félix Houphouët-Boigny Peace Prize	HC CRP V.2
02/02 ▷ 05/02 UNESCO Paris France	Twenty-sixth Session of the IGCP Scientific Committee	V SC/GEO II.4
02/02 ▷ 07/02 Okinawa Japan	Fourth International Scientific Symposium of the IOC Sub-Commission for WESTPAC	VIII SC/IOC II.4.5
02/02 ▷ 02/02 UNESCO Paris France	World Heritage Advisory Bodies Coordination Meeting	V WHC III.1
07/02 ▷ 10/02 UNESCO Paris France	International Youth Meeting for a Twenty-First Century Free of Drugs	HC ED/SVE/PRE I.2
09/02 ▷ 09/02 UNESCO Paris France	Consultative Meeting with NGOs concerned with Girls, Women, and Gender Equality	V DRG/WGE II.A
09/02 ▷ 10/02 UNESCO Paris France	Fourth Steering Committee of the Advisory Group on Higher Education	V ED/HEP I.2.3
09/02 ▷ 10/02 UNESCO Paris France	South-East Europe, Crossroads of Cultures	IV DRG II.A
11/02 ▷ 13/02 UNESCO Paris France	Conservation and Sustainable Utilization of the Genetic Resources of Wild Species of Interest to Food and Agriculture: An International Strategy	VI SC/ECO II.3
16/02 ▷ 16/02 UNESCO Paris France	The UNESCO/Guillermo Cano World Press Freedom Prize - Meeting of the Jury and Advisory Group	V CII/FED IV.1.1
05/03 ▷ 09/03 UNESCO Paris France	International Consultation of Government Experts on the Human Right to Peace	II SHS/HRS Part II.A
09/03 ▷ 13/03 Monte Carlo Monaco	INFORIGHTS - Committee of European Experts on Communication and Copyright in the Information Society	VI CIC/CPY III.2

Date and place	Title	Category Sector/Division Programme/Chapter
15/03 ▷ 16/03 UNESCO Paris France	IOC Consultative Meeting on Large Marine Ecosystems	VI SC/IOC II.4.5
16/03 ▷ 18/03 UNESCO Paris France	First IHP-V Project 3.1 Working Group Meeting Groundwater Contamination Inventory	V SC/HYD II.4
16/03 ▷ 20/03 UNESCO Paris France	IOC Meeting on Global Ocean Ecosystem Dynamics (1998 International Year of the Ocean Activity)	VI SC/IOC II.4.5
18/03 ▷ 18/03 UNESCO Paris France	IHP/Green Cross Cooperation	V SC/HYD II.4.4
19/032 ▷ 20/03 UNESCO Paris France	Annual Meeting of Directors of Human Rights Institutes	HC SHS/HRS II.A
23/03 ▷ 27/03 UNESCO Paris France	Thirty-Seventh Meeting of the Bureau of the Intergovernmental Council of the International Programme or the Development of Communication (IPDC)	II CII/IPDC IV.2.1
23/03 ▷ 23/03 UNESCO Paris France	Latin America and the Caribbean Meeting: the Role of Women in Science and Technology	VI SC/BSC II.1
23/03 ▷ 23/03 UNESCO Paris France	Second Meeting of the International Jury of the Félix Houphouët-Boigny Peace Prize	HC DIR/CRP Part II.A
24/03 ▷ 27/03 UNESCO Paris France	Eighteenth Session of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC)	II CII/IPDC IV.2
24/03 ▷ 24/03 UNESCO Paris France	Meeting of the International Scientific Organizing Committee for the World Conference on Science for the Twenty-First Century: A New Commitment	VI SC/BSC II.1
25/03 ▷ 27/03 UNESCO Paris France	A*d Hoc* Working Group - Bioethics - on the Application of 29 C/Resolution 17	VI CIP/BIO II.3
26/03 ▷ 27/03 UNESCO Paris France	The UNESCO Project on Philosophy for Children	HC PHE/DIR II.3
30/03 ▷ 02/04 Stockholm Sweden	Intergovernmental Conference on Cultural Policies for Development	II CLT/CDC II
30/03 ▷ 30/03 UNESCO Paris France	Meeting of the IOC A*d Hoc* Group of Experts on the Global Ocean Observing System (GOOS)	VI SC/IOC II.4
30/03 ▷ 31/03 UNESCO Paris France	Second Meeting of the Steering Committee for the SC/SHS Project on Urban Development and Freshwater Resources - Small- and Medium-Sized Cities	VI SHS/HRP II

Date and place	Title	Category Sector/Division Programme/Chapter
06/04 ▷ 08/04 UNESCO Paris France	Twenty-Sixth Session of the Bureau of the Intergovernmental Council of the International Hydrological Programme (IHP)	II SC/HYD II.4
20/04 ▷ 24/04 Durban South Africa	Seventh Conference of Ministers of Education of African Member States (MINEDAF VII)	II ED/BAS/LIT I.1
20/04 ▷ 23/04 UNESCO Paris France	First Session of the Global Ocean Observing System Steering Committee	VI SC/IOC II.4.5
23/04 ▷ 23/04 UNESCO Paris France	Consultation between Audiovisual Archivists and Tape Manufacturers on Preservation of the World's Audiovisual Heritage	VIII CII/INF IV.1.2
27/04 ▷ 30/04 UNESCO Paris France	Joint IGBP (BAHC)-GEWEX-IGP Scientific Meeting	VI SC/HYD IIL.4
29/04 ▷ 30/04 UNESCO Paris France	Advisory Group of the World Heritage Committee	V WHC III.1
11/05 ▷ 13/05 UNESCO Paris France	Working Group on conditions under which the right to vote may be granted to the Member States referred to in Article IV.C, paragraph 8(c), of the Constitution	HC SCG 29 C/Res.92
13/05 ▷ 14/05 UNESCO Paris France	IFEX Annual Meeting (International Freedom of Expression Exchange)	VIII CII/FED IV.1.1
18/05 ▷ 20/05 UNESCO Paris France	First Working Group Meeting for IGP-V 5.3 Water Resources Management for Sustainable Development in Arid and Semi-Arid Zones	V SC/HYD II.4.4
25/05 ▷ 28/05 UNESCO Paris France	International Conference on Tsunami	IV SC/IOC II.4.2
28/05 ▷ 29/05 UNESCO Paris France	Sixth UNESCO/NGO Collective Consultation on Higher Education	HC ED/HEP I
01/06 ▷ 05/06 UNESCO Paris France	IOC - Oceanography Society Meeting on "Coastal and Marginal Seas"	VI SC/IOC II.3
02/06 ▷ 03/06 UNESCO Paris France	Fifth Steering Committee of the Advisory Group on Higher Education	V ED/HEP I.2.3
03/06 ▷ 06/06 UNESCO Paris France	Water: a Looming Crisis? International Conference on World Water Resources at the Beginning of the Twenty-First Century	VIII SC/HYD II.4.4
08/06 ▷ 13/06 UNESCO Paris France	Thirteenth Session of the Intergovernmental Council of the International Hydrological Programme (IHP	II SC/HYD II.4

Date and place	Title	Category Sector/Division Programme/Chapter
10/06 ▷ 10/06 UNESCO Paris France	Consultation with an Expert Group on the Mediterranean Virtual Library (MEDLIB)	VI CII/INF IV.2.
13/06 ▷ 19/06 Cairo Egypt	Tenth Session of the Executive Committee of the International Campaign for the Establishment of the Nubia Museum in Aswan and the national Museum of Egyptian Civilization in Cairo	II CLT/CH III.1
22/06 ▷ 23/06 UNESCO Paris France	Fourteenth Session of the Bureau of the Intergovernmental Committee for the Intergovernmental Informatics Programme (IIP)	II CII/COM IV
22/06 ▷ 23/06 UNESCO Paris France	Twenty-Fifth Session of the Bureau of the Intergovernmental Council for the General Information Programme	II CII/COM IV
22/06 ▷ 27/06 UNESCO Paris France	Twenty-Second Session of the Bureau of the World Heritage Committee	II WHC III.1.2
26/06 ▷ 26/06 UNESCO Paris France	Meeting of NGO-UNESCO Liaison Committee	III BRX/RIO III
29/06 ▷ 02/07 UNESCO Paris France	Meeting of Governmental Experts on the Draft Convention on the Protection of the Underwater Cultural Heritage	II CLT/CH III.1.1
02/07 ▷ 04/07 Maputo Mozambique	Africa and Globalization: The Challenges of Democracy and Governance	HC SHS/HRS/DE II.A
03/07 ▷ 24/07 UNESCO Paris France	Summer school "Solar Electricity for Rural and Remote Areas"	VII SC/EST II.1
07/07 ▷ 10/07 UNESCO Paris France	Fifth Meeting of he Advisory Committee for Biosphere Reserves	V SC/ECO II.4.3
18/07 ▷ 25/07 Maputo Mozambique	Pan-African Conference on Sustainable Integrated Coastal Management (PACSICOM)	II SC/IOC II
20/07 ▷ 20/07 UNESCO Paris France	Exchange of Views on Afghan Heritage	VIII CLT/CH III.1
08/09 ▷ 08/09 UNESCO Paris France	International Literacy Day Celebration 1998	HC ED/BAS/LIT I.1
16/09 ▷ 19/09 UNESCO Paris France	Twenty-First Century Dialogues	HC UAP II.B
16/09 ▷ 17/09 Amsterdam Netherlands	Meeting of the group to select candidates for the provisional Steering Committee of the UNESCO Institute for Statistics	HC BPE/ST II.A
21/09 ▷ 23/09 UNESCO Paris France	Fourth Session of the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance	V ED/SVE/HCI II.A

Date and place	Title	Category Sector/Division Programme/Chapter
21/09 ▷ 25/09 UNESCO Paris France	Provision and Engineering/Operational Application of Ocean Wave Spectra	V SC/IOC II.4.5
21/09 ▷ 25/09 UNESCO Paris France	International Symposium on "Natural" Sacred Sites, Cultural Diversity and Biological Diversity	VIII SC/ECO II.4
24/09 ▷ 24/09 UNESCO Paris France	Meeting of the International Jury for the UNESCO Madanjeet Singh Prize or the Promotion of Tolerance and Non-Violence	VI SHS/TOL II.A
29/09 ▷ 30/09 Monte Carlo Monaco	Expert Meeting on Cyberspace Law (INFOethics'98 Pre-Congress)	VI CII/INF IV
29/09 ▷ 02/10 UNESCO Paris France	Second Joint Meeting of Six Intergovernmental Committees in charge of the Application of Regional Conventions on the Recognition of Studies, Diplomas and Degrees in Higher Education	II ED/HEP I.2
30/09 ▷ 02/10 UNESCO Paris France	Tenth Meeting of the Education for All (EFA) Forum Steering Committee	HC ED/EFA I.1
01/10 ▷ 03/10 Monte Carlo Monaco	INFOethics'98: The Ethical, Legal and Societal Aspects of Digital Information: Second International Congress	IV CII/INF IV
04/10 ▷ 09/10 Melbourne Australia	UNESCO Forum University and Heritage	VII CLT/CH III.1.1
05/10 ▷ 08/10 UNESCO Paris France	Third Meeting of the UNESCO/WMO Standing Committee on Terminology for the updating of the International Glossary of Hydrology	V SC/HYD II.4.4
05/10 ▷ 09/10 UNESCO Paris France	World Conference on Higher Education	HC ED/HEP I.2
07/10 ▷ 09/10 UNESCO Paris France	Working Group on conditions under which the right to vote may be granted to the Member States referred to in Article IV.C, paragraph 8(c), of the Constitution	HC SCX Part.I.A 29C/Res.92
07/10 ▷ 09/10 UNESCO Paris France	Thirty-Eighth Meeting of the Bureau of the IPDC Intergovernmental Council	II CII/PDC IV.2
09/10 ▷ 09/10 UNESCO Paris France	Meeting of Coordinators of the UNITWIN/UNESCO Chairs Programme	V ED/HEP I.2
12/10 ▷ 17/10 Abidjan Côte d'Ivoire	Regional Workshop on Education Statistics and Indicators in Africa	VII BPE/ST II.A
12/10 ▷ 12/10 UNESCO Paris France	Thirty-Sixth Meeting of the Publications Board	V UPO/AO II.B
19/10 ▷ 21/10 UNESCO Paris France	Evaluation of a decade's achievement in literacy and basic education for all	HC ED/BAS/LIT 01011

Date and place	Title	Category Sector/Division Programme/Chapter
19/10 ▷ 24/10 Lilongwe Malawi	Regional Workshop on Education Statistics and Indicators	VIII BPE II.A
19/10 ▷ 19/10 UNESCO Paris France	UNESCO Panel on Human Rights Education "Building a Universal Culture of Human Rights"	VIII SHS/HRS II.A
19/10 ▷ 19/10 UNESCO Paris France	Ceremony for the Awarding of the 1998 International Simon Bolivar Prize	HC CLT/CPL I.1
20/10 ▷ 21/10 UNESCO Paris France	Plenary Meeting of the Intergovernmental Committee for Physical Education and Sport (CIGEPS)	II ED/SVE/SPS II.5
21/10 ▷ 22/10 UNESCO Paris France	Nineteenth Session of the Joint UNESCO/WMO Liaison Committee for Hydrological Activities	V SC/HYD II.4.4
29/10 ▷ 29/10 UNESCO Paris France	Round Table Discussion on the Role of Values in Education	VIII ED/BAS/PE I.1
16/11 ▷ 19/11 UNESCO Paris France	International Conference of NGOs	III BRX/NGO III
16/11 ▷ 16/11 UNESCO Paris France	Award Ceremony for the 1998 UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence	HC SHS/TOL II.A
17/11 ▷ 27/11 UNESCO Paris France	Thirty-First Session of the IOC Executive Council (EC-XXXI)	II SC/IOC II.4.5
18/11 ▷ 20/11 UNESCO Paris France	Special Meeting of the Board of Directors of the Sahara and Sahel Observatory (OSS)	V SC/HYD II.4
21/11 ▷ 25/11 Amman Jordan	Subregional Workshop on Gender Issues in Education	VII BPE/ST II.A
23/11 ▷ 27/11 UNESCO Paris France	UNESCO International Seminar: Introduction to IDAMS	VII CII/INF IV.2.3
23/11 ▷ 27/11 Bangkok Thailand	Regional Workshop on Education Statistics and Indicators	VIII BPE/ST II.A
27/11 ▷ 28/11 Kyoto Japan	Twenty-Second Extraordinary Session of the World Heritage Committee	II WHC III.1.2
30/11 ▷ 11/12 UNESCO Paris Frannce	Interregional Training Seminar for newly-appointed Secretaries-General of National Commissions for UNESCO	VII BRX/NAC II.B
30/11 ▷ 04/12 UNESCO Paris France	Wise practices for Sustainable Coastal and Small Island Development	VI SC/CSI II.4.6

Date and place	Title	Category Sector/Division Programme/Chapter
30/11 ▷ 05/12 Kyoto Japan	Twenty-Second Session of the World Heritage Committee	II WHC III.1.2
02/12 ▷ 04/12 UNESCO Paris France	World Climate Research Programme (CLIVAR) Meeting	VI SC/IOC II.4
02/12 ▷ 04/12 The Hague Netherlands	Fifth Session of the UNESCO International Bioethics Committee	V BIO II.3
06/12 ▷ 11/12 Lusaka Zambia	Joint UNESCO/World Bank Programme and Improving Learning in Rural African Primary Schools	VII ED/BAS/PE I.1
07/12 ▷ 11/12 UNESCO Paris France	Fifteenth Session of the MAB International Coordinating Council	II SC/ECO II/4/3
07/12 ▷ 10/12 UNESCO Paris France	Groundwater Monograph Editorial Board Meeting	V SC/HYD II.4.4
07/12 ▷ 08/12 UNESCO Paris France	Celebration of the Fiftieth Anniversary of the Universal Declaration of Human Rights Paris Meeting: "Human Rights at the Dawn of the Twenty-First Century"	II DRG/ADG II
07/12 ▷ 08/12 UNESCO Paris France	Meeting of the International Jury of the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance	VI CLT/CIC III
07/12 ▷ 08/12 UNESCO Paris France	Twelfth Session of the Intergovernmental Council for the General Information Programme - Joint Session of the Intergovernmental Council for PGI and the IIP Intergovernmental Committee	II CII/INF IV
10/12 ▷ 11/12 UNESCO Paris France	Steering Committee Meeting of the Working Group on Education Sector Analysis	VIII ED/ERD I.2
10/12 ▷ 11/12 UNESCO Paris France	Seventh Session of the IHP Intergovernmental Committee	IV CII/INF IV
10/12 ▷ 10/12 UNESCO Paris France	Fifteenth Session of the Bureau of the Intergovernmental Committee or the Intergovernmental Informatics Programme	II CII/INF IV.2
11/12 ▷ 11/12 UNESCO Paris France	Women in Afghan History	VIII DRG/WGE II.A
12/12 ▷ 13/12 UNESCO Paris France	International Diversitas Meeting on IBOY	VI SC/ECO II.4.3
14/12 ▷ 14/12 UNESCO Paris France	Meeting of Professional Media Organizations on Unpunished Crimes Against Journalists	VI CII/FED IV.1
15/12 ▷ 15/12 UNESCO Paris France	Award Ceremony for the 1998 UNESCO Prize for Peace Education	HC SHS/HRP II.A

Date and place	Title	Category Sector/Division Programme/Chapter
16/12 ▷ 16/12 UNESCO Paris France	Twenty-First Century Talks: Emerging and re-emerging diseases	HC AFO II.B

Annex D.2

Conferences and meetings convened by the Organization

Conferences and meetings held in 1999

Date and place	Title	Category Sector/Division Programme/Chapter
11/01 ▷ 13/01 UNESCO Paris France	Meetings of Editors of All Language Editions of the *UNESCO Courier*	VI OPM VI
12/01 ▷ 12/01 UNESCO Paris France	MOST Debate: International Comparative Research on Social Transformations	VI SHS/SRP II.5
18/01 ▷ 23/01 Santiago Chile	Regional Workshop on Educational Statistics and Indicators in Latin America and the Caribbean: South America	VII BPE/ST II.A
18/01 ▷ 19/01 UNESCO Paris France	Consultation meeting against child pornography and paedophilia in the media and on the Internet	VI CII/COM IV
25/01 ▷ 27/01 UNESCO Paris France	Consultation with the IDAMS International Technical Advisory Group	V CII/INF IV.2.3
25/01 ▷ 28/01 UNESCO Paris France	Tenth Session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation	II CLT/CH III.1
26/01 ▷ 26/01 UNESCO Paris France	Lecture on Archaeological Excavations in Tamis (Egypt) by Philippe Brissaud	VIII CLT/CH/MRS III.1
28/01 ▷ 28/01 UNESCO Paris France	Cinema and Television Situation in the World	VIII CLT/CIC/BC III.2
28/01 ▷ 30/01/ UNESCO Paris France	UNESCO/Commonwealth Symposium "Towards a Constructive Pluralism"	VI CLT/CPL III.2
29/01 ▷ 29/01 UNESCO Paris France	Second Meeting of the Working Group on the Ethics of the Use of Freshwater Resources	VI DRG/ETH II.3
01/02 ▷ 04/02/ UNESCO Paris France	Twenty-Seventh Session of the Scientific Board of the International Geological Correlation Programme (IGCP)	V SC/GEO II.4
18/02 ▷ 20/02 UNESCO Paris France	Sixth Session of the MOST Scientific Steering Committee	VI SHS/SRP II.5.1
22/02 ▷ 26/02 UNESCO Paris France	Fourth Session of the Intergovernmental Council of the MOST Programme	II SHS/SRP II.2

Date and place	Title	Category Sector/Division Programme/Chapter
24/02 ▷ 26/02 UNESCO Paris France	Working Group on the Rules of Procedure of the General Conference	HC SCG I.A
01/03 ▷ 03/03 UNESCO Paris France	Meeting of Experts: *Earth Charter: A Global/Common Language for the Third Millennium*	HC SC/ENV
01/03 ▷ 01/03 UNESCO Paris France	NGO Consultation Meeting on the Societal Impact of the New Information and Communication Technologies	VI CII/USP IV.1.2
03/03 ▷ 03/03 UNESCO Paris France	Meeting of the International Jury of the 1998 Félix Houphouët-Boigny Peace Prize	V CRP Part II.A
05/03 ▷ 06/03 UNESCO Paris France	A*d Hoc* Working Group on the Future of PGI and IIP	VI CII/INF IV
08/03 ▷ 11/03 UNESCO Paris France	Meeting for a New Partnership for Observation of the Global Oceans (POGO)	VI SC/IOC II.4.5
10/03 ▷ 12/03 UNESCO Paris France	Working group on conditions under which the right to vote may be granted to the Member States referred to it in Article IV.C, paragraph 8(c), of the Constitution	HC SCG 29 C/Res.92
15/03 ▷ 15/03 UNESCO Paris France	The UNESCO-Guillermo Cano World Press Freedom Prize - Jury Session and Advisory Group for Press Freedom meeting	V CII/FED IV.I.I.
15/03 ▷ 26/03 The Hague Netherlands	Diplomatic Conference on the Second Protocol to the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict	II CLT/CH/INS III.1.1
15/03 ▷ 19/03 Bamako Mali	Regional Symposium of African Historians on "the role of history in promoting and consolidating a culture of peace"	HC CLT/ADG
16/03 ▷ 16/03 UNESCO Paris France	"Wives and Children of Ramses II" - Lecture by C. Leblanc	VIII CLT/CH III.1
18/03 ▷ 19/03 UNESCO Paris France	Meeting: Focal Points of the Global Network of Journalism Schools and Training Centres	VII CII/COM IV
22/03 ▷ 26/03 Seoul Korea, Republic of	Fourth Session of the IOC Sub-Commission for the Western Pacific (SC-WESTPAC-IV)	II SC/IOC II.4.5
23/03 ▷ 26/03 UNESCO Paris France	Nineteenth and Thirty-ninth Session of the Bureau of the Intergovernmental Council of IPDC	II CII/PDC IV.2
01/04 ▷ 01/01 UNESCO Paris France	Second Meeting of the International Jury of the 1998 Félix Houphouët-Boigny Peace Prize	V CRP Part II.A
03/04 ▷ 05/04 Amann Jordan	Avoiding crises through conflict prevention	V CAB

Date and place	Title	Category Sector/Division Programme/Chapter
10/04 ▷ 13/04 Tripoli Libyan Arab Jamahiriya	Final meeting of the International Scientific Committee or the drafting of a General History of Africa	VI CLT/CPL III
19/04 ▷ 24/04 UNESCO Paris France	Second Meeting of Governmental Experts on the Draft Convention on the Protection of the Underwater Cultural Heritage	II CLT/CH III.1.1.1
22/04 ▷ 29/04 San José Costa Rica	Sixth Session of the IOC Sub-Commission for the Caribbean and Adjacent Regions (SC-IOCARIBE VI)	II SC/IOC II.2.4
26/04 ▷ 30/04 Rabat Morocco	Meeting of experts on Volume VI of the series "Different Aspects of Islamic Culture" entitled: "Islam in the world today"	VI CLT
26/04 ▷ 27/04 UNESCO Paris France	International Workshop on Interbasin Water Transfer	VI SC/HYD II.4.4
26/04 ▷ 30/04 Seoul Korea, Republic of	Second International Congress on Technical and Vocational Education	IV ED/SVE I.2.2
28/04 ▷ 30/04 Oslo Norway	First Session of the World Commission on the Ethics of Scientific Knowledge and Technology	V DRG/ETH II.3
03/05 ▷ 04/05 UNESCO Paris France	New Legal Principles Applicable to Biodiversity Conservation	VI SC/ECO II
03/05 ▷ 07/05 UNESCO Paris France	Standing Committee of Secretaries-General of National Commissions for UNESCO and Members of the Secretariat	V BRX/NAC III
04/05 ▷ 04/05 UNESCO Paris France	Sixth Twenty-First Century Talks	HC AFO II-B
17/05 ▷ 20/05 Zanzibar Tanzania	Women Organize for Peace and Non-Violence in Africa, Pan-African Women's Conference on a Culture of Peace	HC CAB/CPP
20/05 ▷ 20/05 UNESCO Paris France	Twenty-First Century Talks	HC AFO II.B
01/06 ▷ 01/06 UNESCO Paris France	Thirtieth anniversary of the launching of the International Campaign to Save the Monuments of Nubia	HC CLT/CH III.1.1
02/06 ▷ 05/06 UNESCO Paris France	International Symposium on the Learning Society and the Water Environment (IHP Project 8.1)	VIII SC/HYD II.4.4
07/06 ▷ 09/06 UNESCO Paris France	Eleventh meeting of the Education for All (EFA) Forum Steering Committee	HC ED/EFA I.1
07/06 ▷ 09/06 UNESCO Paris France	Steering Committee Meeting of the Working Group on Education Sector Analysis	VIII ED/EFD I.2

Date and place	Title	Category Sector/Division Programme/Chapter
08/06 ▷ 08/06 UNESCO Paris France	Eighth Twenty-First Century Talks: What Future for Human Rights?	HC AFO II.B
10/06 ▷ 11/06 UNESCO Paris France	Secondary Education Reform: prospects and policies	VI SVE/SED I
10/06 ▷ 12/06 Vienna Austria	Fourth Meeting of the International Advisory Committee of the "Memory of the World" programme	V CII/INF IV
14/06 ▷ 15/06 UNESCO Paris France	"Culture: a form of merchandise like no other? Culture, the market and globalization"	VIII CLT/CIC III.2.2
21/06 ▷ 23/06 UNESCO Paris France	Meeting of the Bureau of the Executive Committee of the International Campaign for the Establishment of the Nubia Museum in Aswan and the National Museum of Egyptian Civilization in Cairo	II CLT/CH III.1
23/06 ▷ 25/06 UNESCO Paris France	Fourth Session of the IOC-WMO-UNEP Committee for the Global Ocean Observing System (I-GOOS-IV)	II SC/IOC II.4.5
24/06 ▷ 25/06 UNESCO Paris France	Second joint meeting of the Bureaux of the Intergovernmental Council for the General Information Programme and of the Intergovernmental Committee for the Intergovernmental Informatics Programme	II CII/INF IV.2
26/06 ▷ 01/07 Budapest Hungary	World Conference on Science for the Twenty-First Century: A New Commitment	II SC/PBD II
28/06 ▷ 10/07 UNESCO Paris France	Thirty-Second Session of the IOC Executive Council (EC-XXXII)	II SC/IOC II.4.5
29/06 ▷ 29/06 UNESCO Paris France	Ninth Twenty-First Century Talks: Information, networks and identities	HC AFO II.B
29/06 ▷ 02/07 UNESCO Paris France	Impact Indicators for the Convention to Combat Desertification	VI SC/ENV II.4.1
29/06 ▷ 09/07 UNESCO Paris France	Twentieth Session of the IOC Assembly (IOC-XX)	II SC/IOC II.4.5
05/07 ▷ 10/07 UNESCO Paris France	Twenty-third Session of the Bureau of the World Heritage Committee	II WHC III.1
05/07 ▷ 10/07 UNESCO Paris France	Second Extraordinary Session of the World Heritage Committee	II WHC III.1
05/07 ▷ 06/07 UNESCO Paris France	UNESCO-University and Heritage Forum - Meeting of Deans of Universities	VII CLT/CIC III.1

Date and place	Title	Category Sector/Division Programme/Chapter
12/07 ▷ 30/07 UNESCO Paris France	Summer School on Solar Electricity for Rural and Remote Areas	VII SC/EST II.1
31/08 ▷ 02/09 UNESCO Paris France	Sixth Meeting of the Advisory Committee for Biosphere Reserves	V SC/ECO II.4
01/09 ▷ 02/09 UNESCO Paris France	A Critical Study of History	IV CLT/ADG II.A
06/09 ▷ 08/09 UNESCO Paris France	Celebration of International Literacy Day	HC BAS/LIT
09/09 ▷ 11/09 UNESCO Paris France	Different Models of Philosophical Encounters: Conditions for Fruitful Encounter	VII PHE II.3
10/09 ▷ 10/09 UNESCO Paris France	Ethiopian Cultural Heritage	VIII CLT/CH III.1
13/09 ▷ 13/09 UNESCO Paris France	Tenth Twenty-First Century Talks	HC AFO II.B
14/09 ▷ 14/09 UNESCO Paris France	First Meeting of the Advisory Committee for Linguistic Pluralism and Multilingual Education	V ECP/LAN II.A
15/09 ▷ 17/09 UNESCO Paris France	Liaison Group on Ecosystem Approach to the Convention on Biological Diversity	VI SC/ECO II.4.3
20/09 ▷ 21/09 UNESCO Paris France	Tenth Session of the Annual Meeting of Directors of Human Rights Institutes	VII SHS/PHD
20/09 ▷ 22/09 UNESCO Paris France	Landslide Prediction and Mitigation for Cultural Heritage Sites and Sites of High Societal Value	VIII CLT/CH III.1.1
20/09 ▷ 22/09 UNESCO Paris France	Omar Khayyam, Mathematician, Philosopher and Poet	VIII CLT/CH III.1
23/09 ▷ 24/09 UNESCO Paris France	International Congress on Risk Preparedness and Disaster Mitigation for Cultural Heritage	VIII CLT/CH III.1.1
23/09 ▷ 25/09 Gotland Sweden	Conference: "Disarm History"	VI DRG/CED
24/09 ▷ 24/09 UNESCO Paris France	Ceremony for the Award of the 1998 Félix Houphouët-Boigny Peace Prize	HC CRP

Date and place	Title	Category Sector/Division Programme/Chapter
27/09 ▷ 29/09 UNESCO Paris France	Fortieth Meeting of the Bureau of the Intergovernmental Council of the IPDC	II CII/PDC IV.2.1
01/10 ▷ 01/10 UNESCO Paris France	World Panel on Communication and Information	HC CII/USP
04/10 ▷ 07/10 Seoul Korea, Republic of	Seventeenth Session of the International Coordination Group for the Tsunami Warning System in the Pacific	II SC/IOC II.4.2/II.4.5
04/10 ▷ 06/10 IIEP Paris France	Twelfth meeting of the Education for All Forum Steering Committee	HC EFA/FOR
07/10 ▷ 09/10 Rabat Morocco	Sixth Session of the International Bioethics Committee (IBC)	V DRG/ETH II.3
11/10 ▷ 12/10 Rabat Morocco	First Meeting of the Intergovernmental Committee instituted by Article 11 of the IBC Statutes	II DRG/ETH II.3
13/10 ▷ 13/10 Rabat Morocco	Joint Session of the International Bioethics Committee and the Intergovernmental Committee	HC DRG/ETH
13/10 ▷ 15/10 Aguascalientes Mexico	Latin American and Caribbean Symposium on Information Technologies in Society: Present and Future	VIII CII/INF IV.1.2
14/10/ ▷ 15/10 UNESCO Paris France	International Day for the Eradication of Poverty: round table on strategies to assist children who have become "AIDS orphans"	VIII BAS/PE
16/10 ▷ 20/10 UNESCO Paris France	Cultural Issues of the International Decade of the World's Indigenous People	VI CLT/CPL
18/10 ▷ 18/10 UNESCO Paris France	Thirty-seventh Meeting of the Publication Board	V UPO
28/10 ▷ 29/10 UNESCO Paris France	Twelfth General Assembly of States Parties to the Convention for the Protection of the World Cultural and Natural Heritage (1972)	II WHC III.1
30/10 ▷ 30/10 UNESCO Paris France	Fourth Extraordinary Session of the World Heritage Committee	II WHC III.1
18/11 ▷ 18/11 UNESCO Paris France	Meeting of States Parties to the Hague 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict (The Hague, 1954)	II CLT/CH III.1
20/11 ▷ 30/11 UNESCO Paris France	International Film Festival against Exclusion and for Tolerance	HC SHS/TOL II.A
22/11 ▷ 25/11 UNESCO Paris France	Fifth Session of the IOC Intergovernmental Panel on Harmful Algal Blooms (IPHAB-V)	II SC/IOC II.4.5

Date and place	Title	Category Sector/Division Programme/Chapter
25/11 ▷ 27/11 Punta del Este Uruguay	Meeting of the Bureau of the Intergovernmental Committee for Physical Education and Sport (CIGEPS)	II ED/ECP/EPS II.5
26/11 ▷ 27/11 Marrakech Morocco	Twenty-third Extraordinary Session of the Bureau of the World Heritage Committee	II WHC III.1.2
29/11 ▷ 03/12 UNESCO Paris France	International Seminar: Introduction to IDAMS	VII CII/INF IV.2.3
29/11 ▷ 04/12 Marrakech Morocco	Twenty-third Session of the World Heritage Committee	II WHC III.1.2
30/11 ▷ 03/12 Punta del Este Uruguay	Third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS III)	II ED/ECP/EPS II.5
07/12 ▷ 08/12 UNESCO Paris France	Meetings of the Technical Subgroup and Management Committee of the European Group on Ocean Stations (EGOS)	VI SC/IOC II.4.5
13/12 ▷ 13/12 UNESCO Paris France	Ceremony for the Award of the 1999 UNESCO Prize for Peace Education	HC SHS/PHD II.A

Annex E

Data concerning personnel

E.1 - Number and percentage of established posts at Headquarters and away from Headquarters by category and budget (as of 31 December 1999 and 1998)

Category	Number and percentage	Regular budget		Extrabudgetary funds		Total		Grand total
		Headquarters	Field	Headquarters	Field	Headquarters	Field	
Professional category								
on 31.12.99	Number	709	277	112	110	821	387	1 208
	%	58.7	22.9	9.3	9.1	68.0	32.0	100
on 31.12.98	Number	719	278	92	122	811	400	1 211
	%	59.4	23.0	7.6	10.1	67.0	33.0	100
General Service category								
on 31.12.99	Number	953	275	126	62	1 079	337	1 416
	%	67.3	19.4	8.9	4.4	76.2	23.8	100
on 31.12.98	Number	981	274	108	51	1 089	325	1 414
	%	69.4	19.4	7.6	3.6	77.0	23.0	100
Overall								
on 31.12.99	Number	1 662	552	238	172	1 900	724	2 624
	%	63.3	21.0	9.1	6.6	72.4	27.6	100
on 31.12.98	Number	1 700	552	200	173	1 900	725	2 625
	%	64.8	21.0	7.6	6.6	72.4	27.6	100

E.2 - Distribution by grade of staff in the Professional category and above at Headquarters and away from Headquarters on 31 December 1999

Grade	Regular budget		Extrabudetary funds		Total	
	Head-quarters	Field	Head-quarters	Field	Head-quarters	Field
DG	1	–	–	–	1	–
DDG	1	–	–	–	1	–
ADG	14	–	–	1	14	1
D-2	31	14	2	2	33	16
D-1	76	36	5	2	81	38
P-5	136	56	14	26	150	82
P-4	144	53	17	7	161	60
P-3	149	51	25	16	174	67
P-2	81	27	37	27	118	54
P-1	18	23	5	14	23	37
Total	651	260	105	95	756	355

E.3 - Geographical distribution

Total	On 31 Dec. 1996	On 31 Dec. 1997	On 31 Dec. 1998	On 31 Dec. 1999
Above-range representation	24	25	30	37
Within-range representation	82	81	75	63
Below-range representation	36	39	45	47
Unrepresented	43	41	36	41
Total number of Member States	185	186	186	188

Figure 2

**Distribution by grade
of staff in the Professional category and above
at Headquarters and in the field on 31 December 1999**

Field staff   Headquarters staff

D-2 and above	17	49
D-1	38	81
P-5	82	150
P-4	60	161
P-3	67	174
P-2	54	118
P-1	37	23

150   100   50   0   50   100   150   200
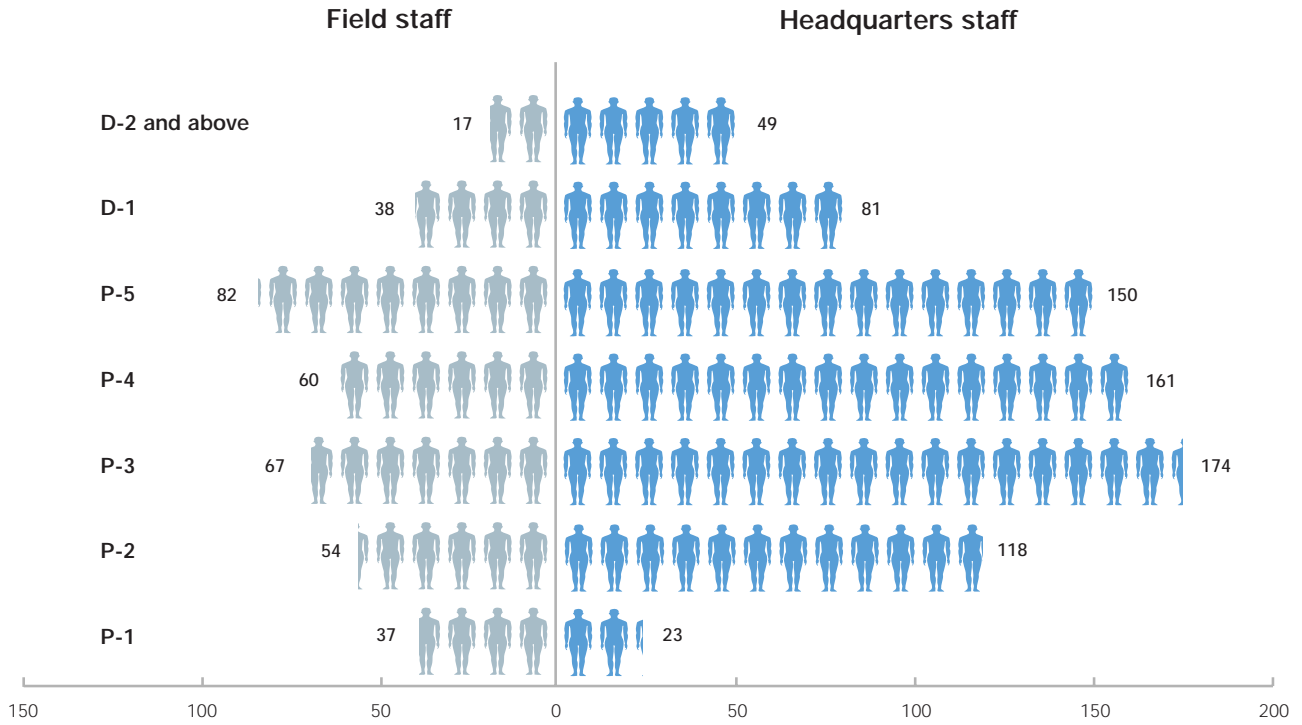
Annex F

Figure 3

**Participation Programme:
budgetary provision and amounts requested, 1990-1991 to 1998-1999***

The amounts requested under the Participation Programme
far exceed the available budgetary provisions

Budgetary provision

Additional amounts
requested

114 271 768
86 958 768

70 208 307
60 817 104
48 208 307
46 272 050
44 035 950
35 817 104
31 609 450
28 627 650
25 000 000
27 313 000
22 000 000
15 408 300
14 662 600

120 000 000
100 000 000
80 000 000
60 000 000
40 000 000
20 000 000
0

(US dollars)

1990-91   1992-93   1994-95   1996-97   1998-99

* Additional requests amounting to $2,215,874 were approved over and above the Participation Programme provision. These requests were financed, according to their nature, by provisions made for the various programmes.

F.1 - Participation Programme Breakdown by region and by target

Least developed countries		
Region	**Number of requests approved**	**Amount approved $**
Africa	211	4 076 210
Asia and the Pacific	60	1 183 800
Arab States	14	261 000
Latin America & the Caribbean	10	240 000
	295	5 761 010

Women		
Region	**Number of requests approved**	**Amount approved $**
Africa	23	420 730
Asia and the Pacific	16	345 000
Arab States	8	153 000
Europe (Gr.I)	8	191 000
Europe (Gr.II)	3	70 000
Latin America & the Caribbean	7	132 000
	65	1 311 730

Youth		
Region	**Number of requests approved**	**Amount approved $**
Africa	6	121 750
Asia and the Pacific	8	160 000
Arab States	5	103 000
Europe (Gr.I)	4	98 000
Europe (Gr.II)	2	50 000
Latin America & the Caribbean	6	104 000
NGOs	2	65 000
	33	701 750

Figure 4

**Participation Programme:
requests approved by the Director-General,
by region and by sector or programme,
1998-1999**

A. By region

NGOs 15.49%
IGOs 1.17%
Latin America and the Caribbean 18.79%
Europe *(Group II)* 9.81%
Europe *(Group I)* 8.04%
Africa 23.45%
Asia and the Pacific 15.58%
Arab States 7.66%

B. By sector

Bureau for External Relations (BRX) 6.75%
Culture of Peace (CPP) 5.31%
Communication, Information and Informatics (CII) 11.03%
Culture (CLT) 20.20%
Education (ED) 31.64%
Natural Sciences (SC) 12.23%
Social and Human Sciences (SHS) 12.85%
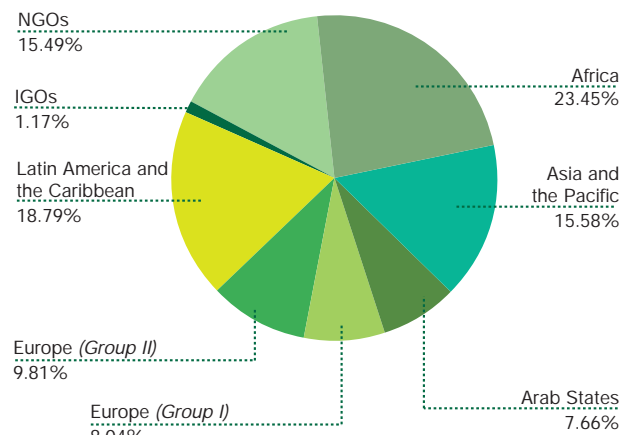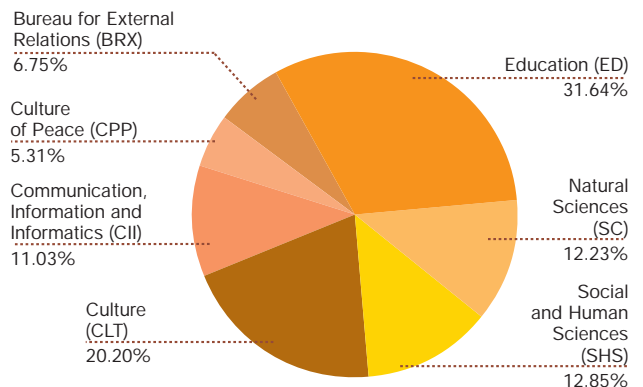
F.2 - Participation Programme - breakdown of funds by region and by country

Country	Number of requests approved	Amount approved $	Observations	Country	Number of requests approved	Amount approved $	Observations
AFRICA				**ASIA AND THE PACIFIC**			
Angola	6	120 000		Afghanistan	1	50 000	Including $50,000 in E.A.
Benin	7	155 000		Australia	6	170 000	
Botswana	8	149 000		Bangladesh	10	219 000	Including $65,000 in E.A.
Burkina Faso	9	155 000		Bhutan	5	80 000	
Burundi	9	175 000	Including $30,000 in E.A.	Cambodia	4	79 000	
Cameroon	8	167 000		China	6	175 000	
Cape Verde	1	15 000		Cook Islands	4	49 000	
Central African Republic	7	146 000		Democratic People's Republic of Korea	4	120 000	Including $50,000 in E.A.
Chad	5	97 750		Fiji	5	104 000	
Comoros	4	46 000		India	10	238 000	Including $50,000 in E.A.
Congo	8	150 000	Including $50,000 in E.A.	Indonesia	5	205 000	Including $150,000 in E.A.
Côte d'Ivoire	11	271 000	Including $40,000 in E.A.	Iran	4	76 000	
Dem. Rep. of the Congo	6	108 000		Japan	5	124 000	
Djibouti	5	70 000		Kazakhstan	4	62 000	
Equatorial Guinea	6	123 000		Kiribati	4	76 000	
Eritrea	7	124 000		Kyrgyzstan	5	106 000	
Ethiopia	8	186 000	Including $80,000 in E.A.	Lao People's Dem. Rep.	10	160 300	Including $2,500 in E.A.
Gabon	13	289 500	Including $6,500 in E.A.	Malaysia	4	82 000	
Gambia	12	210 000		Maldives	6	41 000	
Ghana	6	144 000		Marshall Islands	4	69 000	
Guinea	10	153 000		Mongolia	5	106 000	
Guinea-Bissau	5	78 000		Myanmar	5	129 000	Including $30,000 in E.A.
Kenya	9	169 500	Including $20,000 in E.A.	Nauru	4	72 000	
Lesotho	9	184 230		Nepal	6	99 000	
Liberia	7	150 000	Including $60,000 in E.A.	New Zealand	7	106 000	
Madagascar	9	216 000	Including $50,000 in E.A.	Niue	5	91 000	
Malawi	6	103 000		Pakistan	6	159 000	
Mali	13	293 000		Papua New Guinea	9	217 000	Including $100,000 in E.A.
Mauritius	5	65 000		Philippines	4	96 000	
Mozambique	7	156 000		Republic of Korea	5	120 000	
Namibia	7	115 000		Samoa	5	110 500	
Niger	7	160 000	Including $40,000 in E.A.	Salomon Islands	3	105 000	
Nigeria	8	169 000		Sri Lanka	7	144 000	
Rwanda	7	119 200		Tajikistan	5	84 600	
Sao Tome and Principe	7	128 730		Thailand	5	119 000	
Senegal	9	172 000		Tonga	5	100 000	
Seychelles	6	128 000		Turkmenistan	4	90 000	
Sierra Leone	6	100 000		Uzbekistan	5	114 000	
Somalia	2	65 000	Including $50,000 in E.A.	Vanuatu	3	80 000	
South Africa	10	252 400	Including $55,000 in E.A.	Viet Nam	7	174 000	
Swaziland	8	167 000		Subtotal	211	4 601 400	
Togo	13	268 000					
Uganda	8	196 000					
United Republic of Tanzania	7	119 000					
Zambia	8	168 300					
Zimbabwe	6	128 000					
Subtotal	345	6 924 610					

F.2 (continued) - *Participation Programme - breakdown of funds by region and by country*

Country	Number of requests approved	Amount approved $	Observations
ARAB STATES			
Algeria	4	81 000	
Bahrain	5	48 200	
Egypt	13	201 000	
Iraq	4	37 000	
Jordan	8	203 000	Including $25,000 in E.A.
Kuwait	4	35 000	
Lebanon	10	198 000	
Libyan Arab Jamahirya	7	85 000	
Mauritania	5	101 000	
Morocco	7	174 000	
Oman	9	101 000	
Palestine	10	247 000	Including $119,500 in E.A.
Qatar	8	116 844	Including $25,000 in E.A.
Saudi Arabia	7	97 500	
Sudan	5	89 000	
Syrian Arab Rep.	8	125 500	
Tunisia	5	105 000	
United Arab Emirates	4	50 500	
Yemen	9	167 000	
Subtotal	132	2 262 544	

Country	Number of requests approved	Amount approved $	Observations
EUROPE (Group 2)			
Albania	4	84 000	
Armenia	4	78 000	
Azerbaijan	7	70 500	
Belarus	6	137 000	
Bosnia and Herzegovina	4	140 000	
Bulgaria	5	110 000	
Croatia	5	120 000	
Czech Republic	7	85 000	
Estonia	5	97 500	
Georgia	6	156 000	
Hungary	8	186 000	
Latvia	7	106 340	
Lithuania	8	165 000	Including $15,000 in E.A.
Poland	8	180 000	
Rep. of Moldova	7	151 200	
Romania	5	78 000	
Russian Federation	16	344 000	Including $71,000 in E.A.
Slovakia	7	149 000	
Slovenia	4	115 000	Including $40,000 in E.A.
The former Yugoslav Rep. of Macedonia	3	68 500	
Ukraine	13	236 000	Including $70,000 in E.A.
Yugoslavia	2	39 200	
Subtotal	141	2 896 240	

Country	Number of requests approved	Amount approved $	Observations
EUROPE (Group 1)			
Andorra	4	60 000	
Austria	6	75 000	
Belgium	5	68 000	
Canada	5	126 000	
Cyprus	4	37 600	
Denmark	5	116 000	
Finland	5	128 000	
France	7	72 000	
Germany	5	96 000	
Greece	5	111 000	
Iceland	4	72 800	
Ireland	5	50 000	
Israel	5	100 000	
Italy	7	130 555	
Luxembourg	1	30 000	
Malta	5	121 000	
Monaco	1	15 000	
Netherlands	5	65 000	
Norway	5	90 000	
Portugal	7	173 000	
San Marino	4	60 000	
Spain	7	202 000	
Sweden	4	105 000	
Switzerland	5	100 000	
Turkey	4	80 000	
United Kingdom of Great Britain and Northern Ireland	5	90 750	
Subtotal	125	2 374 705	

Country	Number of requests approved	Amount approved $	Observations
LATIN AMERICA AND THE CARIBBEAN			
Antigua and Barbuda	7	106 000	Including $10,000 in E.A.
Argentina	7	131 600	
Aruba	4	70 000	
Bahamas	7	162 500	Including $50,000 in E.A.
Barbados	5	125 000	
Belize	7	109 500	
Bolivia	11	277 500	Including $50,000 in E.A.
Brazil	8	190 500	
British Virgin Islands	4	78 000	
Chile	7	135 000	
Colombia	12	348 000	Including $100,000 in E.A.
Costa Rica	6	125 000	
Cuba	9	201 000	
Dominica	5	66 000	
Dominican Republic	11	191 000	Including $51,000 in E.A.
El Salvador	7	167 000	Including $30,000 in E.A.
Ecuador	6	161 000	Including $60,000 in E.A.
Grenada	5	89 000	
Guatemala	7	180 000	Including $30,000 in E.A.
Guyana	7	137 700	
Haiti	12	265 000	Including $25,000 in E.A.
Honduras	10	228 800	Including $60,000 in E.A.
Jamaica	6	135 000	
Mexico	7	149 000	Including $30,000 in E.A.
Netherlands Antilles	2	60 000	
Nicaragua	9	250 050	Including $60,000 in E.A.
Panama	6	126 320	
Paraguay	5	115 000	
Peru	7	215 000	Including $110,000 in E.A.
Saint Kitts and Nevis	6	129 000	Including $10,000 in E.A.
Saint Vincent and the Grenadines	5	107 000	
Saint Lucia	7	64 100	
Suriname	5	101 500	
Trinidad and Tobago	6	170 000	
Uruguay	9	179 200	
Venezuela	8	201 605	
Subtotal	252	5 547 875	

F.3 - *Fellowships, study grants and travel grants*
Distribution of awards by sector and by region in 1998-1999

	Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean	Total
ED	600	42	57	11	12	**722**
SC	164	114	75	26	96	**475**
CII	25	14	32	23	8	**102**
CLT	21	43	33	46	29	**172**
SHS	36	41	9	6	8	**100**
Total	**846**	**254**	**206**	**112**	**153**	**1 571**

Figure 5

Distribution of awards in 1998-1999

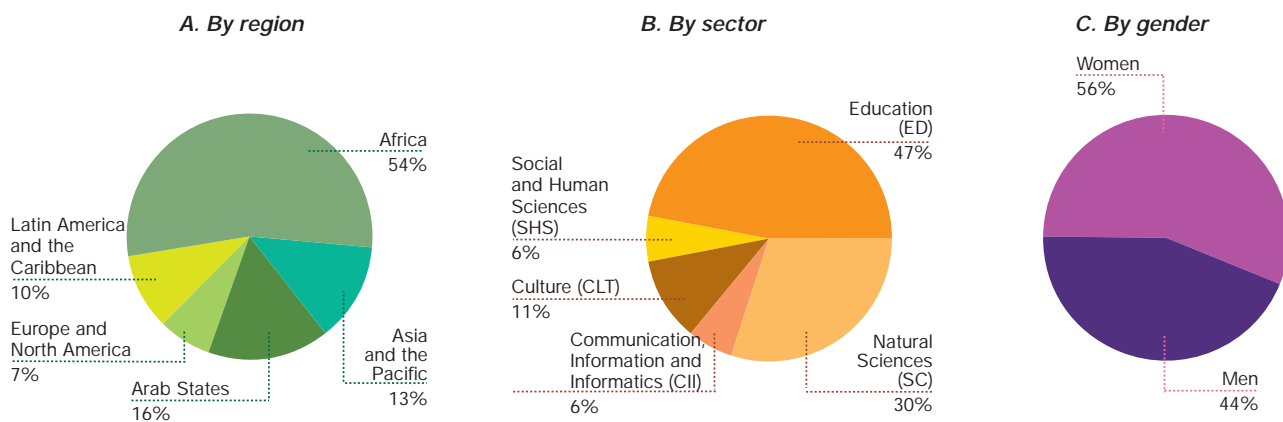*A. By region*

B. By sector
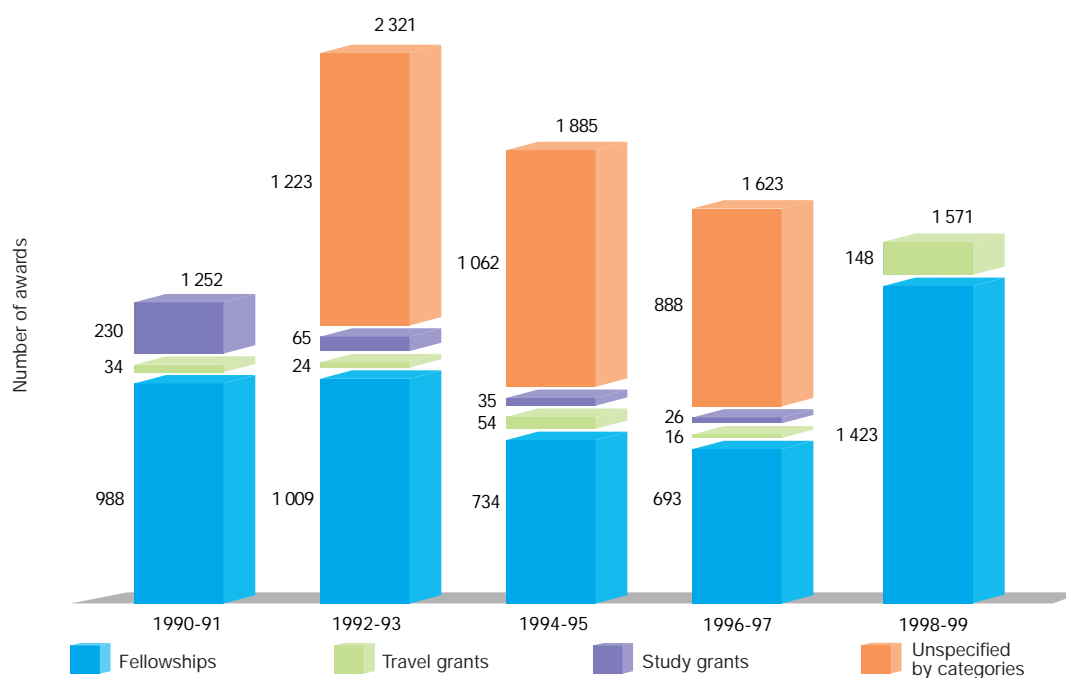
C. By gender

Figure 6

Trend in the number of fellowships, travel grants and study grants from 1990-1991 to 1998-1999

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

Annex G

Financial statement relative to regular programme

### Status of the regular programme for 1998-1999 as at December 1999
Parts I-VI

Appropriation line		Budget	Expenditure/ obligations	Expenditure/ obligations as % of the budget
			(in US dollars)	
PART I - GENERAL POLICY AND DIRECTION				
I.A Governing bodies				
Chapter 1 - General Conference				
Other costs		7 515 076	7 551 965	100.5
Staff costs		621 360	584 471	94.1
	Total	**8 136 436**	**8 136 436**	**100.0**
Chapter 2 - Executive Board				
Other costs		7 154 970	7 157 664	100.0
Staff costs		1 096 460	1 093 766	99.8
	Total	**8 251 430**	**8 251 430**	**100.0**
I.B Direction				
Chapter 3 - Directorate				
Other costs		571 392	550 981	96.4
Staff costs		1 273 040	1 293 451	101.6
	Total	**1 844 432**	**1 844 432**	**100.0**
Chapter 4 - Services of the Directorate				
Other costs		1 037 571	971 051	93.6
Staff costs		19 059 150	19 125 670	100.3
	Total	**20 096 721**	**20 096 721**	**100.0**
I.C Participation in the joint machinery of the United Nations system		**1 565 726**	**1 565 726**	**100.0**
Total, Part I				
Other costs		17 844 735	17 797 387	99.7
Staff costs		22 050 010	22 097 358	100.2
	Total	**39 894 745**	**39 894 745**	**100.0**
PART II - PROGRAMME EXECUTION AND SERVICES				
PART II.A - Major programmes and transdisciplinary projects				
MP I - Towards lifelong education for all				
Direct costs		41 113 989	39 242 474	95.4
Indirect costs		7 761 571	8 417 028	108.4
Staff costs		60 335 550	61 551 608	102.0
	Total	**109 211 110**	**109 211 110**	**100.0**
MP II - The sciences in the service of development				
Direct costs		33 507 338	33 954 023	101.3
Indirect costs		5 355 899	5 536 333	103.4
Staff costs		49 540 800	48 913 681	98.7
	Total	**88 404 037**	**88 404 037**	**100.0**
MP III - Cultural development: the heritage and creativity				
Direct costs		14 203 326	11 830 887	83.3
Indirect costs		3 799 033	4 516 805	118.9
Staff costs		27 829 500	29 484 167	105.9
	Total	**45 831 859**	**45 831 859**	**100.0**
MP IV - Communication, information and informatics				
Direct costs		13 211 460	12 382 897	93.7
Indirect costs		1 356 611	1 636 871	120.7
Staff costs		16 915 130	17 463 433	103.2
	Total	**31 483 201**	**31 483 201**	**100.0**

Appropriation line	Budget	Expenditure/ obligations	Expenditure/ obligations as % of the budget
	(in US dollars)		
Transdisciplinary projects and activities			
Direct costs	13 987 709	14 943 061	106.8
Indirect costs	150 000	161 602	107.7
Staff costs	27 835 540	26 868 586	96.5
Total	**41 973 249**	**41 973 249**	**100.0**
Total, Part II.A			
Direct costs	116 023 822	112 353 342	96.8
Indirect costs	18 423 114	20 268 639	110.0
Staff costs	182 456 520	184 281 475	101.0
Participation Programme	27 063 824	27 028 802	99.9
Total	**343 967 280**	**343 932 258**	**100.0**
PART II.B - Information and dissemination services			
Chapter 1 - Clearing House			
Other costs	1 374 638	1 619 462	117.8
Staff costs	4 836 870	4 592 046	94.9
Total	**6 211 508**	**6 211 508**	**100.0**
Chapter 2 - UNESCO Publishing Office			
Other costs	763 835	792 840	103.8
Staff costs	4 168 360	4 139 355	99.3
Total	**4 932 195**	**4 932 195**	**100.0**
Chapter 3 - Office of Monthly Periodicals			
Other costs	1 113 370	2 025 666	181.9
Staff costs	3 239 070	2 326 774	71.8
Total	**4 352 440**	**4 352 440**	**100.0**
Chapter 4 - Office of Public Information			
Other costs	3 007 389	2 580 678	85.8
Staff costs	5 360 070	5 786 781	108.0
Total	**8 367 459**	**8 367 459**	**100.0**
Total, Part II.B			
Other costs	6 259 232	7 018 646	112.1
Staff costs	17 604 370	16 844 956	95.7
Total	**23 863 602**	**23 863 602**	**100.0**
PART III - SUPPORT FOR PROGRAMME EXECUTION			
Other costs	8 429 525	8 557 083	101.5
Staff costs	47 737 060	47 609 502	99.7
Total	**56 166 585**	**56 166 585**	**100.0**
PART IV - MANAGEMENT AND ADMINISTRATIVE SERVICES			
Other costs	13 392 108	14 415 764	107.6
Staff costs	35 920 660	34 897 004	97.2
Total	**49 312 768**	**49 312 768**	**100.0**
PART V - MAINTENANCE AND SECURITY			
Other costs	18 546 858	19 008 676	102.5
Staff costs	14 975 060	14 513 242	96.9
Total	**33 521 918**	**33 521 918**	**100.0**
PART VI – CAPITAL EXPENDITURE	**1 715 163**	**1 715 163**	**100.0**
Total, Parts I to VI			
Other costs/Direct costs	182 211 443	180 866 061	99.3
Indirect costs	18 423 114	20 268 639	110.0
Staff costs	320 743 680	320 243 537	99.8
Participation Programme	27 063 824	27 028 802	99.9
GRAND TOTAL	**548 442 061**	**548 407 039**	**100.0**

Figure 7

Regular budget growth, from 1981-1983 to 1998-1999
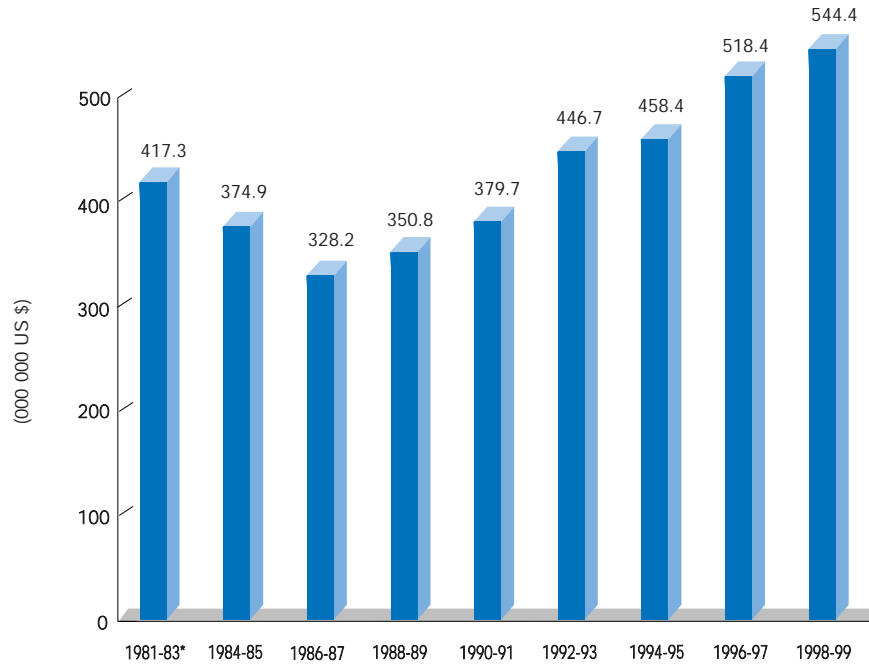
* Regular budget for three-year period was US $625,904,445 or US $417,269,630 for two-year period.

Figure 8

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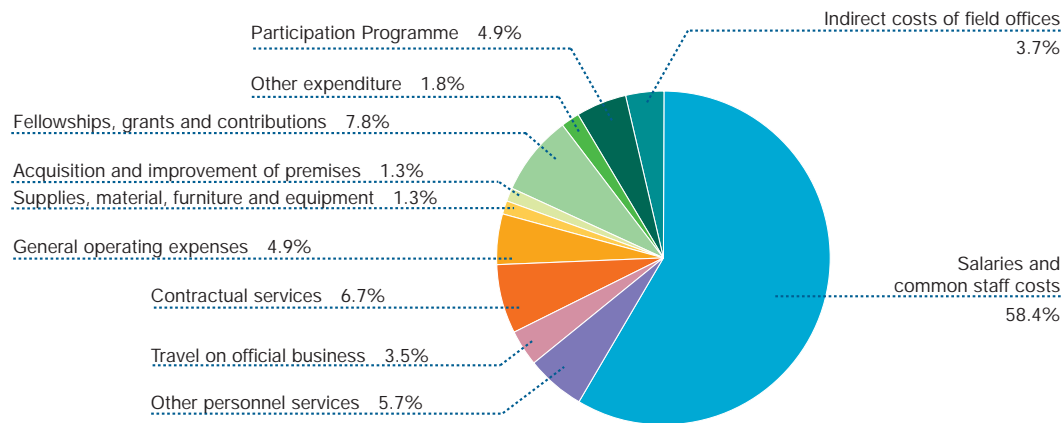## percentage distribution in 1996-1997 by major object-of-expenditure

Figure 9

Regular programme expenditure rate
by part of the budget 1998-1999

Part I
General Policy and Direction
7.3%

Part VI - Capital Expenditure
0.3%

Part V - Maintenance and Security
6.1%

Part IV
Management and Administrative Services
9%

Part III
Support for Programme Execution
10.2%

Part II
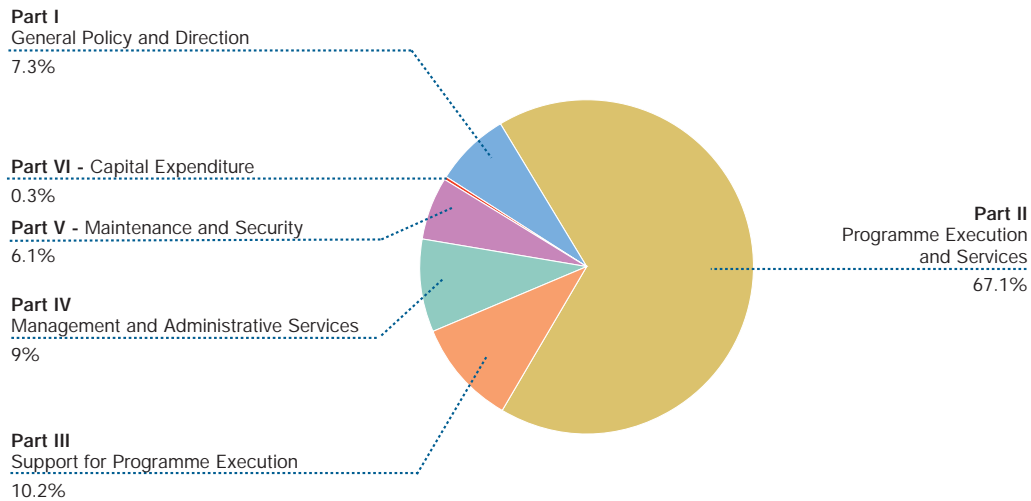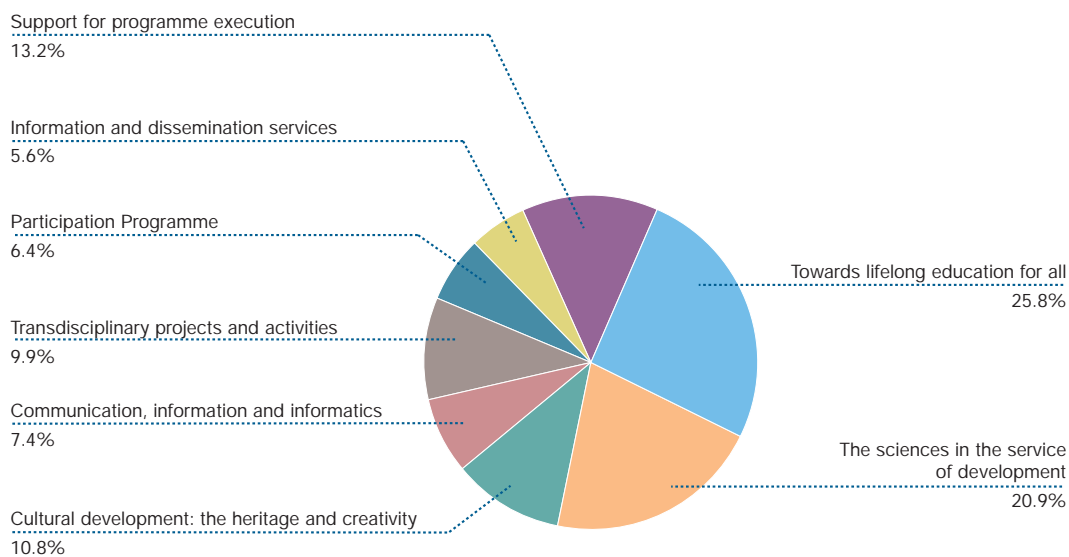Programme Execution
and Services
67.1%

Figure 10

Regular programme expenditure:
percentage distribution for programme execution and services
and support for programme execution, 1998-1999*

Support for programme execution
13.2%

Information and dissemination services
5.6%

Participation Programme
6.4%

Transdisciplinary projects and activities
9.9%

Communication, information and informatics
7.4%

Cultural development: the heritage and creativity
10.8%

Towards lifelong education for all
25.8%

The sciences in the service
of development
20.9%

* These figures relate to US $423,962,445 for Programme Execution and Support for Programme
  Execution (Parts II.A, II.B and III of the budget), which represent 77.3% of the full regular programme
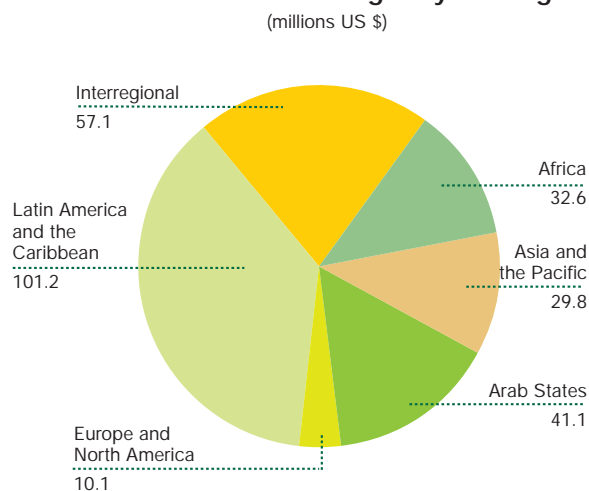 execution in 1998-1999.

Annex H

Figure 11

Total expenditure financed with funds provided by the United Nations and other extrabudgetary funding sources (1990-1991 to 1998-1999)

(millions US $)

Other extrabudgetary sources   UNDP, UNFPA and other United Nations sources
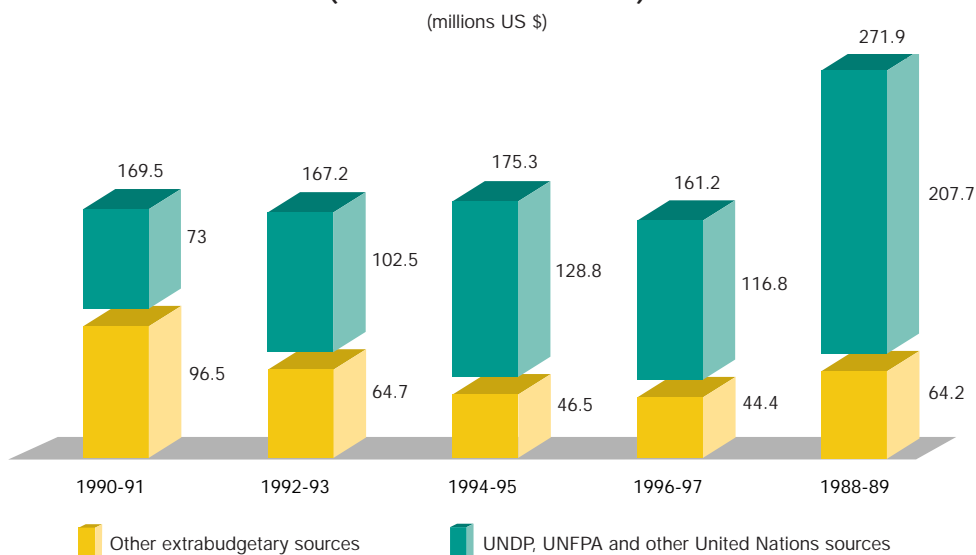
Figure 12

Distribution by region of expenditure financed with funds provided by the United Nations and other extrabudgetary funding sources (1998-1999)

(millions US $)

Interregional
57.1

Latin America
and the
Caribbean
101.2

Europe and
North America
10.1

Africa
32.6

Asia and
the Pacific
29.8

Arab States
41.1

Figure 13

**Distribution by sector of expenditure financed with funds provided by
the United Nations and other extrabudgetary funding sources (1998-1999)**

(millions US $)

Education
(ED)
119.5

Others
39.8

Natural
Sciences
(SC)
32.1

Social and
Human Sciences
(SHS)
37.8

Communication,
Information
and Informatics (CII)
19

Culture (CLT)
23.7