

Hundred and sixty-fourth Session

164 EX/4

Part I

PARIS, 29 April 2002

Original: English/French

Item 3.1.1 of the provisional agenda

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

PART I

SUMMARY

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

The first part of this report contains the main results achieved during the last six months of the 2000-2001 biennium, corresponding to document 30 C/5. It supplements the analytical review of the main results achieved during the first 18 months of the same biennium which was submitted for the consideration of the Members of the Executive Board in document 162 EX/4 Part I.

For the 165th session of the Board, the format for the first part of the report by the Director-General on the execution of the programme adopted (which will cover the first six months of the 2002-2003 biennium) will be thoroughly reorganized in order to give a clearer account of the progress made in achieving the expected results shown in the Programme and Budget approved by the General Conference and also in the implementation of the projects relating to the two cross-cutting themes. This reorganization is also designed to achieve the timely submission of C/3 documents.

MAJOR PROGRAMME I EDUCATION FOR ALL THROUGHOUT LIFE

1. During the last quarter of the 2000-2001 biennium the events of 11 September 2001 and their sequel, both in Afghanistan and throughout the world, brought sharp focus to discussions about quality and purpose in education. During the period concerned, UNESCO continued its mandated role in coordinating international efforts in favour of the campaign for Education for All. The first meeting of the High-Level Group on Education for All was held on 29 and 30 October 2001, the second meeting of the Working Group on Education for All took place from 10 to 12 September 2001 and the first *Monitoring Report on Education for All* was issued. UNESCO's Education Sector has developed more effective working relations with the other multilateral and bilateral agencies and NGOs involved to achieve constructive collaboration, notably in relation to the Dakar agenda (see document 164 EX/7). Such cooperation led, for example to the declaration of the United Nations Literacy Decade, which will be a flagship programme within the Education for All campaign. The internal reforms now under way, notably in the area of human resource policy and practice, should facilitate a more expeditious reaction to new priorities in future.

2. Programme I.1 continued its focus on advocacy, educational reform and capacity-building for trainers, within the context of promoting the implementation of the Dakar Framework for Action. Major efforts were made to increase the involvement of civil society in policy dialogues concerning all aspects of Education for All and the Dakar follow-up. Programme I.2 concentrated on reinforcing Member States' capacities to rethink the role of education and to undertake the necessary renewal, reconstruction and development of their education systems as a whole within and beyond the context of National EFA Action Plans.

I.1 Basic education for all

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Subprogramme I.1.1	2,896,886	2,772,201	95.7
Subprogramme I.1.2	4,189,421	4,483,786	107.0
Subprogramme I.1.3	5,389,201	4,980,913	92.4
Programme I.1	12,475,508	12,236,900	98.1

I.1.1: Providing basic education for all children

3. UNESCO concentrated on contributing to reforming and improving the quality of primary education in selected Member States, in the context of achieving EFA. Efforts have been made to work through existing national structures, including National Commissions, and to target areas of persistent weakness in primary education programmes. Support focused on strengthening national coordination and building national capacity to structure and implement reforms. UNESCO continued to support capacity-building in Madagascar to implement the reform programme and is part of the joint fund-raising efforts which led to the African Development Bank proposing \$2 million. A proposal prepared for a bilingual education feasibility study in Niger and Chad was submitted to the governments and to the Islamic Development Bank.

4. The provision of **textbooks for primary education** remains a key concern. UNESCO's contribution to capacity-building in this area through the UNESCO/DANIDA Basic Learning Materials (BLM) Initiative resulted in elaboration of textbook policies/law in five countries (Burkina Faso, Guinea (Conakry), Malawi, Mozambique and United Republic of Tanzania). The public and private sector coordination bodies organized refresher training workshops in various areas of the book chain, such as publishing, printing, writing of children's books and teachers' guides, book selling, book design and layout and editing. Although the main partners in the programme are DANIDA, ADEA and the UNESCO National Commissions, the programme works with NGOs, and national and international consultants. The Reading for All programme contributes to capacity-building for teaching and helps to popularize reading. In this field, Ghana organized an in-service training programme for 40 teacher trainers from 20 teachers' colleges. UNESCO contributed to the Second Pan African Reading Conference (Abuja, Nigeria, October 2001), a forum to present research in reading and share ideas on how to popularize reading in Africa.

5. **Breaking the poverty cycle for children** was the focus of several activities in relation to national development programmes. An international workshop organized by UNESCO brought together national officials working in areas of education and poverty and identified the need for: inclusion of strategies to assist the poorest children in PRSPs; strengthening of school welfare programmes; training to ensure learning for all children; and integrated planning and programme implementation involving the Ministries of Education, of Health and of Social Welfare. National monitoring systems for **monitoring learning achievement in literacy, numeracy and life skills** were established and strengthened in 20 countries worldwide, including manuals and handbooks translated into different languages. A sample of some 60,000 Grade 4 pupils, their parents, school heads and teachers were surveyed in these countries. Fifteen intensive capacity-building workshops trained a "critical mass" of endogenous human resources for monitoring and assessment of the quality of education. Some 80 trainees per country acquired skills in survey methodology, sampling, instruments development, testing, data analysis and report writing.

6. A roundtable discussion organized on Governance at local level identified priorities, discussed options for improving **educational governance** and explored likely indicators to evaluate progress in the implementation of governance at local levels. In Asia, UNESCO contributed to capacity-building for head teachers in school-based management. A handbook on *The Techniques of School-based Planning and Management for Headmasters and Teachers* was developed on the basis of experiences in the Asia-Pacific region. Four country studies in South Asia on the status of female teachers were undertaken, synthesized into a regional report, and used to develop pilot projects to strengthen the capacity of female teachers. UNESCO's contribution to primary education in the Latin America region includes providing the Cuban Ministry of Education with support for international cooperation and educational development through the exchange of information networking, and specialized technical assistance for the capacity-building of human resources.

7. UNESCO's activities in promoting **early childhood and parent education** as part of basic education programmes were reinforced through disseminating information and data on early childhood education, expanding partnerships and extrabudgetary support and consolidating inter-agency cooperation in all regions. Activities in Africa included exchange and networking between "Clos d'enfants" and other innovative early childhood structures projects in West and Central Africa, a consultation meeting on national early childhood policy programmes in Kenya and the third French-speaking Africa early childhood network meeting in Senegal. A two-week consultation visit to Arab States for regional early childhood programmes took place in August 2001. Training courses and materials for toy libraries as early-childhood community-based projects were developed in Latin American countries and the regional conference on parent education and support was held

at the end of 2001 (Santiago). Activities in Asia and the Pacific looked at early childhood indicators (Turkey).

8. As regards **inclusive education and the education of children with special needs**, activities for better awareness and a focus on the situation for marginalized learners and/or children excluded from education have been carried out through conferences and workshops such as a regional workshop in Santo Domingo at which 34 representatives from the ministries of education of 19 countries defined a set of priorities to advance the development of inclusive education in the region. This workshop demonstrated the importance of organizing workshops and forums to debate with the people in charge of basic and special education to advance in the development of inclusive education policies within the Education for All framework. Mobilization and involvement of Member States, NGOs and local and national partners, facilitated through strong support in terms of supporting materials regarding policy and best practices, have led to a greater involvement of public authorities and wider dissemination of information and experience to schools and education authorities.

9. Under the Asia-Pacific regional project some countries initiated inclusive schools through piloting and others strengthened capacity of personnel through training. Issues addressed have ranged from improving the school environment to meet the different needs of children with special needs through teacher training, community and parental support and policy support. A training workshop for assistants and coordinators of the “Educating in diversity in MERCOSUR countries” project, technically supported by UNESCO Santiago and financed by the Organization of American States (OAS), trained 30 participants from Argentina, Brazil, Chile, Paraguay and Uruguay in supporting and collaborating with schools in the development of educational projects that promote learning and participation of all children, considering and valorizing their differences. A planning meeting of the interregional coordination group of the Collective Consultation of NGOs on EFA decided to focus the next annual meeting on alternative approaches and quality issues in EFA and on an assessment of civil society participation in EFA processes. ICT-based consultation with NGOs was reinforced through regular mailing services on key EFA-related issues and the improvement of the EFA civil society web page.

1.1.2: Fostering literacy and non-formal education among youth and adults

10. As regards advocacy and mobilization for **literacy and non-formal education**, there were two very important events. The first was International Literacy Day (8 September) when five International Literacy Prizes were awarded amidst celebrations at Headquarters and in Member States. A study on the impact of these prizes was completed. The second event was the **proclamation of the United Nations Literacy Decade** for the period 2003-2012 by the fifty-sixth session of the United Nations General Assembly (19 December 2001). In resolution A/RES/56/116 the General Assembly took note of the “Draft proposal and plan for a United Nations literacy decade” submitted by UNESCO, and it further decided that UNESCO “should take a coordinating role in stimulating and catalysing the activities at the international level within the framework of the Decade”. For further information, see document 164 EX/38, item 7.1.1.

11. Capacity-building for improving and expanding literacy and non-formal education was continued through the preparation of prototype reference packages for non-formal education and the development of learning packages for empowering women farmers. *Gender and Post-literacy – A Non-formal Education Approach to HIV/AIDS Prevention* was prepared and posted on the UNESCO website. HIV/AIDS prevention materials produced at the Swaziland workshop were printed and disseminated. The Multichannel Learning for Empowering Women Farmers project, in collaboration with the Chinese National Commission for UNESCO, UNESCO Beijing, and the Yunnan Institute of Educational Research, trained agricultural extension workers and researchers,

health workers, curriculum developers and the media to integrate gender concerns into the ongoing NFE for poor women farmers.

12. Considerable efforts were devoted to **monitoring and evaluating non-formal education** in particular through the development of a prototype methodological package for NFE monitoring and evaluation and a handbook for developing a district-level Non-Formal Education Management Information System and the corresponding software. The package was discussed at two consultative meetings (United Republic of Tanzania and Cambodia) and a pilot project to test it was initiated. Critical evaluation of literacy assessment practices in Nigeria, India, Mexico and China were undertaken. In collaboration with the African network of the Collective Consultation of NGOs on EFA (CCNGO/EFA), UNESCO elaborated a capacity-building programme for local NGOs/CSOs working in education in sub-Saharan Africa and presented it to donors for funding.

13. Reinforcing public authorities' involvement in providing basic education and vocational training for **street and working children** and awareness-raising among the general public concerning the situation of these children and the denial of the right to education for all continued to be another major objective. Mobilization and involvement of Member States, NGOs and local and national partners for wider support for and involvement in the education of children in difficult circumstances were successfully developed and consolidated through a greater involvement of public authorities, a wider dissemination of information and experiences, and support to institutes and centres working with children in difficult circumstances.

14. An example of such an action is *The White Book of our Future*, first launched in Mali. During the period in question, more than 100 street children from Honduras participated in this project, which involves children being invited to express their fears and desires for the future through texts and drawings. Its aim is to encourage street children to think about their lives and to raise the awareness of decision-makers and the general public to the plight of these children and the need to combat social exclusion. Its methodology can be applied in any country. A study on street and working children covering 14 cities in India was carried out (UNESCO New Delhi). The project on "Empowerment of Street and Working Children through Non-formal Education Integrated Approach" in Bandung, Indonesia, was evaluated and used as a basis for the second Regional Training Workshop in China, which formalized Country Plans of Action. The quality of alternative approaches to literacy was improved through after-school workshops for 60 children with working/street children (UNESCO Montevideo). A Pilot Research Project "Street or school: what do children choose?" was also elaborated in Kazakhstan (UNESCO Almaty).

Special Project: Enhancement of learning opportunities for marginalized youth

15. Extrabudgetary funds have been secured for the setting up of an Internet exchange forum and virtual library on non-formal education and literacy and a feasibility study has been carried out defining the mapping, objectives and partnerships for this networking project. As regards capacity-building and action research, an action research on basic education alternatives in Senegal was carried out and the results published. The final report of the Special Youth Project was prepared for the General Conference and the lessons learned from the best practices of the Special Youth Project, *Making Knowledge Work*, was published in English and French.

Special Project: Promoting girls' and women's education in Africa

16. Regional training in Malawi (July 2001) and in Cote d'Ivoire (November/December 2001) produced 50 trainers of trainers from 26 countries. In addition, national workshops were organized in the participating countries. The construction of the Guidance, Counselling and Youth Development Centre continued, and the Director designate worked with the coordination team in

Malawi. More countries signed the Legal Framework of the Centre, bringing the total to twelve. Preparation for the first African Conference on Guidance and Counselling began and training materials production continued. *Les droits de la femme expliqués à ma fille - le cas de la Côte d'Ivoire* was published and the updated and printed modules in English were translated into Portuguese.

1.1.3: Mobilizing commitments and partnerships for education for all

17. The Dakar follow-up continued to be the dominant theme underlying the education programme. Among its coordinating activities, UNESCO organized the second meeting of the Working Group on EFA (UNESCO, Paris, 10-12 September 2001) and the first High-Level Group on EFA meeting (UNESCO, Paris, 29-30 October 2001). Complete details of these meetings and a full description of the situation concerning the implementation of the Dakar Framework for Action and progress towards national action plans can be found in documents 162 EX/7 and 164 EX/7 respectively.

Reinforcing the E-9 Initiative

18. The Ministers of Education of the E-9 Countries met in Beijing, China (21-23 August 2001), to review EFA progress and discuss the possibilities offered by ICTs for basic education. They adopted a strongly worded joint communiqué reconfirming their respective country's full commitment to EFA and thanking UNESCO for its continued support for this Initiative and the EFA programmes in the nine countries. The ministers stressed the role of early childhood care and education programmes to ensure the success of primary education, selecting this topic to be fully reviewed during the upcoming 2003 E-9 Ministerial Meeting. The study Literacy in the E-9 countries noted that very high levels of illiteracy still exist in many E-9 countries stating that reinforced national efforts would be required to achieve literacy for all. It also showed that quality and quantity of primary education suffered when and wherever high rates of illiteracy existed.

I.2 Reform of education in the perspective of education for all throughout life

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Subprogramme I.2.1	3,284,993	3,058,934	93.1
Subprogramme I.2.2	3,431,208	3,173,561	92.5
Subprogramme I.2.3	2,658,511	2,278,930	85.7
The status of teachers and teacher education in the information society	1,129,688	1,023,897	90.6
Education for a sustainable future	1,610,000	1,510,910	93.8
Programme I.2	12,114,400	11,046,232	91.2

1.2.1: Renewal of education systems for the information age

19. UNESCO continued providing advisory and technical upstream services to Member States for the design and elaboration of **national education development policies, strategies and plans**. The main thrust of UNESCO action is to help countries prepare or strengthen the existing education development plans in conformity with the recommendations of the Dakar Framework for Action.

Upstream support was provided for the formulation of national education reform and development programmes and mobilization of external financial and technical resources in more than 40 Member States, particularly in Africa and Latin America. On the basis of findings of a survey on the state of the preparation of national EFA Plans, and at the request of the Member States, technical and methodological support was provided for elaborating EFA-related plans and programmes through direct technical assistance, capacity-building and facilitating exchange of experience among the States. This includes assistance for reviving regional EFA forums in Africa, Asia, Latin America and the Arab States, support to the organization and functioning of national EFA groups as in the case of Haiti, Nepal, Senegal, Viet Nam, as well as technical assistance for the countries undergoing major reforms such as Algeria, the Republic of Moldova, Nigeria and the Russian Federation (for the Chechen Republic).

20. UNESCO reinforced **regional and international partnerships** and cooperative programmes with a variety of development agencies in the field of education policy and development with the framework of EFA follow-up. Partnerships are being initiated with the World Bank with a view to reinforcing synergy for support to the preparation of the Poverty Reduction Strategy Papers and national EFA Plans. Cooperative programmes and initiatives have been established with international and regional partners such as UNCTAD for LDCs, CONFEMEN and the Inter-Parliamentary Union, with a view to providing joint support in the preparation of national education policies and programmes.

21. As a contribution to **informing policy-making and decision-making** at all levels, the provision of documentation and information, both hard copy and in electronic format, to decision-makers, educational researchers and educational institutions continued to increase. The 125,000 documents distributed included over 4,000 copies of the multimedia CD-ROM *Educating for Citizenship* requested by teachers, teacher-training institutes and teacher-trainers. Efforts were deployed to improve support to educational networks, universities, IGOs and NGOs in education by providing them with relevant educational information. Use of ICTs has strengthened interactive cooperation with Ministers of Education, National Commissions and educational institutions in developing countries.

22. Within the context of the **countries in situations of emergency, conflict, crisis and transition**, UNESCO has focused its efforts on upstream and preventive action working towards building bridges between emergency and relief activities, and those oriented more towards development. Its initiatives have emphasized inter-agency cooperation and the involvement of NGOs and civil society, networking and sharing information on best practices, prevention and capacity-building through the development of strategies and normative frameworks for emergency action. To provide background information for those concerned with the reconstruction of the education system in Afghanistan, UNESCO published *Education and Afghan Society in the Twentieth Century* (November 2001).

23. A UNESCO website on education in emergency and crisis situations disseminating the most up-to-date information about programme activities has been set up in collaboration with the University of Pittsburgh (GINIE Project). The OFNET project (UNESCO Offices Network), in which a focal point deals with the specific problems of emergency education with local partners, has also been set up. Practical proposals on the protection of children in armed conflict situations have been made by UNESCO with a view to the forthcoming United Nations Special Session on Children.

24. Nineteen Member States have benefited from financial and technical support (Congo, Colombia, Guinea, Bangladesh, Iran (Islamic Republic of), Pakistan, Afghanistan, Kazakhstan, Tajikistan, the Democratic Republic of the Congo, Angola, Algeria, East Timor, Albania, Kosovo,

Somalia, Eritrea, Mozambique and Uganda), ranging from training teachers in refugee camps to the preparation of specific extrabudgetary projects, and including the production of teaching materials (textbooks) and the introduction of new curricula. The PEER Programme in the Horn of Africa and Great Lakes region was strengthened, in particular through the implementation of new extrabudgetary projects for Somalia, Eritrea and Sudan. Activities concerning the follow-up to Dakar focused chiefly on the establishment of a FLAGSHIP programme for countries in crisis situations and the finalization of operational guidelines for the preparation of the “emergency education” component designed to help Member States to develop their own national plans. A master plan has also been drawn up for the same purpose.

25. UNESCO’s contribution to the “Oil for Food Programme” in Iraq, has been renewed and expanded. UNESCO is now in a better position to meet the challenges of this unique programme, by promoting mutual capacity-building and the transition to sustainable development objectives in the field of education.

26. Continued progress was made in assisting Member States in the field of educational building, creating enabling environments so as to improve educational accessibility and performance. A project proposal including detailed drawings, structured drawings, etc., for the construction of a secondary school for girls in Baghdad (Iraq) was finalized and approved by the Iraqi Ministry of Education in October 2001. In the Palestinian Autonomous Territories the construction of Odela Primary Co-ed school was successfully completed. During the period under review, furniture and educational materials, 1,340 students’ desks, 2,480 students’ chairs, 332 teachers’ chairs and 167 cabinets were produced and delivered to rehabilitated schools.

1.2.2: Renovation of general secondary and vocational education

27. The major trends, challenges and priorities in **secondary education reform and expansion** identified by the UNESCO International Expert Meeting on General Secondary Education in the Twenty-first Century (Beijing, May 2001) were made available to Member States and international organizations through the publication and the dissemination of the final report. This report served as a basis for several national and regional initiatives on secondary education, more specifically in Africa and in the Arab States. Technical assistance has been provided to Ministries of Education in Latin America and the Caribbean and in Asia to expand and improve the quality of secondary education.

28. Policy dialogue as well as exchange of information, materials and experiences between Member States were promoted through the launching of an International Network of Government Officers in Charge of Science and Technology Education in Ministries of Education (INGOSTE) (currently comprising 65 participants). Informed decision-making was supported through the preparation and dissemination of a Framework for Action and a document on Policy Guidelines in Science and Technology Education (STE) to decision-makers of Member States. Capacity-building was enhanced through a workshop on Teacher Materials Creation/Implementation for STE in Southern Europe (Thessaloniki, Greece, 27-31 August 2001), a workshop on Scientific and Technological Literacy (Kingston, Jamaica, 25-28 September 2001), teaching/learning materials for SEMEP countries including three modules on *Food, Forests and Marine Environment* and a CD-ROM entitled *Go-Green*; and the publication and dissemination of a CD-ROM on Biotechnology for secondary schools. *Innovations in Science and Technology Education*, Vol. 8, was prepared, devoted to **science and technology education** in the twenty-first century. Additional support will be provided by a survey on the state of STE in 46 Member States during this period and a project on Scientific, Technical and Vocational Education for girls in Asia. The recommendations of the external evaluation of UNESCO’s Science and Technology Education Programme carried out in fifteen Member States for improving and expanding the impact of the programme in the Member

States were taken into account in the preparation of the 2002-2003 work plans. The Monitoring Learning Achievement for the Assessment of the Quality of Secondary Education (Mathematics and Science with Life Skills) was launched in 30 countries at subregional levels.

29. A national training workshop involving 35 participants on gender-sensitive material development strategies on **HIV/AIDS** organized jointly with UIE, UNAIDS and the China Working Committee on Children and Women (December 2001) was the first initiative of the sort in the field of HIV/AIDS preventive education in China by UNESCO. The integration of preventive education and school health issues in National EFA Action Plans was promoted through, *inter alia*, two meetings. UNESCO, UNICEF, WHO, the World Bank, Education International, EDC and CDC organized a Conference on the importance of school health and HIV/AIDS prevention to achieve EFA (Paris, July 2001) for representatives from Ministries of Education and Health from the E-9 countries and UNESCO and UNAIDS organized a regional seminar for 18 Arab States on the institutionalization of HIV/AIDS prevention in the school system (Brumana, Lebanon, October 2001). The French version of the inter-agency training and resource manual on school health and HIV/AIDS education was published and utilized in a training seminar for teacher representatives from six African countries (Dakar, Senegal, November 2001).

30. As a result of the development and field-testing of the teaching-learning-training package “Learning about small business”, resource material adapted to the needs of the non-formal sector in the Pacific countries is now available to those countries. National capacities regarding **TVET** were increased through a number of activities. A series of national workshops provided Kazakhstan with a set of self-evaluation guidelines to monitor and manage technical and vocational education programmes to ensure their quality and relevance to the world of work. The African regional conference on the “Promotion and reform of TVET in Africa”, contributed to the 11 participating countries’ capacity to develop plans for the reform of national TVET systems based on the Seoul Congress recommendations. Two training packages on cross-cutting themes relating to “Career/life guidance and counselling” and “Environmental issues in TVET” were also very effective.

1.2.3: Higher education and development

31. The **follow-up of the World Conference on Higher Education** remained a priority and the mobilization of all partners (national commissions, international follow-up committee, focal points, IGOs and NGOs) for the Conference’s follow-up was pursued as well as the reflection and debate on key higher education issues. Implementation of the WCHE follow-up strategy was examined and approved by the Bureau of the International WCHE Follow-up Committee and information on follow-up projects, studies and reports was widely disseminated so as to serve as input to the debate on the roles and missions of higher education in the twenty-first century. The UNESCO Higher Education e-Forum organized two debates (September and October) on management and financing and internationalization of higher education. UNESCO Bangkok increased Member States’ awareness of the challenges of the twenty-first century through a workshop on “Challenges facing GMS countries in economic globalization” (24-26 October 2001, Hanoi, Viet Nam) and an International Conference on “Facing global competition: Open learning and information technology – problems and promises” (12-14 November 2001, Yogyakarta, Indonesia). UNESCO Dakar provided assistance to the Government of Burundi to organize a national consultation on reform of higher education (October 2001) and organized subregional and regional training workshops on teaching and learning in higher education (Addis Ababa, Ethiopia, September 2001; Windhoek, Namibia, October 2001). CEPES organized an International Seminar on “Teaching and organization of studies in the virtual and classical university: Conflict and/or mutual Reinforcement” in collaboration with the University of Puerto Rico, the Hispanic Educational Telecommunications System (HETS) and the Association of Caribbean Universities (UNICA), San Juan, Puerto Rico (22-24 October 2001) and an international meeting on “Institutional approaches

to teacher education [within higher education] in the Europe region: Current models and new developments”, in collaboration with the German Commission for UNESCO and the Senate of Berlin (Berlin, Germany, 7-9 December 2001).

32. The external evaluation of the six-year Special Project “Women, Higher Education and Development” was examined by partners (17-18 September) and proposals for future action and activities in favour of women in higher education were formulated.

33. The **UNITWIN/UNESCO Chairs Programme** continued to expand with some 500 established UNESCO Chairs and UNITWIN Networks in January 2002 (up from 481 in July 2001, 449 in July 2000 and 405 in December 1999). They are established at universities of 113 Member States of UNESCO (109 in July 2001, 106 in July 2000 and 103 in December 1999) and involve over one thousand institutions of higher education (host and partner institutions). UNESCO continued to improve the internal management and coordination of the Programme and streamline procedures relevant to the establishment of new Chairs, and to monitoring and evaluating their activities. The Secretariat has proceeded with cancellation of some 25 Agreements concerning UNESCO Chairs that have fulfilled their objectives or become “inactive”. The findings and recommendations of the external evaluation (2000) were translated into the set of new procedures for the UNITWIN/UNESCO Chairs Programme. Measures to improve geographical and subject coverage of the newly created Chairs and Networks permitted the strengthening of their impact on the national development efforts. Networking of institutions of higher education subregionally, regionally and interregionally has permitted building of academic excellence centres.

34. The Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications was established under the auspices of UNESCO to link existing frameworks dealing with international issues of **quality assurance, accreditation and the recognition of qualifications**, and to provide a platform for dialogue between them. The sixth Session of the Intergovernmental Committee for the Application of the International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States bordering the Mediterranean was prepared (14-15 January 2002, Valetta, Malta). Student mobility was facilitated through further development of the Studying Abroad Website, including the addition of “Highlights from the regions” as a result of consultations with field offices, through regular updates on current activities on access, mobility and quality assurance, and through a section on “How to use the Conventions” aimed at students. The development of new software for *Study Abroad* began.

The status of teachers and teacher education in the information society

35. Through evidence-based advocacy, **teacher education** was notched up as an international economic and social issue with the result that the issue was adopted in G-8 priorities (Genoa Summit 2001), was accepted in the form of a flagship programme by the Inter-Agency Working Group on EFA along the lines jointly suggested by UNESCO, ILO and Education International, and was the subject of a UIS/OECD publication, *Teachers for Tomorrow's Schools*, which in turn resulted in wide public awareness of the profile and burdens of the teaching profession. A working group was set up to advise on a medium-term report on the world situation concerning tertiary level academic freedom and institutional autonomy, especially as affects higher education as an EFA development issue. This resulted in the establishment of parameters for the 2002-2003 biennium report, ten national case studies on the use of open and distance learning (ODL) in teacher education, published in summary form, were developed at Headquarters, ten others were prepared by BRENDA, and four major documents on programmatic ODL and ICT-oriented advice were at the printing stage at the close of 2001. Even before publication, elements of these documents were actively used in regional workshops (e.g., Asia: PROAP, Malaysia, November 2001; Europe: World

Confederation of Teachers' Regional Meeting, Poland, December 2001). The declining status of teachers and the projected need for 15 million new teachers by 2015 was brought to world attention through World Teachers' Day. Worldwide coverage was given to these issues and a UNESCO study for 2002-2003 on the shortage issue is in the pipeline.

Educating for a sustainable future (Environment, population and development)

36. UNESCO continued to undertake a number of activities to demonstrate that the transdisciplinary and intersectoral approach can be put into practice and that through this strategy it is possible to review policies and programmes for education in the perspective of a sustainable future and to reorient formal and non-formal education, targeting concrete needs and problems as they manifest in real life. Several learning and teaching materials were translated, produced and disseminated. During the second half of 2001 a new multimedia teacher education programme, *Teaching and learning for a sustainable future*, was produced. Available as a CD-ROM and on a website, it is hoped that it will reach as many as possible of the world's 60 million teachers. It is envisaged that the programme will be adapted to local, national and regional needs. In addition a website on Education for Sustainable Development has been designed for making available all the information concerning the development of the project during the past ten years as well as the reports on the official documents submitted by UNESCO to the Commission on Sustainable Development as a task manager for Chapter 36 (on Education) of Agenda 21.

UNESCO education institutes

37. Better integrating the work of UNESCO's institutes with the overall programme of the Organization is the declared aim of the Executive Board, which reviewed proposals for a strategy to achieve this at its 162nd meeting. The six education institutes are diverse in mission, maturity and size but some generalizations can be made about their recent work. Each has developed a tighter focus on its core task – partly because of cuts in funding from the regular budget, priority was given to the key priorities of the overall UNESCO programme and close attention was paid to field-based and country needs in defining activities. In reviewing proposals for an overall strategy for the institutes, the 162nd session of the Executive Board called for delegation of authority, flexibility and greater programme coherence to be the guiding principles for the integration of the institutes into UNESCO's overall framework and invited the Director-General to report back on progress made in applying the criteria laid out in paragraph 19 of document 162 EX/18 at its 165th session. A good start has been made in applying these principles. In accordance with their statutes, separate reports on the activities of UNESCO's education institutes were submitted to the 31st session of the General Conference (cf. 31 C/REP/1 for IBE; 31 C/REP/2 for IIEP; 31 C/REP/3 for UIE; 31 C/REP/6 for IITE; 31 C/REP/7 for IESALC; 31 C/REP/8 for IICBA).

International Bureau of Education (IBE)

38. The second half of 2002 saw, in particular, the preparation and holding of the 46th session of the International Conference on Education (5 to 8 September 2001: 127 countries represented, over 600 participants (90 ministers and deputy ministers, nine IGOs, 13 NGOs and three foundations)) on the theme: Education for all for learning to live together: contents and learning strategies – problems and solutions. The final report and a CD-ROM containing all the conference documents and the national reports have been published. IBE also responded to the needs of Member States in the following fields: capacity-building with regard to the adaptation of educational content, methods and structures at the national, subregional and regional levels; development of a platform/observatory of structures, contents and methods (resource bank, information/documentation, website), and publications. All these activities have been the subject of systematic evaluations. The

successful 46th session of the International Conference on Education was an excellent experience for IBE and UNESCO, in particular for the renewal of ways and means of dialogue on education policies. In this period IBE also began activities enabling it to function as a clearing house in the field of curricula promoting prevention of the HIV/AIDS pandemic.

International Institute for Educational Planning (IIEP)

39. IIEP'S Intensive Training Courses (ITC), workshops and specialized seminars aimed at training specialists in order to reinforce national capacities for the planning, management, evaluation, reform and reconstruction of education systems. Twelve Intensive Training Courses were organized during the period, attended by 280 participants, and four seminars were offered to 96 specialists. IIEP diversified its modes of intervention by organizing distance education courses using new information and communication technologies and new activities to interact with former trainees. IIEP's annual Summer School in July brought together participants from national public administrations, aid agencies, NGOs and university and research organizations.

40. As regards study and research activities, IIEP finalized its four research programmes, published nine case studies, 14 publications and two Newsletters. Twelve SACMEQ countries completed the main data collection of SACMEQ's second education policy project, including an assessment of the performance levels of students and their teachers in the areas of literacy and mathematics. Some 50,000 students; 5,000 teachers and 2,500 school principals from 2,500 primary schools across the southern Africa subregion will be involved in the data collection for this project. National capacities in educational planning and administration were strengthened through operational activities in Algeria, the Palestinian Autonomous Territories, Dominican Republic, Mexico, Argentina, Chad, Grenada, Guinea, Mali, Mauritania, Morocco, Nepal, Brazil, Uruguay, Chile and Peru.

UNESCO Institute for Education (UIE)

41. The UNESCO Institute for Education continued to pursue educational programmes from a perspective of lifelong learning. It organized in July the international conference on "Lifelong learning: Global perspectives in education", jointly with the Beijing Academy of Educational Sciences" (BAES), the American Association for Adult and Continuing Education, the Grundtvig Programme of the European Commission and the Chinese National Commission for UNESCO. It brought together 200 participants, shared practices of lifelong learning across countries and regions, and discussed how to monitor lifelong learning developments in the context of the Fifth International Conference on Adult Education (CONFINTEA) and the World Education Forum in Dakar.

42. In November the Institute convened an international conference on "The making of literate societies revisited", jointly with UNESCO Headquarters, the German Foundation for International Development (DSE) and debated with some 50 literacy experts from developing countries and the concerned development partners on the inter-related dimensions of literacy such as use, provision and learning, the learning environment and institutional context. At the subregional level a seminar (Benin) assisted Western and Central African Member States in articulating their literacy and adult learning policies. As part of the first Dakar monitoring report, UIE prepared a synthesis of contributions received from many countries and agencies on the implementation of literacy, non-formal education and youth and adult learning components of the Dakar Framework. It also organized a regional (Africa) and two national (China, Philippines) seminars on capacity-building for HIV/AIDS prevention from a gender perspective. The Institute continued to promote Adult Learners' Week. A European regional consultation (December 2001) also brought together over

100 participants from 22 countries (in cooperation with the European Union and the Belgian Government).

UNESCO Institute for Information Technologies in Education (IITE)

43. Applied research and project development in different areas of ICT application in education were continued, in particular on ICTs and distance learning, multimedia in education, and indicators of ICT usage in education. Investigations in other areas were started following the recommendations of international expert meetings, e.g. ethical, psychological, societal and legal problems of application of ICTs in education and ICTs in teaching/learning of foreign languages. The research findings were used in IITE activities aimed at strengthening capacities of UNESCO Member States in application of ICTs in education and were realized in forms of training, preparation of sets of training and support materials, advisory services, development of national pilot projects and clearing house activities.

44. IITE clearing house activities at the service of UNESCO Member States were enhanced due to the upgrading of the IITE information system on information technologies in education – WWW portal, consisting of a website, database and interactive tools. The IITE database on ICTs in education containing resources in four languages was enlarged.

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

45. Following the revision of the Programme and Budget of IESALC for 2001 and the new strategic orientations and actions approved during the First Special Meeting of its Governing Board (Caracas, Venezuela, May 2001), the Institutes' activities concentrated on three or four large-scale projects at a regional level. A cost-sharing technical assistance programme was set up to support the actions undertaken by the Member States for the renovation of their higher education systems. Cooperation agreements negotiated during the period concerning assistance to three countries that participate in this Programme in the key areas selected by the competent authorities in this field (Bolivia, Ecuador and the Dominican Republic) that include, *inter alia*, technical cooperation activities in the areas of financing, gender, connectivity, editions, and seminars.

UNESCO International Institute for Capacity-Building in Africa (IICBA)

46. The IICBA Board met in Arusha (October 2001), at the time of the ADEA Ministerial Conference. It reviewed the work done by the Institute over the previous 18 months and approved the work plan and budget for 2002-2003. Board members suggested innovative ways of funding IICBA's work, such as asking countries to pay for the programmes through their own and donor funds for their countries, in order to expand activities and programmes to cover a larger number of institutions and countries.

47. Activities concerning teacher education during the period included workshops run by IICBA and the Indira Gandhi National Open University (IGNOU) to develop distance education skills in Monrovia and Addis Ababa, an HIV/AIDS training workshop for NGOs in Nazareth, Ethiopia (December 2001) organized with USAID, and the establishment of a teacher-education network covering Senegal, Liberia, Ethiopia, Madagascar and Zimbabwe, including an Internet chat room. An HIV/AIDS electronic library has been completed, targeted at enabling teacher education and classroom teachers in primary and secondary schools to teach about HIV/AIDS in the classroom.

48. As regards education for all, the education of nomads pilot project was successfully launched in six East African countries, jointly with IIEP and UNICEF in East and southern Africa; the

assessment of learning in mathematics and science at primary- and secondary-school levels in Africa was launched through a workshop attended by a dozen English-speaking African countries in Johannesburg, South Africa, in November 2001. The African Academy of Languages was established in Bamako, Mali, with the support of IICBA and UIE.

49. High-level capacity-building took place in the form of Senior Executive Seminars for Ministers of Education (Geneva, September 2001) and Arusha (October 2001), and a workshop in Maputo, Mozambique (November 2001) bringing together Permanent Secretaries of Education Ministries and economists from regional economic institutions which resulted in agreement to develop a draft curriculum for educational planners on economics and one for economic planners on education to be integrated into existing training programmes for educational and economic planners.

Towards a culture of peace

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Unit 1	40,000	32,093	80.2
Unit 2	2,494,860	2,147,500	86.1
Unit 3	136,353	123,327	90.4
Towards a culture of peace	2,671,213	2,302,920	86.2

Components of the transdisciplinary project implemented by the Education Sector

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

50. With a view to promoting access and the right to education, UNESCO, with the Raoul Wallenberg Institute for Human Rights and Humanitarian Law, prepared a manual on human rights education and the minorities, and increased its collaboration with the European Association for Education Law and Policy. A textbook (in both English and French) for Member States and regional offices entitled *Education and the fundamental rights of the child*, containing a selection of relevant international laws and conventions, was produced and disseminated.

Unit 2 – Educating for a culture of peace

51. UNESCO contributed to the **development of national plans and programmes of education for a culture of peace**. It provided technical and financial assistance to the Vietnamese National Commission for UNESCO for the organization of a National Seminar on Education for a Culture of Peace in Viet Nam (Hanoi, 12-13 November 2001), which paved the way for practically integrating the concept of a culture of peace into the Vietnamese school curricula at all levels and increasing the number of school subjects affected. Also, following a joint UNESCO/Council of Europe mission to the Republic of Serbia to discuss strategies and measures to introduce democratic citizenship and human rights education within the Serbian formal education system, a “National Seminar on Education for Democratic Citizenship” was organized jointly by the Ministry of Education, UNESCO and the Council of Europe (Belgrade, 12-15 December 2001). It took place in the context of the reform of the education system and made recommendations on the democratization process, as well as on the introduction of Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) into the formal education system.

52. The Regional Conference on **Human Rights Education** for Latin America and the Caribbean (Mexico City, 28 November-1 December 2001) organized with the support of the Mexican Government concluded a series of regional conferences organized by UNESCO in close cooperation with the Office of the United Nations High Commissioner for Human Rights (OHCHR) within the framework of the United Nations Decade for Human Rights Education (1995-2004). Concrete recommendations for the promotion of human rights education at regional and national levels were elaborated and an impetus was given to the design and implementation of national plans for human rights education in the countries of the region. The debate is reflected in the *Mexico Declaration on Human Rights Education in Latin America and the Caribbean*.

53. Several initiatives were undertaken to promote **non-violence education**. A conference on “The child’s right to expression: A response to violence” was held on 19 November 2001, held in collaboration with the Conseil Français des Associations pour les Droits de l’Enfant (COFRADE) and the French Ministry of Foreign Affairs on the occasion of World Children’s Day. Also, the first Children’s Performance Art Festival was organized in Beijing (August 2001) with the participation of child artist groups from China, the Democratic People’s Republic of Korea, Japan, Mongolia and the Republic of Korea as well as from Macao/China. The Festival promoted dialogue, peace and understanding among the cultures of these countries. In addition, construction began on a website on Education for Human Rights and Democratic Citizenship and UNESCO, in cooperation with the Interamerican Institute for Human Rights (IIDH) and Human Rights Education Associates (HREA), also created the Red Interamericana de Educación en Derechos Humanos, an electronic network which offers a platform for discussion and exchange of experience and resources specific to the region. The network, run by IIDH, in Spanish and Portuguese, facilitates the exchange of experiences and information among institutions, IGOs, NGOs, universities, experts and activists working in the field of human rights education. UNESCO also supported a number of activities of the Asian-Pacific Centre on Education for International Understanding (APCEIU), a newly created UNESCO-affiliated Centre, including a survey of the situation of education for international understanding in a number of countries in the region, an International Symposium on “Peace Movement and Education in Asia-Pacific” Conflict Zones (Seoul, Republic of Korea, 20-22 November 2001) and a quarterly magazine, *SANGSAENG Living Together, Helping Each Other*.

54. The project “Intercultural and human rights education in Albania (primary and secondary levels)” financed through Italian funds-in-trust has helped to build specialized capacity within the Ministry of Education and the Institute of Pedagogical Studies. The project “Education for human rights and democracy in the Central American Isthmus (Costa Rica, El Salvador, Guatemala, Nicaragua and Honduras) which started in August 2000 and is financed by DANIDA aims at consolidating the educational policies towards human rights education, train educators and other key personnel, producing educational materials for human rights and democracy and completing the establishment of subregional networks.

55. The subregional pilot project on “Education for human rights and democracy” (Mozambique, Namibia, Zimbabwe), financed by DANIDA, seeks to raise awareness of human rights and enhance democratic processes and practices so as to contribute to the development of democratic societies in the above countries. The project activities ended in December 2001. Country-specific educational materials were produced and implementation concentrated mainly at national level. A final evaluation carried out by external consultants showed that both Mozambique and Namibia are working towards mainstreaming EHRD activities into national budgets. Similar projects are foreseen in other countries which have expressed interest, namely Botswana, Malawi, Lesotho, Swaziland and South Africa. UNESCO is a technical and financial partner in a project on “Training of Kosovar Teachers in Democracy and Human Rights”, implemented by the Kosovo Centre for

Human Rights (KCHR), a local NGO, and supported also by USAID, Plataforma x Kosova – Barcelona, CARITAS Spain, and the Finnish Human Rights Group. The final evaluation, undertaken in November 2001 by UNMIK, the Kosova Centre for Human Rights (KCHR) and the Finnish Human Rights Group recommended: (i) to introduce democracy and human rights education into mainstream curriculum in Kosovo based on this project's experiences; (ii) to continue and expand this project in other regions of Kosovo; and (iii) to produce a resource book for teachers on HRE based on the experiences.

56. During the period concerned, UNESCO also worked towards **Improving the content and methods of education and training for a culture of peace**. A training manual for teachers entitled *Education for a Culture of Peace in a Gender Perspective* by Professor Betty Reardon was published in English targeting pre-service and in-service teacher training for upper secondary schools. It will also be useful at other levels of the formal education school system as well as in non-formal education. A multimedia CD-ROM *Educating for Citizenship* produced in cooperation with Education International, containing a glossary, a bibliography, guideline texts and normative instruments, different methodological guides, several learning activities and a selection of videos related to this field, was widely disseminated to UNESCO's partners. With the aim of producing practical tools for conflict resolution in the formal and non-formal education context, two publications, *Best Practices on Conflict Resolution at School* and *The Art of Living in Peace* were produced, presenting various methods of conflict resolution. They will be available in June 2002 in both English and French.

57. Through its implementing partner D@dalos Sarajevo, UNESCO is also providing support by offering (1) an extensive EDC information resource (see <http://www.dadalos.org/>) and (2) in-service teacher training for the use of ICT in education. Teachers learn how to use computers, the Internet and the D@dalos resource, which is also available on CD-ROM for off-line use. The program is operational since 1999 in Bosnia and Herzegovina, Croatia and Kosovo and newly started up in Albania. The extension to Serbia, Montenegro and Bulgaria is being prepared.

58. With regard to physical education and sport, the period under consideration saw the continuation of the follow-up to MINEPS III, coordinated by the Intergovernmental Committee for Physical Education and Sport (CIGEPS) with the assistance of the Secretariat. A series of activities was carried out, in particular with regard to the strengthening of physical education and sport programmes and their enhancement in schools and universities. Various teaching, information and educational materials were produced. In addition, consultations and meetings of educators, experts, teachers and political decision-makers were held with a view to moving forward and adapting the Declaration and Recommendations of MINEPS III to the current situation in each region, and to the objectives set by CIGEPS through its working groups, in particular the objective relating to women and sport. Seminars held in Cuba and Athens resulted respectively in the elaboration of a plan of action for UNESCO follow-up for Latin America, to be coordinated by Cuba, and in a proposal for the establishment of a new type of mechanism aimed at creating an international observatory on sport and women.

59. The Africa region used the framework of the Supreme Council for Sport in Africa to host a regional meeting on "The contribution of sport to peace", at which government experts, sport movements, NGOs and United Nations agencies adopted provisions. The follow-up to and implementation of the action plan adopted by the round table on "Daily sport and peace" (Yamoussoukro, June 2001) led to the launching of its first phase, concerning the demobilization of child and adolescent soldiers in Sierra Leone through physical education and sport, in close cooperation with the government authorities, the ECOWAS Conference of Ministers of Youth and Sport and the International Olympic Committee. The production of a world encyclopaedia of traditional games and sports was initiated in accordance with the MINEPS III recommendations.

60. During this period, emphasis was placed on the qualitative development of the **Associated Schools Project network**. The final report of the Third International Workshop “Continuing the Dialogue on ASPnet Priorities for the 21st Century” held in Doha in January 2001 and indicating new lines of action for ASPnet was produced and widely distributed. New measures were taken to reinforce ASPnet communication channels and networking capacity through an improved illustrated international newsletter *ASPnet news infos*, a new booklet entitled *ASPnet Learning to Live Together* was produced, the ASPnet interactive website was renovated and a listserv was set up for more rapid exchange of information among stakeholders.

61. With a view to strengthening ASPnet in western Africa, a regional workshop was held in Ouagadougou, Burkina Faso from 16 to 20 July. Several major events were conducted within the framework of ASPnet Flagship Projects, including a wide range of innovative activities to improve teaching about the Transatlantic Slave Trade (TST) and intercultural learning conducted by Associated Schools in some 25 participating countries in Africa, Americas/Caribbean and Europe and presented at the International TST Meeting of “New Prospects and Partnerships”, Charleston, South Carolina held from 25 to 29 July. Special Peace Pillar Awards were granted to 70 ASPnet schools throughout the world for outstanding activities conducted in support of a culture of peace and non-violence and 25 of them will be published as “best practices”. An International World Heritage Youth Forum was held in Karlskrona, Sweden from 3 to 8 September. A subregional workshop on World Heritage Education in Granada, Nicaragua took place on 29 and 30 November. An International World Heritage Education Workshop was conducted in Helsinki, Finland from 11 to 15 December and several young people presented their views to the 25th session of the World Heritage Committee meeting in Helsinki the same week.

62. ASPnet has continued to expand and 90 more institutions were registered bringing the total number of participating schools to 6,926 in 171 countries.

63. In the field of **Linguistic diversity and multilingual education**, an agreement was signed with Terralingua and WWF to produce educational materials in coordination with UNESCO on the linkages between linguistic diversity and biodiversity, to be presented and distributed at the Earth Summit in September 2002. An initial map has been finalized and printed in poster form in English and French. Work is proceeding on the accompanying booklet. As regards mother tongue education, work continued on the development of materials on training in the creation of orthographies. A first version of a training manual was completed, and requires further refinement. Work began on the mapping of language use in schools. An analysis of the European region and the Asia Pacific region was begun charting the use of languages in countries at the level of primary schooling. A review of UNESCO language policy over the past decade was carried out with a view to developing a UNESCO-wide strategy. Support was given to the Latin American meeting on Language and Educational Policy (Mexico City, December 2001) convened by UNESCO together with the Mexican Government.

Unit 3 – From interculturality to cultural pluralism

64. Intercultural dialogue was encouraged through cooperation with G-Eckert Institute, Germany that resulted in the production of an electronic version of the tenth issue of the *Newsletter* of the UNESCO International Textbook Research Network. The *Newsletter* is intended to promote exchange of ideas and experiences among Network members on issues related to the revision of history, geography and social sciences textbooks.

**MAJOR PROGRAMME II
THE SCIENCES IN THE SERVICE OF DEVELOPMENT**

II.1 Advancement, transfer and sharing of scientific knowledge

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Follow-up to the World Conference on Science	980,643	965,203	98.4
Subprogramme II.1.1	8,773,901	8,503,458	96.9
Subprogramme II.1.2	2,591,400	2,331,457	90.0
Programme II.1	12,345,944	11,800,118	95.6

Follow-up to the World Conference on Science

65. The Organization continued providing advisory and technical upstream services to Member States for the **design and elaboration of national science policies, strategies and plans**. Cooperative programmes were launched and advisory services provided for the formulation of national S&T policies in Bahrain, Lebanon, Nigeria and the Lao People's Democratic Republic. Support was provided for the conference "Innovation 2001" held in Tashkent on 22 and 23 November 2001. A UNESCO-EOLSS Chair in science and technology policy was established at Zhongshan University, Guangzhou, China, with a view to exchanging experiences in strengthening regional systems of innovation through a reinforced cooperation between universities, research institutions and the industry.

66. The Organization contributed, through its Office in Nairobi, to UNISPAR-related activities in Africa: a report on issues and constraints in University-Industry partnership was published and guidelines for fostering such partnerships were prepared. A study to facilitate the integration of science and technology in the micro-finance schemes for poverty reduction in Africa was undertaken. In Europe, an assessment of the status of implementation of the Reform of the Research & Development system in the Republic of Moldova was carried out in cooperation with CEPES (Bucharest). Thirty (30) policy-makers and administrators from Croatia, Yugoslavia, Slovakia, Hungary, Ukraine, Moldova, Lithuania, Romania, Estonia, Poland and Albania, were trained on the management of S&T innovation systems. The training took place in Budapest, in November 2001, in cooperation with the Centre for Innovation Policy Research and Education of Budapest.

67. A UNESCO Chair for women, science and technology was established at the University of Buenos Aires and launched in December 2001. Located at FLACSO Headquarters, Argentina, this Chair is preparing a research programme on the mainstreaming of gender equality in science policy in Latin America together with multimedia documentation on this theme for students and teachers in higher and secondary education. Support was given to the eighth International Expo-Sciences (Grenoble, France, July 2001). Some 1,200 young people from 60 countries participated in the event, making presentations of their projects in different fields of science, such as physics, mathematics, environment and space. Finally, following the feasibility study for the celebration of a World Science Day for Peace and Development, the General Conference approved the proclamation of such a Day on 10 November each year (31 C/Resolution 20).

68. An overall report on progress achieved in the follow-up to the **World Conference on Science (WCS)** was presented to the 162nd session of the Executive Board. The Board recognized that the WCS and the first phase of its follow-up inspired a wide range of national, regional and international activities conducive to a commitment from, and to, science for the benefit of society. The draft analytical report to governments and international partners on the follow-up to the WCS has been compiled and is being prepared for wide distribution. Numerous articles on activities undertaken by partners in the WCS process were published in UNESCO's electronic *Newsletter on the World Conference on Science Follow-up*.

II.1.1: Advancement, transfer and sharing of knowledge in the basic and engineering sciences

69. Poverty reduction remained as an essential goal in the promotion of engineering and technology. To this end, UNESCO continued to encourage building human resources capacity in science and technology by supporting networks and the sharing of available training resources. Further contribution was made to strengthen **university teaching in the basic and engineering sciences** through regional collaboration. Attention was paid to the participation of women scientists and technicians in the implementation of activities and in the use of results achieved. In this context, an expert group meeting for the revitalization of continuing engineering education (CEE) in Africa was organized by the Nairobi Office on 27 and 28 November 2001, with experts from universities, industry and the engineering professional organizations. Activities were also pursued relating to the dissemination of reports on strategic issues in science and engineering education, capacity-building for the preparation of learning materials and support for the publication of scientific journals.

70. Action to promote **cooperation in research and training in mathematics, physics and chemistry** focused on networking among research institutions both on a regional and international level and on training. The Abdus Salam International Centre for Theoretical Physics (ICTP) and the UNESCO Offices in Cairo, Jakarta and Nairobi facilitated the sharing of research ideas and results through assistance for staff exchange, the organization of conferences and seminars, the promotion of networking and the publication of scientific journals. They also facilitated high-level training of researchers in basic science, including a subregional conference on natural products chemistry and the first regional college on condensed matter physics held in August 2001 in Nairobi, Kenya and Cape Coast, Ghana respectively and supported by the Nairobi Office.

71. With a view to enhancing awareness of the vital role of ICTs in higher education reform, the Cairo Office furthered the implementation of the ICDL project which has resulted in the certification of staff and teachers within interested ministries and organizations in the region, as well as the accreditation of additional training and testing centres to reach 28 accredited centres and over 40 in the pipeline. The activity has enabled the creation of a cadre of young science and engineering faculty staff who are more qualified in transferring and adapting the recent ICTs. Advisory services were provided to Member States for science education, including a mission to Cambodia to conduct a brief survey and assess the priority needs of the country in science education, at primary, secondary and tertiary levels.

72. The UNESCO/IUPAC worldwide project on microscience experiments has continued providing training and training materials. Scientific books, journals and scientific products were donated to reinforce the universities library facilities and institutions in Member States including Guinea, Guyana, Gambia, Niger, Chad, Yemen and Thailand. The Jakarta Office, through ASPEN, organized the Workshop on Active Learning in Physics at the National University of Laos (31 October-3 November 2001). The workshop focused on key principles and concepts in mechanics and introduced both computer-based and non-computer-based active learning class activities.

73. Preparations for the setting up of an International Centre for Synchrotron Light for Experimental Sciences and Applications in the Middle East (SESAME) in Jordan were pursued following 31 C/Resolution 19 of the General Conference. UNESCO organized the sixth and seventh meetings of the Interim Council of SESAME in Amman, Jordan (August and December 2001 respectively), which now has 13 Members and 10 Observers. During these meetings, decisions were made on the proposed Statutes and Committees of the Centre, the upgrading of the BESSY I machine donated by the German Authorities and on financial aspects, which will serve as a basis for the feasibility study to be submitted to the Executive Board (164 EX/14).

74. The major thrust of the UNESCO programmes on **promoting research capacities in the biological sciences and biotechnologies**, the UNESCO-Molecular and Cell Biology Network (MCBN) programme, the UNESCO-Biotechnology Action Council (BAC) programme and the UNESCO-Microbial Resources Centres (MIRCEN) programme, has been geared towards the reinforcement of national scientific capacity and transfer of new scientific advances and novel applications in these fields. Training and research opportunities in the area of plant, aquatic, environmental and microbial biotechnologies, medical sciences, and cell and molecular biology, have been provided in this framework through the provision of 225 fellowships, travel and research grants and support for 56 advanced training courses and high-level symposia in cooperation with competent NGOs and regional and interregional networks. In addition 24 research projects were supported.

75. In the context of the *Special project: Biotechnologies for Development in Africa* five research fellowships were provided to young scientists from Benin, Cameroon, the United Republic of Tanzania and Nigeria, and a training course on Biological Nitrogen Fixation organized in collaboration with the African Association for Biological Nitrogen Fixation. Support was also given to (i) the following UNESCO Chairs: Molecular Medicine (Warsaw, Poland), Cellular and Molecular Neurosciences (Kiev, Ukraine), Plant Biotechnology (Beijing, China), Tropical Medicine (Maputo, Mozambique), Biomaterials (Havana, Cuba), Biotechnology (New Delhi, India), and Post Harvest Technology (Kampala, Uganda), as well as for the activities of the Post-Harvest Technology (Bangui, Gambia) and Biotechnology at the University of the North (Sovenga, South Africa).

The World Solar Programme 1996-2005

76. Efforts were particularly made (i) towards the development of human resources geared to promoting sustainable and renewable energies, in order to improve living conditions in rural and remote areas in the developing countries, particularly for women, and (ii) for the definition of national strategies on renewable energy. Activities under the **Global Renewable Energy Education and Training Programme (GREET)** aimed mainly at improving the use, maintenance and management of renewable energy projects and programmes and transfer of technological know how. The university teaching and continuing education on renewable energy use and applications were improved through the publication of learning/teaching materials and the organization of educational and training activities targeting decision-/policy-makers, researchers, engineers, university teachers and technicians.

77. In the context of the African Chapter of the GREET Programme, a joint UNESCO-ISESCO regional training course on “Renewable energy in the service of rural development” was organized (Abidjan, Côte d’Ivoire, 12-16 November 2001) and attended by 32 participants from 10 French-speaking African countries. The course, targeting engineers, researchers, project managers and technicians concerned by the use of renewable energy for decentralized electrification and rural development, was intended to improve the implementation, management and follow-up of renewable energy projects and programmes in Member States concerned. In other regions, UNESCO, through the Quito Office, organized jointly with European partners the first Summer

School for Latin America “Rural electrification by autonomous photovoltaic systems and mini-grid with solar hybrid generation” (27-29 November 2001 in Quito, Ecuador). Some 68 experts and professionals from 10 countries benefited from this training programme aimed at improving capacity-building in renewable energy.

78. Two learning/teaching manuals were produced by the Harare Office to facilitate the use and maintenance of the renewable energy equipment in rural areas and to serve as a learning/teaching instrument in the concerned institutions in Africa. The manuals cover the use and maintenance of photovoltaic systems for water pumping and biogas technology systems. Based mainly on the best practices and know-how of organizations working in the field, they were produced to foster national and regional training programmes on renewable energies in English-speaking Africa.

79. Efforts continued to assist Member States in defining strategies and policies related to renewable energy. A meeting of Secretaries-General of the National Commissions for UNESCO in the SADC region held from 1 to 3 October 2001 in Harare, Zimbabwe, aimed at discussing the ways and means to further implement the African Chapter of the GREET Programme and assist countries from the region to define their national action plans related to education and training in the field of renewable energy.

80. The Nairobi Office continued to promote the use of renewable energy in rural areas through the establishment of demonstration centres, while helping in national capacity-building for the manufacture of solar energy system components. The main achievements include support to a University-Industry joint project on the commercialization of locally developed solar lanterns and the solar village demonstration project in the UNESCO World Heritage site at Kilwa Kisiwani, United Republic of Tanzania. In Asia and the Pacific, the Apia Office conducted a feasibility study on renewable energy in the Cook Islands. The Office also produced publications and disseminated essays and artwork on energy. There is a great demand for postgraduate training and staff exchange fellowships. Advisory services to Member States for curriculum development and policy planning in basic and engineering sciences and in energy are also required.

II.2 Sciences, environment and socio-economic development

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Promoting integrated approaches to environment and development	204,975	195,798	95.5
Subprogramme II.2.1	1,681,825	1,644,434	97.8
Subprogramme II.2.2	2,772,390	2,666,200	96.2
Subprogramme II.2.3	2,350,365	2,276,990	96.9
Environment and development in coastal regions and in small islands	1,298,102	1,250,032	96.3
Human development for sustainable living conditions in the Pacific	258,000	236,297	91.6
Subprogramme II.2.4	2,256,900	2,221,942	98.5
Subprogramme II.2.5	2,353,050	2,256,941	95.9
Cities: Management of social transformations and the environment	290,007	280,041	96.6
Programme II.2	13,465,614	13,028,675	96.8

II.2.1: Earth sciences, earth system management and natural disaster reduction

81. Forty-one projects of the **International Geological Correlation Programme (IGCP)** continued **enhancing international cooperation among geoscientists** on understanding the processes of the earth's crust and its history, the sustainable management of the environment, mineral and groundwater resources. The Cairo Office supported two projects on the “Seismic hazard and risk assessment in Northern Africa (SHRANA)”, and on “Understanding future dryland changes from past dynamics” and assisted in the preparations for the establishment of a geological museum in the Yemen. The Nairobi Office supported three African IGCP projects on “Kibaran Events in Southwestern Africa”, “Foreland Basins of the Neoproterozoic Belts in Central-to-Southern Africa and South America” and “African Pollen Database”. Especially noteworthy in the Montevideo Office is the support given to the XIth Latin American Geological Congress (Montevideo, Uruguay, November 2001), which is one of the most important Earth Sciences event in the region. Support was given to an IGCP regional meeting and to the consolidation of GEOLAC Network (Red Latinoamericana y del Caribe de Facultades-Departamentos de Geología), formally created during the Congress.

82. Special attention was given to the **development of remote-sensing activities** in the framework of the GARS (Geological Application of Remote Sensing) Programme. In cooperation with the United Nations Office for Outer Space Affairs (UNOOSA) and IAF (International Aeronautical Federation) an international workshop on “Making space applications operational: Opportunities and challenges for sustainable development” was organized in September 2001, in Albi, France. During the 52nd International Astronautical Congress held in October 2001 in Toulouse, France, UNESCO launched with the European Space Agency (ESA) a new initiative on space technologies to support the World Heritage Convention. This initiative is aimed at strengthening the cooperation with space agencies and remote-sensing laboratories in the monitoring and management of natural sites. Finally, in November 2001, UNESCO was elected co-chair of the IGOS (Integrated Global Observing Strategy) partnership together with ESA. In this framework, UNESCO is stimulating the development of integrated studies on coastal zones and geohazards.

83. **Capacity-building** activities included the organization, within the framework of the Programme of Roving Courses on Geological Parameters for Environmental Protection, of a one-week course in Beijing from 10 to 15 December 2001. Financial support was given towards two Postgraduate Training Courses in Earth Sciences held at Bad Urach, Germany, from 17 to 22 September 2001 as well as to two courses on “The use of exploration methods in environmental problems” (GEOCHIM 2001), Prague, Czech Republic, September 2001 and “Seismology, Seismic Hazard Assessment and Risk Mitigation”, in Chile, October/December 2001. Other activities included, in coordination with the Commission of the Geological Maps of the World (CGMW), the preparation of dummies of the Seismo-Tectonic Map of the World, the Structural Map of the Indian Ocean and the Metallogenic Map of Africa.

84. The Cairo Office implemented a UNESCO/UNDP Geo-project aiming at strengthening national capacities for the sustainable development of South Valley and Sinai. The Nairobi Office supported a field training workshop on “The application of remote sensing in geological mapping and environmental protection”; laboratory work successively carried out at the University of Dar es Salaam and a joint meeting and international regional conference of the Geological Society of Uganda (GSU) and of the Geological Society of Africa (GSAf) on “Basement Geology, Groundwater, Mineral Resources and Mining-Related Environmental Problems in Eastern Africa”. Main results achieved by the Montevideo Office included upgraded scientific skills of geoscientists from the Latin America and the Caribbean region, enhanced teaching and research capacity of

geoscientific centres, enhanced awareness of preventive measures vis-à-vis hazards, and an improved network of geoscientists and their networking with partners from outside the region.

85. National and regional **capacities for natural disaster reduction** were enhanced in the Mediterranean region through the programme for Reduction of Losses in the Eastern Mediterranean region (RELEMR) and the “Earthquake risk reduction” projects in Morocco and Tunisia. Individual technical training activities in the field of engineering seismology and earthquake engineering were organized for Moroccan and Tunisian specialists; scientific and technical software and documentation were provided to national institutions. The International Workshop on Seismic Analysis in South Asia held in Kathmandu, Nepal, in September 2001 established the basis for future scientific and technical cooperation in the region, sharing and exchange of data and expertise, and standardization of seismic zoning maps.

86. A one-month seismology-training workshop for the operation of the newly installed seismic network in Sudan and processing of data was organized by the Cairo Office, for two Sudanese scientists. It further provided geoscientists in the Arab region with the latest information on seismicity, geodynamics and disaster mitigations as well as the use of modern technologies such as RS and GIS for the assessment of geodynamics and potential earthquake hazards, through the organization of an international symposium. Under the Apia Office, a second and final community-driven natural disaster preparedness planning and response activity was carried out on the island of Ambae, Vanuatu, during August 2001 by experts from New Zealand and the Government of Vanuatu.

II.2.2: Ecological sciences and the Man and Biosphere (MAB) programme

87. In November 2001, the **MAB programme** celebrated its thirtieth anniversary, for which a number of events and ceremonies were organized by MAB National Committees. The importance of the role of the **World Network of Biosphere Reserves** was recognized by the awarding of the Prince of Asturias Prize for Concord 2001 at a ceremony on 26 October 2001 in Oviedo (Spain). The Advisory Committee for Biosphere Reserves met on 3 and 4 September 2001 at UNESCO Headquarters, followed by the meeting of the Bureau of the MAB International Coordinating Council (19-21 September 2001). These meetings led to the approval of 18 new biosphere reserves and extensions to two existing biosphere reserves. Several of these are located in vulnerable areas including arid lands (e.g. Saihan Wula, China) tropical forests (e.g. Cat Tien, Viet Nam), coastal and marine areas (e.g. Sunderban, India), islands (e.g. Gulf of Mannar, India; Sahamalaza-Iles Radama, Madagascar), mountainous regions (e.g. Issyk Kul, Kyrgyzstan), and cities and their hinterlands (e.g. Cerrado, Brazil). With these additions, the World Network comprised 411 sites in 94 countries.

88. The MAB Bureau examined the progress made in the **implementation of the Seville+5 recommendations** for the overall development of the World Network. It also endorsed the Advisory Committee’s recommendations regarding the periodic review of 13 biosphere reserves designated more than 10 years ago, which were subsequently transmitted to the Member States concerned. This periodic review process continues to serve to improve the functioning of biosphere reserves. The UNESCO Office in Jakarta launched a community-based conservation project in Siberut Biosphere Reserve, Indonesia, in August 2001. A follow-up mission to the periodic review was organized for a site in Gabon. The MAB Bureau also selected the Chad Association of Volunteers for the Protection of the Environment for the 2001 Sultan Qaboos Prize for Environmental Preservation, which was awarded at a ceremony at the 31st session of the General Conference.

89. The regional networks continued to progress: the East Asian Biosphere Reserve Network met in September 2001 in Vladivostok (Russian Federation); the ArabMAB Council met in Damascus (Syrian Arab Republic) in September 2001; the IberoMAB network also met in November in Formosa (Argentina); and the EuroMAB countries of South-East Europe met in Sinaia (Romania) in December 2001. These meetings focused on topics such as capacity-building, transboundary biosphere reserves development and potential biosphere reserves in specific sites such as the Chaco region. In order to enhance MAB cooperation in East and South-East Asia, it was agreed at a meeting in Hanoi (Viet Nam) in November 2001, that the function of the SEABRnet should be strengthened by using the 10 years' experience of the Ecotone Seminar to create a scientific advisory body to SEABRnet. SEABRnet and the Ecotones initiative may however be merged into one network/programme in three to five years' time. A Forum on Enhancing Natural Resource Use in the Caribbean Islands organized in Guadeloupe (France) in December 2001 resulted in a declaration to set up a Caribbean biosphere reserves network. A Pacific Island network was launched through the regional meeting on Asia-Pacific cooperation for the sustainable use of renewable natural resources in biosphere reserves and similarly managed areas in Samoa, in November 2001.

90. A first meeting of the International Steering Committee for the UNESCO-MAB/GEF-UNEP regional project in West Africa (Benin, Burkina Faso, Côte d'Ivoire, Mali, Senegal) will lead to the development of a project on the effective management and sustainable use of arid lands. Consultancy services were provided to promote MAB cooperation in Arab countries, for example in Egypt, Kuwait, the Libyan Arab Jamahiriya, Oman and the Syrian Arab Republic. Several meetings were held with support of the Quito Office, to promote partnership with local communities, governmental agencies and NGOs, to improve the management of the Yasuni Biosphere Reserve (Ecuador). The field offices act as relays for the work of the regional networks thereby enhancing the decentralized character of the operations of the MAB programme.

91. In September 2001, a special meeting on Biosphere Reserve Integrated Monitoring (BRIM) was held at FAO Headquarters, hosted by the Office of the Global Terrestrial Observing System: this was preceded by a workshop on social monitoring in biosphere reserves. These meetings formulated a work plan, including potential cooperative activities. Subsequently, a BRIM workshop was held in Yaoundé (Cameroon) in collaboration with the American Association for the Advancement of Science (AAAS) with the goal of developing a regionally-tailored BRIM regional project.

92. Cooperation with other organizations and conventions has continued, notably to develop a Programme of Joint Work with the Convention on Wetlands on sites, which are both biosphere reserves and designated under this Convention, and with the Convention on Biological Diversity on a global strategy for plant conservation and the testing out of the Ecosystem Approach. Cooperation with ICSU and in particular with its Scientific Committee on Problems of the Environment (SCOPE) continued on issues such as emerging ecosystems and human ecology. A Regional Training Programme on Biodiversity Systematics: Evaluation and Monitoring with Emphasis on Medicinal Plants was organized with the Indian National Botanical Research Institute in September 2001, with experts from eight countries. A workshop on urban research was held at UNESCO Headquarters with the United Nations University within the framework of the Millennium Ecosystem Assessment.

93. Fifteen MAB Young Scientists Awards were allocated by the MAB Bureau in September 2001, with emphasis on the topic of water and ecosystems. The *Ecole régionale d'Aménagement intégré des Forêts tropicales* (ERAIFT) at the University of Kinshasa, Democratic Republic of the Congo, produced its first results with the graduation of 13 Masters students. The ERAIFT diploma was officially recognized by the *Conseil Africain et Malgache pour l'Enseignement supérieur* in

December 2001. The South-South Programme undertaken jointly with TWAS and the UNU was extended to the sub-tropics and a regional meeting on Science and Higher Education in the Amazon was held in Belem (Brazil) in December 2001.

94. An *education kit on desertification* was produced in English, French and Spanish, with funding from Italy and Switzerland, aimed at primary schools in desertification-affected countries. The kit is currently being tested in 18 countries through the UNESCO Associated Schools Project Network. MAB publications included the Proceedings of the Seville+5 Meeting on biosphere reserves held in Pamplona (Spain) in 2000, and the map of the World Network of Biosphere Reserves in Arabic, Chinese, Dutch, German, Portuguese and Russian. The MABnet was significantly enhanced as a major tool for communicating information on the MAB programme.

II.2.3: Hydrology and water resources development in a vulnerable environment

95. The major results of the subprogramme are the enhanced understanding of the physical and biological processes that control the hydrological system and the improvement of capacity-building in order to mitigate water-related conflicts, risks and disasters and identify the impacts of climate change and variability in various zones. These results were achieved through a rational planning and a worldwide consultation including 163 IHP national committees on specific priority themes addressing global, regional and thematic issues. The deliverables included training of professionals, consolidation and establishment of networks and centres of excellence, pilot projects, and the enhancement of cooperation and partnerships with numerous United Nations agencies, and regional and international IGOs and NGOs. The growing demand for IHP publications, addressing various target groups including the broad public, professionals, high-level researchers and academicians and policy-makers, has led to an increasing use of digital and electronic dissemination through CDs and the water portal.

96. Similar high-quality requirements were demanded from IHP partners in the preparation of the training modules, the level of trainers and the selection of trainees to secure the best possible results with more emphasis on training of trainers. This policy has resulted in a greater demand for these courses and proposals from Member States to set up new institutes, centres, networks and UNESCO Chairs, as reflected in the resolutions of the 31st session of the General Conference to establish the UNESCO-IHE Institute for Education in the Netherlands, and two regional centres in Egypt and the Islamic Republic of Iran. Furthermore, at the ninth meeting of the Arab national committees of the IHP, in Muscat, Oman, in September 2001, the participants expressed their appreciation for the work accomplished under the existing networks such as the wadi hydrology and groundwater. Specific training activities included, *inter alia*, the eleventh of a series of IHP training courses financed by the Japanese funds-in-trust through the Jakarta Office on hydrogen and oxygen isotopes in hydrology, September 2001, Japan; the UNESCO-IHP course on hydrological data logging, management and interpretation, December 2001, Townsville, Australia, organized by the James Cook University and the National Institute of Water and Atmospheric Research (NIWA), together with the Apia Office, and which brought together participants from Papua New Guinea, the Solomon Islands, Vanuatu, Samoa, and the Cook Islands as well as five South-East Asian countries.

97. Training courses and workshops were organized by the Cairo Office in cooperation with partner organizations, both regional and international, such as FAO, ACSAD and ALECSO and technical and financial assistance provided to a number of national and regional institutes and universities in the Arab region such as the National Water Research Centre (NWRC), Research Institute for Groundwater (RIGW) in Egypt, Arabian Gulf University (AGU) in Bahrain and the University of Jordan through co-sponsoring and co-organizing of some of their major activities. The extrabudgetary UNESCO/Flanders project on “Capacity-building and training on environmental planning and management” in Gaza, managed by the Cairo Office, has been extended, indicating

the relevance of the project. A meeting of Pacific island delegates was organized in conjunction with the ninth IHP Regional Steering Committee meeting in Hanoi, Viet Nam, in November 2001 to elaborate priorities for IHP action in the region in 2002-2003.

98. The FRIEND network initiated in 1985 in Europe has succeeded in adding new projects in Latin America and Asia, thus covering all continents. The FRIEND network continues to attract extrabudgetary funds, the latest of which are the Flemish Community FIT funds for the new FRIEND/NILE project aimed at improving the international river basin management of the Nile through improved cooperation among Nile countries in the field of **water resources management** and regional scale analysis of hydrological regimes. The Steering Committee Meeting and the technical seminar of FRIEND/AOC were organized in Accra, Ghana, from 3 to 5 December 2001. The Asia and Pacific-FRIEND Project, aimed at providing appropriate solutions to meet the urgent needs for water supply and flood control, is contributing to the international knowledge and research on relevant hydrological issues; it has also facilitated the elaboration of up-to-date training in hydrology and water resources management.

99. Asian Pacific Water Archive is a project in the framework of IHP's Asia and Pacific-FRIEND project. A significant upgrade of the Central Node in the Regional Humid Tropics Hydrology and Water Resources Center for South-East Asia and the Pacific in Kuala Lumpur (HTC KL) was carried out during July 2001 improving provision and exchange of the hydrological data with the inter-institutional cooperation between UNESCO and HTC. Further to the launch of the New Partnership for Africa's Development (NEPAD), the Nairobi Office contributed, in collaboration with UNEP and the UNSIA Secretariat, to the organization of three consultative meetings of African ministers responsible for water resources, held on 11 October, 15 November and 6 December 2001, in Nairobi, Abuja and Bonn respectively.

100. Further indicators of the relevance of UNESCO's freshwater activities are the increasing number of partners in the United Nations system, and among IGOs and NGOs. The acceptance of 23 United Nations water-related agencies to give UNESCO a lead in coordinating and hosting the World Water Assessment Programme (WWAP) and the "International Year of Freshwater, 2003" is a good example of such cooperation. IHP has continued to provide substantial technical support to almost all activities of WWAP. The project "From potential conflicts to cooperation potential (PCCP)" stands as a major IHP/WWAP joint initiative. This project is developing a water-related conflict negotiation support system based on the participatory approach of stakeholders with a view to devising sharing concepts and resolving conflicts.

101. Support to activities in **water education and training**, in accordance with specific strategies tailored to a region's needs, is essential for strengthening institutional capacity-building at national and regional level. For example, by helping to improve and reinforce the capacity-building of researchers and hydrologists in its region, the Jakarta Office has facilitated their effective contribution to scientific and technical activities at national and international level. Technical meetings and symposia can contribute to a better understanding of the complex interactions between land and water ecosystems, also promoting the development of up-to-date methodologies in scientific research. However, to achieve a greater success, public participation in the field of water management should be enhanced in almost all countries. To this end, scientific research should be more and more integrated with pertinent socio-economic studies. The activities to be carried out within IHP-VI (2002-2007) need to be planned accordingly. Cooperation with partner organizations has proved to be a key to the success of a large number of activities, not only by avoiding duplication of efforts but also achieving improved outcomes and benefits on a wider scale.

Environment and Development in Coastal Regions and in Small Islands (CSI)

102. Seven major activities characterize the concluding semester of 2001, namely (i) two interregional, CSI field project leaders' workshops on "wise practices for coastal conflict prevention and resolution in small islands" (Dominica, July) and the same "in continental coastal regions" (Mozambique, November); (ii) seven field projects and Chair assessments, using the 16 wise practices, in Cuba, India, Jamaica, Senegal (2), South Africa and Thailand; (iii) formal launch of the third interdisciplinary UNESCO Chair in Sustainable Coastal Development (University of Latvia, September); (iv) survey of all 6,025 people on the "Wise Coastal Practices for Sustainable Human Development" virtual forum as at September; (v) conclusion of the CSI evaluation by three external evaluators (Australia, Germany and the United Republic of Tanzania); (vi) drafting the remaining six summaries of the field projects in Latvia, Nigeria, Uruguay, the Russian Federation, South Africa/Mozambique and the Mediterranean Small Historic Coastal Cities network; (vii) preparations for the CSI-led cross-cutting projects Small Islands' Voice 2004 (SIV'04) and Local and Indigenous Knowledge Systems (LINKS) in a globalizing world.

103. The above-mentioned workshops also helped to promote linkages between CSI and other activities, advance project assessment procedures and develop concepts such as "wise practices agreements for sustainable coastal living" and an "ethical code of practice for donors/investors in coastal development". The workshops were organized in close cooperation with the UNESCO offices concerned. The survey revealed that the wise practices forum influences the understanding of coastal problems in 78% of the respondents, the opinion on wise practices in 73% and the application of wise practices in 44%. The interest, expertise and occupations of the 337 respondents, who reside in 86 countries, turned out to be extremely varied as it should be in such a forum dealing with interdisciplinary topics.

104. The external evaluation found that CSI has defined a niche for UNESCO as a provider of expertise in integrated coastal management science and practices based on an interdisciplinary approach and tested strategies for intersectoral collaboration. Through its activities in Member States, CSI has also been able – according to the external evaluation – to focus government attention on significant coastal issues, facilitate a broader debate, bring together stakeholders and attract funding towards the integration of field activities and wise coastal practices into mainstream management systems.

II.2.4: UNESCO Intergovernmental Oceanographic Commission

105. Efforts to reduce scientific uncertainties about coastal and oceanic processes focused on international cooperation and capacity-building in marine sciences. Main results achieved include upgraded scientific skills of managers and scientists from Africa and Latin America and the Caribbean, and enhanced coordination and networking of Marine Data Management Centres. Under the second phase of the COASTS project, the second COASTS workshop was held in Paris from 8 to 11 August 2001. Practitioners and managers need a readily available set of tools to translate scientific knowledge of the complex coastal-coupled processes into quantitative advice for decision-making. Sixty high-level scientists who initiated the production of this new COASTS synthesis attended the August meeting.

106. The Argo project to seed the ocean with 3,000 profiling floats that will be operational during the period 2003-2005 is the largest GODAE pilot project. It will provide the first ever global coverage of the temperature and salinity of the upper ocean, an essential ingredient in the improvement of numerical models and forecasts of the behaviour of the ocean, weather and climate systems. A regional implementation-planning meeting for Argo was held in Hyderabad in July 2001 for the Indian Ocean. The existing multi-national commitments to Argo include 984 floats already

funded, and 2,274 proposed over the next three years, which suggests that the project goals will be met on time.

107. The 2001 **Ocean Data and Information Network for Africa (ODINAFRICA)** review and planning workshop was held in Nairobi, Kenya, from 14 to 17 November and attended by National Coordinators. The network covers 20 Member States. The participants, including invited experts from Belgium and the United States who have been providing capacity-building support for both data and information management for the project, reviewed its implementation status and adopted the work plan and budget for 2002. In addition, the first ODINAFRICA Marine Information Management Training Course was held from 29 October to 9 November 2001 at the Research Aquarium of the Directorate of Marine and Coastal Management in Cape Town South Africa. The course was attended by trainees from 15 countries as well as resource persons from IAMSLIC, GEMIM, MINDEX and the IOC secretariat. An African Ocean Library Union catalogue will be subsequently developed and marine librarians in the 20 cooperating countries trained in the application of new technologies in ocean libraries.

108. The First Planning Workshop for the **Ocean Data and Information Network for the IOCARIBE and South America regions (ODINCARSA)** was held in Guayaquil, Ecuador, from 24 to 26 October 2001, hosted by the Instituto Oceanográfico de la Armada del Ecuador (INOCAR). Participants attended the meeting from 14 countries in Latin America and the Caribbean (IOCARIBE). The meeting reviewed the ocean data and information management capacity available in the region, identified capacity-building requirements and developed a comprehensive work plan and timetable to develop a regional cooperative network for the management and exchange of oceanographic data and information.

109. Preparatory work has been carried out for the launching of the **Ocean Portal** (<http://www.oceanportal.org/>) as a part of the **UNESCO knowledge portal**, a high-level directory of ocean data and information related websites. Its objective is to help scientists and other ocean experts in locating such data and information. In addition to a browseable catalogue of over 3,000 oceans-related websites, Ocean Portal also includes crawler technology that indexes all catalogue sites. It is intended to provide users interested in particular aspects of ocean data and information with a fast and effective information locator tool.

110. As a follow-up to the Recommendations of the African Process for Development and Protection of Coastal and Marine Environment, particularly in sub-Saharan Africa, a workshop for project identification to implement the **Global Ocean Observing System for Africa (GOOS-AFRICA)** was held in Nairobi, Kenya from 19 to 23 November 2001. More than 70 participants from African countries, the Organization of African Unity, Europe and the United States as well as from the United Nations agencies, including UNDP/GEF and UNEP, and multilateral specialized agencies, including the European Space Agency, and the National Oceanic and Atmospheric Agency attended the workshop. Three working groups were established to develop project proposals focused on the top priorities defined by the African Member States to boost the development of operational oceanography in the region. These proposals will be considered at a Partnership Conference to be held in the context of the World Summit on Sustainable Development WSSD (Johannesburg, August-September 2002). Further implementation of the GOOS-AFRICA projects will contribute to institutional strengthening in marine sciences in Africa and will help build up a Regional Operational Observing Monitoring and Forecasting System for the Development and Protection of Coastal and Marine Environments.

111. Concerning **ocean-related conventions and programmes**, action focused on providing assistance to developing countries to implement technical aspects of UNCLOS (United Nations Convention on the Law of the Sea) and on preparatory work for the participation of UNESCO/IOC

in WSSD. The IOC/IHO/IAG Advisory Board of Experts on the Law of the Sea (ABLOS) organized the eighth session of its business meeting in Monaco on 17 October 2001. IOC presented a document focusing on assistance to developing countries in the field of marine science, and on the building of capacity through the design and delivery of training courses on the implementation of Article 76 of UNCLOS on the definition of the continental shelf. This activity responds to the request of the President of the 11th Meeting of States Parties to UNCLOS and of the Chairman of the CLCS who invited relevant scientific organizations to provide training to enable developing States to prepare their submissions to the CLCS.

112. The Extraordinary Session of the Executive Council of the Intergovernmental Oceanographic Commission (10-11 December 2001, UNESCO Headquarters) approved the “Declaration by the Intergovernmental Oceanographic Commission of UNESCO to the World Summit on Sustainable Development”, to be made available at the Johannesburg Summit. The Declaration was included in the documents of WSSD PrepCom II (New York, January 2002).

113. The Global Conference on Oceans and Coasts at Rio+10: Towards the 2002 World Summit on Sustainable Development in Johannesburg, was held from 3 to 7 December 2001. Originally initiated by non-governmental organizations, the Conference was co-organized by IOC and the University of Delaware’s Center for the Study of Marine Policy (CSMP), with the support of numerous international and national organizations. It was attended by more than 450 participants from over 60 countries, including 13 ministers, and vice-ministers and ocean experts from governments, IGOs, NGOs, academic and scientific institutions, and industry. The outputs from the proceedings were developed into a “Co-Chairs’ Summary”, also presented in January 2002 to the WSSD PrepCom II.

II.2.5: Social transformations and development

114. The Management of Social Transformations (MOST) Programme started a policy debate on democratic governance in multi-religious societies, with the publication in the *MOST Journal on Multicultural Societies* of a series of investigations of the particular case of the Russian Federation. As a concomitant to social transformation processes, religion has regained political importance in many post-communist countries. The reconstruction of national identities accompanying processes of post-communist democratization has often drawn on the symbolism of those religious traditions that had been closely involved in nation building and state-formation prior to the rise of communism. The first publications demonstrate that the challenge of religious diversity is by no means an outcome of the particularities of religious identities, but that it raises more general questions about how democratic institutions that had originally developed within the social frameworks of nation building and state-formation in the nineteenth century can respond to increased cultural diversity under contemporary conditions of denationalization and globalization.

115. A capacity-building project has been launched to improve the infrastructure of the social sciences in Eastern Europe by supporting the establishment of data institutes in the respective countries. In close cooperation with the German Social Science Infrastructure GESIS, a network of data institutes in Eastern European countries will be established. Two preparatory meetings for this network have been held in Berlin (November 2001, February 2002), in which representatives of some eight countries have committed themselves to work towards the establishment of the necessary institutes.

116. In pursuance of 30 C/Resolution 48, a national training workshop on “Sustainable management of cities” (Tehran, 8-10 September 2001) was jointly organized by UNESCO, the Iranian National Commission for UNESCO under contract and with the support of the National Association of Municipalities of Iran. The workshop was attended by 40 participants (20 city

mayors and 20 municipality staff of Iranian cities). Two experts/lecturers in urban planning and urban management, from France, contributed to the various training sessions.

117. The objectives of the national training workshop were the following: (a) to improve the knowledge and skills of participants about: inter-organizational mechanisms of collaboration; place and role of the municipality and city council in the management of cities; city management challenges and mechanisms for dynamic participation; importance of city management for the promotion of population security; local governance, and culture of peace and non-violence; and (b) to strengthen the participation of civil society in city management.

118. The three-day workshop was devoted to the consideration of three main issues: (i) study and role of the municipality and the city council in management of cities in societies-in-transition; (ii) study of inter-organizational mechanisms of collaboration between the municipality and the city council (based on their authorities, responsibilities and tasks); (iii) city management challenges and mechanisms for dynamic participation of civil society. Extensive discussion have contributed to attain the objectives foreseen. Furthermore, the workshop appears to be very useful to the participants, especially the city mayors and greatly contributed to the improvement of their knowledge, skills and working methods related to urban management. There is also a strong need of learning from all the participants about main urban management issues, skills and best practices, both from developed countries and from countries-in-transition.

119. One of the main outputs of the National Training Workshop was the adoption of two final resolutions, one addressed to UNESCO and the other to the Iranian Ministry of Interior. The first resolution recommended that UNESCO provide a follow-up to the current training session by means of extending the training at a lower level to municipality staff.

120. The Old Walled City of Essaouira (Morocco), first case study of the network in 1997, was included in the World Heritage List in December 2001, on the basis of the national and local works launched in line with the recommendations of the first UNESCO seminar on “Balanced urban development in coastal zones” in 1997. A publication has been finalized on the urban development methodology by Venice University and UNESCO Office on the Omisalj Study (Croatia) which will be used for the overall methodology of this intersectoral project launched by SHS/SRP and SC/CSI in October 1996 with PHI and the MOST Programme. The recommendations of the UNESCO Madhia International Seminar (Tunisia) on “Sustainable urban development in coastal zones” have been followed by National and Local Authorities on two points with the assistance of Montpellier’s Municipality (France) and the Research Centre on fixing sand dunes, on the one hand, for the coastal zone dunes stability, and, on the other, the Marina’s project planned along the Old Medina has been re-phased in the southern part of the town. In addition, the Governorat and the Municipality of Madhia have supported the first site project “Laboratory-House” in the old city for the participation of inhabitants to re-use historic houses for their present family needs. The success of this project co-financed by Tunisia, the Conseil Général of Loire Atlantique (France) and UNESCO will be replicated first in Saida Old City (Lebanon).

121. The recommendations of UNESCO’s international seminar, held in Saida in May 2001, have been welcomed by local and Municipal Authorities: they addressed an official letter to the MOST Programme informing UNESCO that the re-phasing of the urban coastal waterfront project will follow the advice of the experts regarding the need of the public access to the seashore, the reducing of car traffic and the increased participation of inhabitants, through the NGO’s Forum. Meanwhile, the City of La Rochelle (France) offered to support the City of Saida under a general framework agreement with UNESCO to work on the contemporary re-use of the Old City of Saida, first, by the adaptation of Madhia-Lab-House, in an old historic house in Saida’s Medina. The proceedings of Saida’s Seminar will be distributed during the 164th session of the Board and included in the

MOST website in June 2002. New official requests have been made to the MOST Programme by the City of Jableh (Syria) and the City of Kusadasi (Turkey). The involvement of the Regional Offices (Rabat, Beirut, Venice) as well as the National Commissions (Tunis, Beirut) are increasing for the follow-up of site activities.

122. The Ethno-Net Africa network suffers from communication problems among network members and limited access to information sources. To improve the situation, the network has agreed to serve as a pilot project for the testing of an intelligent selection software developed by the “Laboratoire d’Informatique pour la Mécanique et les Sciences de l’Ingénieur” (LIMSI/CNRS). Online news agencies, newspapers, and other Internet sources, such as the observatories of Amnesty International and Human Rights Watch, will be permanently scanned for articles and information related to ethnic conflicts and ethnic relations in Africa. This information will automatically be sent to several Ethno-Net national monitoring units, via the Ethno-Net Secretariat located in Yaoundé (Cameroon). In this perspective, the MOST Programme and LIMSI/CNRS, in cooperation with the Communication and Information Sector of UNESCO and the Ethno-Net secretariat, have collaborated actively during the second half of 2001. A training workshop on the use of the software will be organized for several members of the Ethno-Net network in March 2002 in Yaoundé, Cameroon.

123. Under main line of action 2, Struggle against poverty, three activities were implemented:

- The socio-economic revitalization of urban city centres and the enhancement of women’s role in small rural communities. This activity has been mainly implemented by regional offices: Islamabad UNESCO Office for the re-use of historic houses in the Old Walled City of Lahore with the Ministry of Welfare of Punjab and Bangkok’s UNESCO Office, with the support to women empowerment in small rural cities of the Lao People’s Democratic Republic, Thailand, Philippines and Myanmar.
- The “Creation of better Cities for Children and Youth” project has seen the publication of the book and the manual which will now be translated into Arabic by the Beirut Office while the Amman Office is organizing some operational sites in Jordan. The expansion of the official municipalities requests for the creation of “GUIC” operational sites are demonstrative of its success.
- An overall inventory of existing operators and activities on “Natural Disaster and their impact upon the poorest urban population” has been prepared and produced in December 2001 with ISSC to evaluate the best suitable role for the MOST Programme in the cross-cutting project on poverty (for 2002-2003), led by SC/GEO: “Natural Disasters reduction in Asia and the Caribbean: Enhancing disaster prevention and preparedness in selected communities at risk”. This role will be focused on “the cooperation between municipalities and civil society towards a culture of prevention”.

II.3 Philosophy, ethics and human sciences

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Programme II.3	2,466,301	2,474,571	100.3

124. During the period under consideration, UNESCO continued to perform its roles as an intellectual forum, a provider of guidance for standard-setting action and an adviser on matters relating to national capacity-building and the development of bioethics education.

125. The eighth session of the International Bioethics Committee (IBC) (UNESCO Headquarters, 12-14 September 2001) brought together some 350 participants from more than 70 countries in all regions of the world – members of IBC, representatives of Member States, representatives of intergovernmental and non-governmental organizations, academies of sciences and national ethics committees, experts and specialists, and representatives of youth groups and the press. Besides considering the draft reports compiled by the working groups on ethics, intellectual property and genomics and the collection, processing, storage and utilization of genetic data, respectively, IBC specifically adopted by consensus an “Advice on patentability of the human genome” and, in accordance with Article 2(2) of its Statutes, drew up its programme of work for 2002-2003.

126. As part of the implementation of the Universal Declaration on the Human Genome and Human Rights, a regional conference of Latin-American parliamentarians on bioethics was organized jointly by the Parliament of Uruguay and UNESCO on 27 September 2001 in Montevideo (Uruguay).

127. The Round Table of Ministers of Science on “Bioethics: International Implications” (Paris, 22-23 October 2001) was one of the highlights of the 31st session of the General Conference. The Ministers and Deputy Ministers of Science of 52 Member States and the representatives of Ministers of Science of 49 others, together with the representatives of the Holy See, Palestine and the United States of America, participated in this Round Table. On completion of the Round Table’s work, the participating or represented Ministers of Science adopted, unanimously and by acclamation, the Communiqué of 23 October 2001.

128. In addition, UNESCO strengthened its cooperation with the bodies and the specialized agencies of the United Nations system and with other intergovernmental organizations. The Director-General, for example, in consultation with the Secretary-General of the United Nations, convened at Headquarters, on 17 September 2001, a consultative meeting with a view to setting up an inter-agency committee on bioethics, in which the representatives of several international and regional organizations took part.

129. Still in the framework of inter-agency cooperation, UNESCO participated in the Sixth European Conference of National Ethics Committees (COMETH) and in the 21st meeting of the Council of Europe’s Steering Committee on Bioethics (Paphos, Cyprus, 11-16 November 2001) and in the fifty-sixth session of the General Assembly of the United Nations, in connection with the proposal to draw up an International Convention Against the Reproductive Cloning of Human Beings. In order to facilitate inter-agency exchanges of information and experience, the database on the bioethics committees and/or agencies, existing since 1998, has been available since 30 December 2001 on the Internet (<http://www.unesco.org/ethics>). Lastly, for purposes of promotion and awareness-raising, UNESCO participated, in one form or another, in various meetings on bioethics in a range of countries (United States, Italy, Lebanon, Cyprus and Mexico).

World Commission on the Ethics of Scientific Knowledge and Technology (COMEST)

(a) Ethics of Outer Space

130. Significant progress has been made with regard to the ethics of outer space. On account of common fields of action in the ethics of outer space, fruitful collaboration and cooperative relations have been established between the World Commission on the Ethics of Scientific Knowledge and

Technology (COMEST), the United Nations Office for Outer Space Affairs (UNOOSA) and the United Nations Committee on the Peaceful Uses of Outer Space (COPUOS). To this end, COPUOS invited COMEST to join forces with a group of experts appointed by the COPUOS Member States, in order to prepare a joint report presenting an analysis of the ethical principles, which should be applied to human activities in outer space, within the framework of existing International Space Treaties.

131. The report will also take into account the “Recommendations on the Ethics of Outer Space”, approved by COMEST at its Second Session (17-19 December 2001, Berlin, Germany). These Recommendations, based on ethical principles and guidelines, and aiming at facilitating the emergence of an “ethics of outer space”, intend to ensure constant respect for human rights and freedoms in the development of the use of outer space and related technologies. The report is to be submitted to COPUOS in 2003. This initiative has been endorsed by the fifty-sixth session of the General Assembly of the United Nations (A/RES/56/51).

(b) Ethics of Freshwater

132. At the kind invitation of the Norwegian Authorities, the “COMEST Workshop for the launching of the RENEW Network in the Nordic and Baltic countries” was held in Bergen, Norway, on 10 and 11 August 2001. The RENEW network (Research and Ethical Network Embracing Water), which was established in close cooperation with COMEST and the International Hydrological Programme (IHP), is an activity of capacity-building aimed at identifying and endorsing examples of best ethical practices in all aspects of freshwater use and management. The RENEW network envisages the creation of regional centres worldwide. At the end of the workshop, the new RENEW Centre was therefore established in Bergen, in close links with the network composed of the Universities of Copenhagen, Lund and Malmö, and of their IHP national committees. Making use of the long-standing Baltic and Nordic tradition on water management, and of the strong links existing in these regions between water resources, culture and economy, the role of this RENEW regional centre is to identify ethical guidelines on the basis of principles pertaining to sustainable development.

133. As a follow-up to this workshop, the Arab Republic of Egypt submitted in November 2001 a proposal for the establishment of another RENEW Centre in Egypt. At its second session, held in Berlin in December 2001, COMEST endorsed the establishment of this third RENEW Centre to serve the Arab region.

134. At the kind invitation of the German Authorities, the **Second Session of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST)** was held in Berlin, from 17 to 19 December 2001. More than one hundred participants, representing 40 countries, attended this three-day session and were informed of the work carried out by the four COMEST Sub-Commissions on the Ethics of Freshwater, the Ethics of Energy, the Ethics of Outer Space, and the Ethics of the Information Society. The plenary sessions were characterized by interesting debates with lively interaction between the audience and the members of the Commission.

135. A “Youth Forum on the Ethics of Science and Technology” was also held, which gave young scientists the possibility of explaining to the audience what their perceptions and visions are of ethical issues on scientific and technological research and application. A special working session on the Evolution of Space Policy to the Benefit of Mankind was also organized.

136. During its restricted meetings, COMEST approved Ethical Recommendations on the Ethics of Energy, the Ethics of Freshwater and the Ethics of Outer Space, which will be submitted to the

Director-General of UNESCO in view of their transmission to the governing bodies of the Organization and the organs concerned by the Commission's proposals.

137. COMEST also elected its New Bureau as follows: Chairperson: Professor Jens Erik Fenstad (Norway), Vice-Chairpersons: Ms Suzanne Mubarak (Egypt), Ms Leila Seth (India), Mr Cheick Modibo Diarra (Mali), Mr Serguey Petrovich Kapitza (Russian Federation), Rapporteur: Professor José Sarukhan Kermez (Mexico).

138. Concerning COMEST future activities, it was also decided that, building on its previous work pertaining to energy and freshwater resources, COMEST will focus on the Ethics of the Environment. The aim is to offer an ethical platform to ensure proper risk assessment and management, and accurate information to the public at large, with a view to mastering the impact of new technologies seriously affecting the environment and accelerating climate change. The principle of precaution will be the overarching consideration, with special emphasis on concepts such as "environmental responsibility" and "sustainable development". In this regard, the presence of COMEST at the World Summit on Sustainable Development in South Africa (2002) and at the Third World Water Forum in Japan (2003) was also planned.

139. Concerning the Ethics of Outer Space, the endorsement of the fifty-sixth session of the General Assembly of the United Nations to the request of its Committee for the Peaceful Use of Outer Space (COPUOS) to prepare a joint COMEST-COPUOS report on the Ethics of Space Policy was welcomed. This report shall contain an analysis of the ethical principles relating to current and future human activities in outer space, within the framework of international space law.

140. The advancement of the RENEW project, which aims at identifying and endorsing examples of best ethical practices in all aspects of freshwater use and management, was also discussed. The achievements of the already established regional centres, for the Asia and the Pacific region and for the Nordic and Baltic countries, were presented. A proposal to establish a new regional centre in Egypt was approved.

141. Three publications of COMEST were reprinted due to the high number of requests received by the Secretariat and to the interest they provoked worldwide, namely: *The Ethics of Space Policy*; *The Ethics of Freshwater Use: a Survey*; and *The Report of the COMEST Sub-Commission on the Ethics of Outer Space*.

142. All the activities carried out over this period permitted COMEST to gain a significant position at international level by showing a comparative advantage in raising awareness, by generating a global dialogue in the field of the ethics of science and technology, by orienting decision- and policy-making, by setting up networking, by increasing capacity-building among the Member States of UNESCO, and by capturing the attention of governments, media and the public at large. Fruitful in-house cooperation has been also established with the Sector of Natural Sciences (Division of Water Sciences; Division of Earth Sciences) and with the Communication and Information Sector. Nonetheless, the results and visibility of the Commission would have been more significant if substantial human and financial resources were allocated to it.

Philosophy and human sciences

143. The activities scheduled in document 30 C/5 in connection with "Pathways into the Third Millennium" concluded with: (a) the UNESCO/ICPHS International Symposium on the theme *Society, Knowledge and Know-How* held in Naples (Italy) on 6 and 7 December 2001; and (b) the publication by UNESCO Publishing of *Il était une fois le livre* (followed shortly afterwards by the English version, entitled *The Book: A World Transformed*). These activities led to the setting up of

an international network of researchers bringing together various disciplines in the social and human sciences concerned by the study of new “lines of thinking” on the threshold of the third millennium.

144. UNESCO also endeavoured to explore further the ethical issues at stake in the modern world, particularly through the publication of the document entitled *Common Framework for the Ethics of the Twenty-First Century*, which served as a basis for a debate on ethics held in the Bolivian Parliament in May 2000.

145. At the end of the biennium, in order to give fresh impetus to the philosophy and human sciences programme and to strengthen its coherence, it was dissociated from the ethics of science and technology and linked to the foresight programme, primarily with the aim of developing the synergies between the activities of these two programmes.

Towards a culture of peace

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Unit 1	1,111,922	1,101,106	99.0
Unit 2	1,085,300	1,017,147	93.7
Unit 3	94,000	92,369	98.3
Towards a culture of peace	2,291,222	2,210,622	96.5

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

146. The major outputs are the following for the period under consideration:

- (a) Continued participation in the preparatory process for the World Conference against Racism (WCAR) (Durban, South Africa, 31 August-8 September 2001) including participation in the third session of the Preparatory Committee (Geneva, 30 July-10 August 2001); coordination of UNESCO’s preparation for and contribution to WCAR, through the organization of intersectoral meetings; and active participation in WCAR including organization of an exhibition and dissemination of publications prepared by SHS, CLT, ED and CII.
- (b) The publication *United to Combat Racism*, prepared in cooperation with the Office of the United Nations High Commissioner for Human Rights (OHCHR) for WCAR was issued in August 2001 and widely disseminated. It was officially launched at WCAR in Durban. *UNESCO against Racism* – an informative brochure on the action taken by the Organization in this field highlighting also its main priorities was printed and disseminated at WCAR.

147. The results achieved include a meaningful contribution to WCAR resulting in an increased visibility of the Organization’s initiatives in this domain; greater awareness about the magnitude of the problem of racism and discrimination in all its forms and manifestations; reinforced cooperation and coordination with other agencies and bodies of the United Nations system, in particular OHCHR and the human rights treaty monitoring bodies; and strengthened cooperation and interaction with UNESCO partners, such as human rights research and training institutions and UNESCO Chairs.

148. The participation in WCAR gave visibility to UNESCO's role in the struggle against racism. The Organization was mentioned several times in the Declaration and Programme of Action adopted by the World Conference and approved by the United Nations General Assembly, and was invited to undertake concrete actions in particular in education, information and research as well as in the elaboration and implementation of standard-setting instruments.

Unit 2 – Educating for a culture of peace:

Improving the content and methods of education and training for a culture of peace.

149. The major outputs are the following: *A Guide to Human Rights: Institutions, Standards, Procedures*, was issued in July 2001 and widely disseminated; Human Rights Major International Instruments, Status as at 31 May 2001 was issued in July 2001. A substantial number of copies was distributed at WCAR and sent to UNESCO partners; publication of the third issue of the *Bulletin for UNESCO Chairs* (December 2001); creation of the UNESCO Chair in Education for Peace, Human Rights and Democracy (Utrecht University, Netherlands; December 2001).

150. The results achieved include: (a) increased awareness about human rights standards, as well as about institutions and mechanisms for their protection; (b) encouragement of the ratification of human rights instruments; and (c) increased participation in and contribution of the Chairs to the implementation of the Organization's activities in the field of human rights, as well as those linked with the promotion and consolidation of democracy, peace and tolerance.

151. Concerning the **Development of national plans and programmes of education for a culture of peace**, the major outputs were the organization, jointly with OHCHR and with the support of the Mexican Government, of the Regional Conference on Human Rights Education in Latin America and the Caribbean (Mexico City, 28 November-1 December 2001).

152. The results achieved were the following: contribution to the attainment of the aims of the United Nations Decade for Human Rights Education (1995-2004); assessment of the progress accomplished and identification of the obstacles with regard to human rights education in Latin America and the Caribbean; increased cooperation with interested actors from the region of Latin America and the Caribbean in particular with human rights institutions and non-governmental organizations; elaboration of recommendations for further action in this field (the Mexico Declaration, adopted by the Conference, was sent to all Permanent Delegations of the countries of the region); and strengthened cooperation with the United Nations system, notably OHCHR.

153. The activities undertaken by the **Women and a Culture of Peace (WCP) Programme** sought to support women's initiatives for peace, to empower women for democratic participation in political processes to increase their capacity and impact in economic and security issues and to contribute to gender-sensitive socialization and training for non-violence and egalitarian partnerships especially geared towards young men and boys.

154. A workshop on "Gender, Peace and Development in the Caribbean" (12-14 September, 2001), organized, in cooperation with the University of the West Indies, as part of a wider regional project, aimed at contributing to gender-sensitive socialization and training. Research results on the status of gender in the region were presented and discussed, existing areas of needs identified and recommendations made for addressing those needs. A number of recommendations for follow-up actions were made, with UNESCO agreeing to post the findings of the research report on the UNESCO/WCP website, deepen the research agenda to look into the factors that affect gender relations, in particular gender-based violence, and support initiatives that build capacities for gender-sensitive socialization. It is foreseen that the last two of these recommendations will be supported during the 2002-2003 biennium.

155. The Final Report of Asian Women for a Culture of Peace Conference (Hanoi, 6-9 December 2000) was published and disseminated to National Commissions for UNESCO, Permanent Delegations and field offices. The interest expressed in the report has been widespread with requests for additional copies and copies in other languages besides English being received from countries including Chad, Nicaragua and Myanmar. The training manual on *Education for a Culture of Peace in a Gender Perspective* was published and launched. Reviews received on the manual have been very positive and requests have been made for its publication in other languages besides English. A translation into French is currently under way and should be available by mid 2002.

156. As part of the follow-up to the first international meeting of peace research and training institutions on the theme “**What Agenda for Human Security in the Twenty-First Century?**” (UNESCO, 27-28 November 2000), the following activities were implemented:

- (a) The first regional meeting of experts on the theme “**Peace, human security and conflict prevention in Africa**”, organized jointly by UNESCO and the Institute for Security Studies (ISS) in Pretoria, South Africa on 23 and 24 July 2001. Among the participants were experts from African subregional organizations such as the Institute for Global Dialogue (IGD), ECA, SADC, ECOWAS, University of Southern Africa, African Leadership Forum (ALF), ECCAS and COMESA. The final report and all the statements were issued in a UNESCO-ISS publication which is already available in English. The French version is being finalized.
- (b) The second regional meeting of experts on “**Peace, human security and conflict prevention in Latin America and the Caribbean**”, organized in cooperation with FLACSO (Facultad Latino Americana de Ciencias Sociales) in Santiago, Chile, on 26 and 27 November 2001. The participants included experts from Latin America and the Caribbean subregional organizations such as FLACSO-Brazil, -Guatemala, -Ecuador, -Argentina, -Dominican Republic; UNAM-Mexico, Universidad para la Paz, Uruguay; University of Brazil, Instituto de Estudios Políticos, Venezuela; CEPEI, Peru. The final report and all the statements will be issued in a UNESCO-FLACSO publication, the Spanish and English versions of which are in preparation.

157. The UNESCO-Ecole Pratique des Hautes Études (EPHE) international symposium on *Les civilisations dans le regard de l'autre* (Civilizations: how we see others, how others see us) (Paris, 13-14 December 2001) was organized to mark the United Nations Year of Dialogue among Civilizations. The purpose of the symposium, was, on the one hand, to ascertain more precisely the fabric of dialogue among civilizations, its contribution to peace and to interactions among peoples and, on the other, to contribute to an understanding of what civilization entails. The symposium's publication – which is in preparation in French and English – will contain all the papers by the participants.

158. The International Jury of the UNESCO Prize for Peace Education 2001 met at UNESCO Headquarters on 3 and 4 September 2001 to evaluate the 23 nominations. On the recommendation of the International Jury of the Prize, the Director-General decided to award the UNESCO Prize for Peace Education 2001 to Bishop Nelson Onono Onweng of Uganda and to the Jewish-Arab Centre for Peace at Givat Haviva (Israel) for their outstanding action in the field of peace education, the promotion of peace and non-violence and the resolution of conflicts through dialogue. An Honourable Mention was given to educator Betty Reardon (United States), a pioneer in both the theoretical and the practical spheres and promoter of initiatives that have influenced the development of peace education. The award ceremony took place at the Organization's Headquarters on 13 December 2001 at 6 p.m. As decided by the Director-General, the ceremony

also commemorated the Prize itself, awarded since 1981 (1981-2001) thanks to the generous donation from the Japan Shipbuilding Industry Foundation, now known as the Nippon Foundation. The annual publication on the Prize is being prepared in French and English.

169. UNESCO has begun, in cooperation with France (IHEDN, the French National Commission for UNESCO, CNDP, the representatives of the Ministries of Education and Defence, the Permanent Delegation of France to UNESCO and other partners), to put together a teaching aid in the form of a handbook entitled “**Defence in the service of peace**” for secondary-school teachers in France. This handbook, which covers peace-related issues and, in particular, issues concerning national defence, collective security, solidarity and international cooperation, will consist of approximately 150 pages of fact sheets and will be accompanied by a CD-ROM. A leaflet presenting the handbook was distributed at the 31st session of the General Conference.

160. Under the project SPPD UNESCO-UNDP NER/02/08/13 on the follow-up to the symposium on *Armée et démocratie en Afrique : cas du Niger* (Army and democracy in Africa: the case of Niger), the workshop validating the entire project was held from 19 to 21 September 2001 in the presence of the Nigerian authorities, intergovernmental organizations and diplomats represented in Niger (on the occasion of the International Day of Peace). The main goal is to build peace, democracy and social dialogue in Niger so as to heighten awareness among all citizens, including the armed forces, of the values of peace, democracy, tolerance and citizenship, and at the same time to strengthen social cohesion. The set of project documents, including the final recommendations, will be issued in a UNESCO-UNDP publication.

MAJOR PROGRAMME III CULTURAL DEVELOPMENT: THE HERITAGE AND CREATIVITY

Culture and development

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
Culture and development	\$ 1,006,880	\$ 989,204	% 98.2

161. At its 31st session, the General Conference adopted by acclamation the UNESCO Universal Declaration on Cultural Diversity. For the first time the international community has endowed itself with a comprehensive standard-setting instrument that stresses the importance of interaction between diversity, human rights and sustainable development. The accompanying action plan for implementation involves all programme sectors in the Organization’s effort to “humanize globalization”.

162. In the context of **promoting capacity-building in Member States**, the formulation and evaluation of national cultural policies was supported through financial contribution, technical assistance and advisory services in the Central African Republic and Eritrea and a model “cultural system profile” was elaborated and tested in Barbados, Mali and Argentina. In the framework of the follow-up to the international conference on the training of cultural managers (UNESCO, November 2000) regional surveys were launched for mapping of the training possibilities and specific training needs and professional profiles required in this field in Africa, Asia and the Arab States. A new UNESCO Chair in cultural policy and management has been established in Havana (Cuba). The UNESCO Bangkok Office carried out a feasibility study for the implementation of a

new catalytic action Small Business Incubators for Cultural Industries and Creative Enterprises. This study is used as background material in further research and information collation by a number of identified institutes and NGOs, the results of which will be analysed by the regional expert consultative meeting on cultural industries to be held in India in November 2002.

163. The objectives of developing capacities for a better integration of culture and development in Africa and of making the **African Itinerant College for Culture and Development (AICCD)** partly self-sustaining were pursued in particular through the organization of an International Conference on the Cultural Approach to Development in Africa in Dakar, in December 2001. The Conference was attended by representatives of donor organizations and subregional research and training networks were set up by the College on various aspects of the culture/development interface.

164. An international seminar on cultural tourism in Cambodia was held in Siem Reap and in Phnom Penh from 2 to 3 July 2001. Concrete recommendations made in support of an action plan for the development of Angkor as a tourist site included a master plan for the development of tourism, a programme for improving infrastructure quality, involvement of public and private partners, and participation of local populations in the project.

165. An international seminar on “Cultural tourism: Prospects for the sustainable development and management of the World Heritage Sites in the Syrian Arab Republic” was held from 9 to 11 September 2001 in Damascus. Recommendations were made for the introduction of information and awareness-raising programmes and of integrated management plans, the identification of “good practices” for the maintenance and conservation of protected cultural and natural sites, and for the training of professionals in various cultural and natural heritage fields. It was also decided to implement a pilot project involving the creation of an eco-cultural park on the limestone plateau south of Aleppo (the “forgotten villages”).

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

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Subprogramme III.1.1	3,570,795	3,418,569	95.7
Subprogramme III.1.2	1,068,900	1,053,018	98.5
Programme III.1	4,639,695	4,471,587	96.4

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

166. With regard to the **implementation of norms and preventive action for the protection of the cultural heritage**, in cases where States have not yet become party to one or more of the UNESCO Conventions, information was provided and persuasive arguments made as to why ratification would be in the interest of the State in case. Meetings on UNESCO Conventions were organized in Armenia, Azerbaijan, China, Lithuania and Tajikistan.

167. Individual assistance was provided to the United Kingdom, Japan and Switzerland in connection to their intention to ratify the UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property of 1970. Several issues pending before the UNESCO Intergovernmental Committee for Promoting the

Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation received special attention and support, notably the Parthenon Marbles (United Kingdom and Greece) and the Head from Hatra (United Kingdom and Iraq). Concerning Afghanistan, agreements were reached with several institutions to hold and preserve expatriated cultural property for its eventual return to Afghanistan when the situation permits and public awareness of the threat to Afghan cultural heritage was raised by extensive cooperation between the Division of Cultural Heritage and the media.

168. On 2 November 2001, the UNESCO Convention on the Protection of the Underwater Cultural Heritage was adopted by a plenary meeting of the General Conference at its 31st session, thus becoming UNESCO's fourth heritage convention. The General Conference also adopted a resolution deciding that the question of international protection of intangible cultural heritage should be regulated by means of an international convention and inviting the Director-General to submit to the General Conference at its 32nd session a report on the situation calling for standard-setting on the possible scope of such standard-setting, together with a preliminary draft international convention.

169. On 5 November 2001 the Secretariat held the Fifth Meeting of the High Contracting Parties to the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict 1954. The meeting was aimed at promoting participation in the Second Protocol to the Hague Convention as well as at exchanging views as to the adoption of all the relevant implementing national measures whether of civil or military character.

170. **With regard to the cultural heritage and development and the restoration of heritage damaged by conflicts**, UNESCO contributed scientific and technical expertise in the context of partnerships with the United Nations Development Programme (UNDP) (Yemen, Kuwait, Bulgaria, Cyprus, Egypt), the World Bank (Mauritania, Morocco, Bosnia and Herzegovina, Cambodia, East Timor, Palestine), and the Inter-American Development Bank (IDB) (historic urban centres in Latin America). All these projects involved a substantial training component for the benefit of those responsible for the heritage or for museums, with a view to increasing their revenue from tourism (in Central Asia in particular).

171. The Kathmandu and Bangladesh campaigns were brought to a successful conclusion and evaluations carried out. In order to achieve maximum impact and output, the existing programme and network of the UNESCO Asia-Pacific Heritage Conservation Award was used to raise the awareness of preventive action to safeguard the heritage. The Awards are one of the most successful of all regional projects and have clearly achieved an increasing grassroots impact in the region. The establishment of a UNESCO-ICCROM virtual academy for conservation management of cultural heritage was initiated in an expert meeting with ICCROM at UNESCO Bangkok. The new virtual academy will have a variety of functions aimed at upgrading the professional capacity for cultural heritage conservation and management in the Asia region, through individual professional training and institutional capacity-building.

172. The Director-General signed with the Kazakhstan authorities an operation plan for a major conservation project at the Otrar site. For the first time experts from Armenia, Azerbaijan and Georgia came together to work jointly on the safeguarding of the tangible heritage in Tbilisi, Georgia, in September 2001. A donor conference organized in cooperation with UNDP was opened by the Director-General at Yerevan, Armenia, on 22 November. Conservation work of the Kuntura Thousand Buddha Caves, People's Republic of China, has been started during an expert meeting held at the site. In September-October 2001, the conservation of museum objects left at Uma Fukun, national museum of Dili, East Timor, was undertaken in cooperation with the East Timor Cultural Centre Board, Dili and Ian Potter Gallery and the University of Melbourne, Australia. The

Preservation of Artefacts and Training of Local Staff at the Museum in Maldives was the subject of an expert mission to Male from 5 November to 13 December 2001. A feasibility study to establish an Eco-Museum in Ha Long Bay, Viet Nam, was carried out with funds from UNDP. The nature of the study was holistic and intersectional focusing on the values and the richness of this famous World Heritage Site, and applying a participatory, community-based research methodology. The study demonstrates that heritage conservation and preservation must be increasingly placed in the hands of local communities who will derive from their newly understood responsibilities a greater sense of pride and national identity while at the same time passing on to future generations a well-deserved and treasured national heritage.

173. **The Preservation and revitalization of the intangible heritage** was enhanced in the context of the Proclamation by UNESCO of Masterpieces of the Oral and Intangible Heritage of Humanity as the detailed selection criteria for the Proclamation in 2003 were refined during a meeting of the international jury, in Elche, Spain, 24 September 2001. During the 31st session of the General Conference, five proclaimed Masterpieces were awarded prizes and six Masterpieces were presented on stage.

174. During the 31st session of the General Conference, the Sharjah Prize for Arab Culture was awarded for the first time. The laureates were Professor Abdulaziz El Makaleh (Yemen) and Professor Na Zhong (China). Member States and UNESCO's partners were further increasingly sensitized to the importance of the oral and intangible heritage through the application of the 1989 Recommendation on the Safeguarding of Traditional Culture and Folklore in two regional seminars held in Yakutsk, Yakutia, Russian Federation, in August 2001, and in La Paz, Bolivia, in September 2001. The transmission and dissemination of the intangible heritage was strengthened through two workshops held on the "Living Human Treasures System", in Manila, Philippines, and Seoul, Republic of Korea, in September 2001. Awareness of the significance of the role of women in the creation, transmission and safeguarding of the intangible heritage was raised through six regional feasibility studies on the theme "Women, Intangible Heritage and Development". The second edition of *An Atlas of the World's Languages in Danger of Disappearing*, was published by UNESCO in September 2001.

175. In a meeting organized by UNESCO in cooperation with the Secretariat of Pacific Forum and the Secretariat of Pacific Communities, in June 2001, the Trade Ministers of the Pacific Forum tabled, discussed and fully supported the Model Draft Law for the Protection of Traditional Knowledge and Expressions of Culture in the Pacific. In an effort to preserve minority cultures, the Parzor project was initiated by UNESCO New Delhi with the objective to focus on the concerns of the community as well as provide space for research and information exchange with scholars and institutions in India and abroad. The establishment of a Parzor Foundation is under consideration.

176. As regards the **restoration of heritage damaged by conflicts** in Cambodia, the 8th session of the International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor and the sixth international symposium on the Temple of Bayon were held in July and December 2001, and the institutional and financial capacities of the APSARA authority were reinforced and local site management improved following expert and advisory missions. In Bosnia and Herzegovina the reconstruction of the Old Bridge at Mostar, undertaken in collaboration with the World Bank, is progressing satisfactorily and calls for bids for the reconstruction work have gone out. In Kosovo, funding is now being sought for restoration projects that have been prepared in collaboration with the Council of Europe. Lastly, the museum at Priština has been restored with the help of a French NGO.

177. UNESCO, in cooperation with the Organization of the Islamic Conference, ISESCO and ALECSO, held a conference of specialists in Islamic law and religion on the cultural heritage, at

Doha, Qatar, in December 2000, and a first expert mission has been sent to Afghanistan, to Bamiyan and to the museum of Kabul. Operational projects valued at \$10 million were prepared in the framework of the United Nations consolidated joint appeal. A second trust fund set up by the Republic of Korea was established for the protection and restoration of a group of monuments in the Democratic People's Republic of Korea (tombs at Kokuryo). Two expert missions were carried out as part of the project for the restoration of the national museum in Dili, East Timor.

178. Difficulties encountered in the implementation of these actions are essentially due to the inadequate numbers and qualifications of national heritage protection personnel, but other factors include the economic interests of promoters or public administrations responsible for land use and town-planning, which often pay insufficient attention to the need to preserve the heritage, security problems and inadequate "governance". It will therefore be necessary to reinforce the training component in these areas, and continue to associate UNESCO with the efforts made by other United Nations agencies.

179. In resolution 56/8, adopted on 21 November 2001, the United Nations General Assembly proclaimed 2002 as the United Nations Year for Cultural Heritage, and invited UNESCO to serve as lead agency for the Year, which is also the thirtieth anniversary of the adoption of the Convention for the Protection of the World Cultural and Natural Heritage (1972).

180. Resolution 56/8 defines three principal objectives for this United Nations Year:

- (i) intensify the implementation of programmes, activities and projects aimed at the promotion and protection of the world cultural heritage;
- (ii) promote education and raise public awareness to foster respect for the national and world cultural heritage;
- (iii) encourage the private sector to make voluntary contributions to finance and support activities aimed at the promotion and protection of the national and world cultural heritage.

An information campaign, accompanied by an action plan, has been launched by the Culture Sector.

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

181. Four new States Parties adhered to the Convention, bringing the total to 167 as of 31 December 2001. In the framework of a Global Strategy for a Credible, Representative and Balanced World Heritage List seven meetings were organized with States Parties in Turin, Italy, July 2001, Hungary, July 2001, Palau, Federated States of Micronesia, July 2001, Wakayama, Japan, September 2001, Egypt, September 2001, Dominica, September-October 2001, and Winnipeg, Canada, November 2001.

182. In October 2001, the Drafting Group to revise the Operational Guidelines met at UNESCO Headquarters. The 13th General Assembly of States Parties also took place at Headquarters, during the 31st General Conference. The 25th extraordinary session of the Bureau of the World Heritage Committee and the 25th session of the World Heritage Committee took place in Helsinki, in December 2001. Thirty-one new properties were inscribed on the World Heritage List. The List now numbers **721** properties of "outstanding universal value" in 124 countries. For the first time, properties in Botswana and Israel appear on the List. The World Heritage Committee inscribed Abu Mena (Egypt) and the Rice Terraces of the Philippines on the List of World Heritage in Danger and

removed Iguazu National Park (Brazil) from the List. In the framework of the periodic reporting on the state of conservation of the World Heritage, the Committee studied a regional synthesis report for Africa and progress reports on the preparation of periodic reports for Asia and the Pacific (due in 2003), Latin America and the Caribbean (due in 2004) and Europe and North America (due in 2005/2006), together with a plan for follow-up in the Arab States. Furthermore, on the basis of new information received, reports on the state of conservation of a total of 107 World Heritage properties (from all regions of the world) were examined by the Committee. The Committee also adopted a World Heritage Global Training Strategy, drafted by ICCROM, ICOMOS and IUCN.

183. For the purpose of training and awareness-raising, the World Heritage Education website was finalized and *World Heritage in Young Hands* (Educational Resource Kit for Teachers) was made available online in English and French. Eight editions of the electronic newsletter WHNEWS, two editions of the *World Heritage Newsletter* and three editions of the *World Heritage Review* were published.

III.2 Promotion of living cultures

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Programme III.2	2,645,685	2,604,374	98.4
Intersectoral projects:			
Reading for All	165,000	165,335	100.2
Caribbean People: Tapestry of the Past – Fabric for the Future	242,300	223,423	92.2

184. In the context of **promoting and protecting creativity**, the booklet *Cultural Heritage, Creativity and Education for All in Africa* was published. The regional meeting on arts education in the Arab region, scheduled for December 2001, was postponed until May 2002, at the request of the host country, Jordan, so that it could be held in conjunction with the celebration of the City of Amman, Regional Cultural Capital of the Arab world. The proceedings of the regional meetings on arts education in Africa (South Africa, June 2001), and in Latin America and the Caribbean (Brazil, October 2001), have been posted on the Internet. It was noted at the meetings that educational partners (ministries, teaching staff, the UNESCO Education Sector and other United Nations agencies) are becoming more aware of the intrinsic value of children's emotional development and creative abilities. The challenge for UNESCO is now to take the experts' recommendations into account for the reform of teaching, in the framework of the Education for All programme and the follow-up to the Dakar Conference.

185. The UNESCO Prize for the Promotion of the Arts, the prestige of which is growing yearly, was awarded in September 2001 at the Seventh Istanbul Biennale (21 September 2001) to four young artists from different geo-cultural regions. Efforts made by NGOs linked to UNESCO under a framework agreement (International Music Council, International PEN and International Theatre Institute) focused on the dissemination of information and on exchanges between centres. These NGOs have also extended their respective networks to regions where they were under-represented. The excellent relations between the Secretariat and the NGOs should lead to better coordination of the efforts in the various fields of action of the subprogramme. The Asia-Pacific Performing Arts Network (APPAN), was further developed with the assistance of UNESCO through the holding of an APPAN workshop in India in September 2001.

186. Support for the purchase of textbooks and for teacher training, provided by UNESCO to the university chairs specialized in the teaching of copyright and neighbouring rights, has helped to improve the pedagogical capacities of six UNESCO Chairs, three future UNESCO Chairs (Egypt, Cameroon, Senegal) and eight UNESCO Chairs in the RAMLEDA network in Latin America, and to build national expertise in this domain. This experience demonstrated that the provision of teaching materials could precede the creation of UNESCO Chairs in this field in order to help universities in developing countries to develop their capacities in the regular training of specialists in copyright and neighbouring rights. The most recent Chair was inaugurated by the Director-General in Beijing in August 2001.

187. A supplement to the UNESCO international manual on *Copyright and Neighbouring Rights*, previously published in Spanish, French and English, was produced. The original text was translated into Arabic and Russian. These works, designed for wide distribution, represent a remarkable contribution to the programme of teaching, legal assistance, support for collective administration and increased public awareness. The electronic version of the *Copyright Bulletin* No. 2 (2001) has been published and Nos. 3 and 4 (2001), in English, Spanish and French, have been prepared. Print versions in Chinese and Russian have been published. Broad dissemination of legal doctrine through the *Copyright Bulletin* provides countries and copyright experts with the information and expertise necessary for legislative work and the reform of legal norms. The French and English versions of *A Guide to the Collective Administration of Authors' Rights* have also been widely disseminated to the governments and groups concerned, and the Russian version has been published with the assistance of the European TACIS programme. The *Guide* is helping to strengthen or improve the collective administration of authors' rights in developing countries and countries in transition. UNESCO also held a training workshop on copyright and neighbouring rights as part of the festival of African music (FESPAM) in Brazzaville, Republic of Congo, and in cooperation with CERLALC produced a CD-ROM in Spanish on legislation in Latin America and the Caribbean.

188. Eighteen young artists from 13 UNESCO Member States all of which are developing countries participated in the workshop "Artists in development", financed by NORAD, in Vanuatu, August-September 2001. As a result, the Vanuatu Government pledged to re-open its Arts Education Programme at the Institut National Technologie de Vanuatu. In October 2001, the Government of Fiji expanded its Arts and Culture Department of the Fiji Institute of Technology. Young artists, trained at the workshop from Fiji, Niue, Papua New Guinea, Samoa and Solomon Islands have subsequently opened up small family business workshops for woodblock printing and paper-making.

189. In India, UNESCO supported the setting up of a vocational training and cultural centre in Bhallia, Uttar Pradesh, providing computer and sewing classes, as well as vocal and instrumental music lessons. The centre is rapidly gaining popularity among local people. Pursuing the **promotion of craftwork and design**, the last semester of the biennium was devoted to the dissemination of educational material and information documents on the training and promotion activities carried out during the previous 18 months: a brochure on the workshop-meeting of West African craftswomen (Dakar, 20-30 November 2000), a CD-ROM on the international workshop for lead-free ceramics (Mexico, May 2001), the catalogue of the exhibition "African children's toys" (UNESCO, 26 March-6 April 2001), and the second volume of *Creative Craftworkers* devoted to the winners of the UNESCO Crafts Prize 1996-2001. These publications were welcomed with great interest by the Member States and NGOs concerned.

190. During this period, UNESCO, the International Trade Centre (UNCTAD/WTO) and the Commonwealth Secretariat jointly published *International Craft Trade Fairs: A Practical Guide* in English, French and Spanish. The work of young designers was promoted through the

extrabudgetary programme “Design 21”. Following an international competition in February 2001, a pre-selection jury met at UNESCO in September 2001 and chose projects by 64 designers from 26 countries to be exhibited in New York and at UNESCO.

191. In the framework of the “Artists in development” programme funded by NORAD, a workshop entitled “Vital traditions – revival and innovation of traditional textiles” was held from 28 November to 16 December 2001 at the Viet Nam Museum of Ethnology in Hanoi. The workshop explored options for augmenting economic opportunities for local artisans in craft in the Asia Pacific region through the identification and revival of traditional designs, the creation of new textile designs, and the improvement of technical and marketing skills of craft producers.

192. A 30-minute film documenting the rich craft traditions of Sri Lanka has been prepared under the supervision of the Post Graduate Institute of Archaeological Research (PGIAR), Sri Lanka. The second round of the UNESCO-AHPADA (ASEAN Handicraft Promotion and Development Association) Seal of Excellence in Handicraft Products in South-East Asia, initially launched in October 2000 was held in Kuala Lumpur in September 2001. The SEAL is intended to enhance international awareness of handicraft and to serve as a quality control mechanism and marketing device for the promotion of hand-made traditional as well as innovative craft products from the region. An e-commerce website for the better promotion and marketing of the SEAL products is under preparation.

193. With regard to **books and cultural industries**, cooperation was pursued during the period under consideration with specialized book networks such as CERLALC, for Latin America and the Caribbean (with the completion of the Spanish version of the publication *Culture, trade and globalization*) and ACCU for Asia and the Pacific (finalization of the APPREB website); continuing dissemination to 2.5 million readers of the literary supplement to Arab newspapers “Kitâb fî Jarîda”; granting of an increasing number of ISBN numbers to organizations publishing their own publications; progress in the assessment of UNESCO activities in the field of books, reading and cultural industries (which could not, however, be completed before the end of 2001); putting online the *Index Translationum*, which is now entirely accessible through the Internet; and the first steps in the launching of a site on world cinematography, in collaboration with the International Council for Film, Television and Audiovisual Communication (IFTC).

194. With regard to the free circulation of cultural goods and services, the practical guide to the Florence Agreement was translated into Arabic for dissemination in the Arab countries. In its ongoing efforts to respond to the request of the General Conference to examine the impact of globalization on cultural industries and its consequences for cultural diversity, UNESCO participated in a conference on “Cultural industries and new information technologies” organized by the Council of Europe in November in Strasbourg. The conference was opened by the Director-General and the Secretary-General of the Council of Europe. In addition, contacts with potential partners for the Global Alliance for Cultural Diversity and with other international organizations have increased, in particular since the decision of the General Conference to launch that initiative.

195. With regard to the cultural component of the interdisciplinary programme “**Reading for All**”, the extrabudgetary project “**Books for All**” which, over a period of three years, has provided a mobile library and hundreds of thousands of books to Latin America, completed its first phase with the Mobile Library for Central America initiative under which Guatemala, Costa Rica, Honduras, Panama and El Salvador each received a fully-equipped mobile library. In conjunction with the UNESCO Prize for Children’s and Young People’s Literature in the Service of Tolerance, a training workshop for 20 young children’s book illustrators from Central Europe and the developing countries was held in September 2001 in Bratislava, Slovakia, as part of the Artists in Development programme financed by NORAD and in cooperation with the International House of Art for

Children (BIBIANA). Lastly, the dissemination of the SAP KAWI series, produced in cooperation with the African Publisher's Network (APNET), continued.

196. The significance of the project **Caribbean People: Tapestry of the Past – Fabric for the Future**, lies in the need for the Caribbean region to strengthen its identity and self worth in the global space of the twenty-first century. The project encourages the heterogeneous groups of the Caribbean to create their own space through cultural expression, the empowerment of citizens and the promotion of diversity. The transsectoral project consisted of the following activities: the popularization of science and technology and disaster preparedness (to include micro-science) through workshops for micro-science teachers; the strengthening of tertiary level education institutions and networks through skills training among young unemployed males (Barbados, Saint Vincent and the Grenadines, Jamaica); the introduction of information technology in rural communities through Multimedia Community Communication and Information Centres and thereby bridging the digital divide (Jamaica, Dominica, British Virgin Islands); the organization of a Travelling Heritage Exhibition intended to reinforce the shared history and culture of the Caribbean (Trinidad and Tobago); the promotion of employment generating cultural industries (Dominica); the promotion of a culture of peace through the Youth Assembly "Changing the Culture of the Classroom" (Jamaica, Curacao, St Kitts and Nevis); the understanding of regional lifestyles and arts and utilizing them in the fight against HIV/AIDS (Saint Vincent and the Grenadines, Guyana, Haiti, Grenada, Saint Lucia, Aruba, Antigua, Suriname, Belize); the creation of an inventory of Sacred Voodoo objects in Haiti; the translation, publication and dissemination of literary works among the various language groupings in the Caribbean (Haiti); the creation of a handbook on disaster preparedness with special attention to hurricanes, volcanic eruptions and earthquakes (Bahamas).

Towards a culture of peace

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Towards a culture of peace	1,629,129	1,577,731	96.8

Unit 3 – From interculturality to cultural pluralism

197. In the context of **Encouraging intercultural dialogue**, the following activities took place: as part of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (Durban, South Africa, 31 August-8 September 2001), a round table on "The Slave Route: Slavery and racism" was held. A seminar on "Slavery and cultural changes" was held in Evora, Portugal, in November 2001. An international conference and exhibition on "Aguda: Aspects of the Afro-Brazilian heritage in the Gulf of Benin" were held in collaboration with the Ecole du Patrimoine Africain, the University of Benin, the UNESCO/SSHRC Nigerian Hinterland Project, and the Benin Institute for Study and Research on the African Diaspora (IBERDA) in Porto Novo, Benin, in November-December 2001. The project to inventory the tangible and intangible heritage of the slave trade in Portuguese-speaking African countries, in particular, Angola, Cape Verde, Guinea-Bissau, Mozambique and São Tome and Principe, carried out in collaboration with the World Tourism Organization (WTO), was completed. The first phase of the joint UNESCO-WTO programme on cultural tourism on the Slave Route in Liberia was completed. As part of the project for the collection and processing of data on the oral tradition relating to the slave trade and slavery in Africa, research was carried out in Senegambia (Gambia, Senegal, Guinea and Guinea-Bissau), Nigeria, Benin and Ghana. At the sixth session of the International Scientific Committee of

the Slave Route project, in Rio de Janeiro in December 2001, a seminar on Afro-American religions was held.

198. Within the framework of the Programme on the Memory of Slavery and the Diaspora, a substantial part of the inventory of sites, buildings and places of memory that are linked to the slave trade and slavery in the Caribbean has been completed in cooperation with the Museum Association of the Caribbean. In preparation for the International Conference on Intercultural Dialogue in Central Africa and the Great Lakes Region, a round table was held in Libreville, Gabon, in November 2001. Moreover, the scope of activities in the Indian Ocean region has been broadened by the decision of the authorities of Mauritius to establish an International Institute for Intercultural Dialogue and Peace and the organization of two symposiums in cooperation with the Laboratoire CIRCI of the Université de La Réunion. Consultations for the establishment of an inventory of cultural sites of memory in relation to the Routes of the Slave Trade in the Indian Ocean have continued. The first phase of an extensive research and studies programme on oral tradition in the Indian Ocean has been launched and successfully completed. The project covers the collection of data and constitution of archives in Reunion, Mauritius, Seychelles, Comoros, Madagascar, and the results of this first phase will be published shortly.

199. The Chairholders from the Network of UNESCO Chairs in Interreligious Dialogue, held a meeting in Bucharest, in September 2001. Two versions (long and short) of a television documentary film based on a Round Table on Intercultural and Inter-religious Dialogue as Part of Dialogue among Civilizations and the Sixth Session of the International Scientific Committee for the preparation of the History of Civilizations of Central Asia (Bishkek, Kyrgyzstan, 25-29 June 2001), were produced in cooperation with the National Commission of Kyrgyzstan for UNESCO in September 2001, and shown at the 31st session of the UNESCO General Conference. Also in September 2001, specialists from nine countries attended an international seminar on Petroglyphs in Central Asia in Issyk-Kul with a view to creating a scientific network of specialists seeking to promote cultural tourism in the region. The International Symposium on “Dialogue among Civilizations: Interactions between Nomadic and other Cultures of Central Asia”, organized by the International Institute for the Study of Nomadic Civilizations was held in Ulan Bator in August 2001. The Fourth Session of the General Assembly of the International Institute for Central Asian Studies (IICAS, Samarkand), took place at UNESCO Headquarters during the 31st session of the General Conference.

200. The Mediterranean programme was refocused in order to strengthen its unifying role and develop three initiatives intended to broaden the dialogue among civilizations to include new themes and audiences. Three convergent pilot projects all help to fight poverty through direct and indirect job creation, to narrow the digital gap by the creation in the South of multimedia centres and data banks, to develop cultural and intercultural tourism, and to combat negative stereotypes in education. One of the projects, “Navigation of knowledge: Network of historical Mediterranean dockyards” was selected by the European Commission under its MEDA HERITAGE II programme, and is subsidized to the tune of € 3 million over four years.

201. Under the programme of general and regional histories, several volumes were completed, and some of them were presented at the 31st session of the General Conference. New extrabudgetary contributions were received for the *General History of Latin America*. UNESCO signed a co-publishing contract with the Planeta Group – De Agostini for the production of a “general public” version in Italian and Spanish of the *History of Humanity*, accompanied by a DVD. In addition, a meeting of the Joint UNESCO-ICHS (International Committee for Historical Sciences) Committee was held in October 2001 at Headquarters; the meeting identified a series of actions to be carried out in Africa, Latin America, the Caribbean and the Arab States region with a view to promoting academic interaction among historians, and in particular research that may feed the debate on

intercultural dialogue. The Third Congress of the Association of African Historians was held in Bamako, Mali, in September 2001 and helped to relaunch the activities of the Association, which was refounded on that occasion, and to foster cooperation with the Joint UNESCO-ICHS Committee.

202. With regard to the **promotion of cultural pluralism**, and within the framework of UNESCO's contribution to the **International Decade of the World's Indigenous People** (1995-2004), the work of the Culture Sector has continued to enlarge its scope of action to include other regions of the world and new themes, such as cultural pluralism. At the same time, an interdisciplinary reflection has been promoted among indigenous and non-indigenous experts on the question of the preservation and recognition of cultural identities. All these activities have contributed to the "education of indigenous and non-indigenous societies concerning the situation, cultures, languages, rights and aspirations of indigenous people", which is the third objective of the programme of activities for the Decade. Studies and field work have continued with and for indigenous communities in the field of "cultural resources mapping" in order to strengthen and enhance cultural identities and foster a sense of multicultural citizenship within these communities.

MAJOR PROGRAMME IV TOWARDS A COMMUNICATION AND INFORMATION SOCIETY FOR ALL

IV.1 Free flow of ideas

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Subprogramme IV.1.1	1,610,902	1,598,652	99.2
Subprogramme IV.1.2	2,300,393	2,207,337	96.0
Ethical, legal and sociocultural challenges of the information society	797,620	780,038	97.8
Programme IV.1	4,708,915	4,586,027	97.4

IV.1.1: Freedom of expression, democracy and peace

203. During the six-month period under review, UNESCO continued to give active support to national and regional authorities that approached the Organization for assistance to draw up or adapt their media and press legislation to internationally recognized standards and principles. Through such action UNESCO has established itself as one of the main institutions providing this type of service to Member States and other international organizations. The Organization also pursued activities designed to promote independence and pluralism of the media in conflict and post-conflict areas. In this context, assistance was provided to the media in the Balkans, the Great Lakes region and in the Middle East. This kind of support has helped the media to provide non-partisan information to local populations and contributed to promoting press freedom and media pluralism in zones of armed conflict or in countries in transition.

IV.1.2: Media, information and society

204. UNESCO strengthened its role in **media education** through support for the Summit on Media for Children organized in Thessaloniki, Greece, in October 2001. The Summit emphasized the

importance of youth understanding the roles of the media in society and the messages carried by the different media. The basic concepts of media education were similarly introduced to 20 Associated Schools (ASP) and other secondary-school teachers and curriculum planners during national workshops in Papua New Guinea and Samoa in July 2001. This pilot activity is aimed at increasing critical awareness of the role of mass media in the Pacific. Under the **INFOYOUTH programme**, UNESCO's action focused on capacity-building to collect and provide up-to-date and reliable information on youth projects and activities to be used in formulating appropriate youth policies.

205. Efforts to encourage **women's access to expression and decision-making in the media** included support for the preparation of a national study on *Women Journalists in Malaysia: Career Prospects & Concerns* and a joint survey with the International Federation of Journalists on *Equality and Quality: Setting Standards for Women in Journalism*. Based on comprehensive information received from journalists' unions in about 40 countries, the survey provided an overview of the current status of women journalists and highlighted priority areas for future action. UNESCO also supported a Regional Workshop on Equal Access of Women to ICTs in October 2001 in Seoul, Republic of Korea, with participation from 23 countries; a survey on women in journalism in India; and two national workshops in that country in September and November 2001. The workshops demonstrated the need to establish a network of women journalists in India and to transform structures and systems of media organizations to enable greater participation of women in the profession.

206. In the area of **public domain contents and development of information access tools**, UNESCO has published anthologies on development (on CD-ROMs) to be used as a basic reader in the Sahel and in East Africa within the Public@ series of "open access" collections. These were provided to selected information centres in the region for user access, dissemination and evaluation. An expert consultation on Facilitating Access to International Information Resources in Developing Countries, organized by UNESCO in Paris in November 2001, provided recommendations on how to improve access to information through cooperation among international programmes, rights holders and users. Efforts to safeguard documentary heritage through the **Memory of the World Programme** were continued through the production of (i) CD-ROMs compiled by the Medellin Pilot Public Library featuring a compendium of photographs held by the Library on all aspects of daily life over a hundred-year period, and (ii) CD-ROMs on the St Mashtots manuscript collection containing about 17,000 manuscripts on almost every sphere of Armenian ancient and medieval science and culture.

207. Progress made has been in facilitating access of the general public in developing countries through the use of information and communication technologies (ICTs) to sources of public domain information. The development and publications of anthologies serve as useful information resources and as models for further activities of this type in developing countries, using the Greenstone Digital Library software to be made available free of charge by UNESCO in cooperation with New Zealand. An international consortium of organizations concerned with open and affordable access to information have come together to work with UNESCO on proposals for international cooperation in this area.

Ethical, legal and sociocultural challenges of the information society

208. Preparatory work was pursued on the draft "recommendation on the promotion and use of multilingualism and universal access to cyberspace", which will constitute an important contribution to the development of international information policies and to the World Summit on the Information Society (Geneva, 2003, Tunis, 2005). Further consultations are ongoing to obtain professional inputs from the public and private sectors for a redrafted text that will be submitted to the 165th session of the Executive Board. The UNESCO Observatory on the Information Society

has been transformed into a portal providing daily news in three languages (English, French and Spanish), access to the regularly up-dated database of Internet action plans and policies, weekly newsletter and monthly analyses of trends in cyberspace. A pilot Observatory on the Information Society in the Arab States, based in Tunisia, has been established and the Arab League has been invited to participate in upgrading services in Arabic.

209. UNESCO participated actively in the **United Nations ICT Task Force**, which was inaugurated by the Secretary-General in November 2001. The Task Force will function as a catalytic agent to enhance the role of ICTs in poverty eradication and development. UNESCO has been requested to chair the Task Force's Sub-Committee on Education and Training which will enable the Organization both to play a key role in the work of the Task Force and to establish links with other United Nations agencies, the private sector and NGOs working in the area. The Organization was also requested to participate in two other working groups, namely, the Working Group on National and Regional E-strategies and the Working Group on Low-cost Connectivity and Access. At the request of the International Telecommunication Union (ITU), UNESCO has sent a senior staff member to work in the Executive Secretariat of the World Summit on the Information Society. This helps to place UNESCO at the heart of the preparations for the Summit and in a position to contribute substantively to its outcomes. For instance, close collaboration has already been established between UNESCO and the Executive Secretariat to consult NGOs and the civil society on issues relevant to the Summit. UNESCO's contribution to the substantive discussions of the Summit is expected to gain importance as themes such as bridging the digital divide, ICTs and education, and information, as a public good are being considered as key issues. The Intersectoral Working Group on ICTs, which has been established in UNESCO Headquarters, also serves as an essential mechanism in this respect.

210. UNESCO's activities have contributed to enhancing the role and visibility of the Organization in this area both in Member States and within the United Nations system. A principal lesson learned is the need for the Organization to strike a balance between catalytic and supportive action for national programmes and conceptual debate.

IV.2 Bridging the communication and information gap

	Allocation as at 31.12.2001	Expenditure as at 31.12.2001	Expenditure as a percentage of allocation
	\$	\$	%
Subprogramme IV.2.1	3,177,785	3,106,726	97.8
Subprogramme IV.2.2	2,585,005	2,542,827	98.4
Programme IV.2	5,762,790	5,649,553	98.0

IV.2.1: Development of communication

211. The International Programme for the Development of Communication (IPDC) Ad Hoc Working Group elaborated a set of recommendations for the reform of IPDC working methods at a meeting held on 20 December 2001 in Paris. The meeting brought together members of the Working Group as well as observers from several UNESCO Member States and non-governmental organizations. It is envisaged that the recommendations will help to improve the financial situation of the Programme and enhance the impact of its projects in **strengthening communication capacities in developing countries**.

212. Continued support was given for **communication training programmes** to upgrade the knowledge and skills of media professionals in developing countries. Training was provided in such areas as ICTs in radio and television; computerized news agency operations; media management; reporting on development issues; and the use of media in prevention and management of HIV/AIDS and other diseases. UNESCO played a catalytic role in the initiatives to integrate traditional media and ICTs by supporting the setting up of new community multimedia centres in Uganda, Burkina Faso, Mali and Benin, and the organization of a meeting in Bucharest, Romania (December 2001) aimed at expanding the activity into Central and Eastern Europe. The meeting mobilized international development partners who support both community radio and telecentre projects in the region and who are interested in joining UNESCO in this venture. These activities have helped to generate increasing endorsement by partners and civil society of the community multimedia centre concept.

213. In pursuance of UNESCO's action to **strengthen public service broadcasting (PSB) and promote its educational and cultural dimensions**, the Organization encouraged Member States to give voice to women, the youth and children in TV programmes through such activities as the Regional Pacific TV Meeting: Pacific TV in the New Millennium, held in collaboration with the Secretariat of the Pacific Community, in Nadi, Fiji, from 1 to 4 October 2001, and consultations with television professionals to find mechanisms for reducing violence on screen, especially in fictional programmes. UNESCO also reinforced its cooperation with regional and international NGOs concerned with public service broadcasting such as the Commonwealth Broadcasting Association (CBA); the Asia-Pacific Institute for Broadcasting Development (AIBD); the International Radio and Television University (URTI); World Radio and TV Council; and the Conseil international des radios-télévisions d'expression française (CIRTEF).

214. With the regard to **supporting endogenous audiovisual production**, Member States continued to contribute programmes to the Screens Without Frontiers project and UNESCO was active in encouraging the distribution of high-quality endogenous television programmes. A platform for international or regional distribution of endogenous audiovisual production was provided through successful joint ventures with the University of California in Los Angeles (United States), the Ministry of Foreign Affairs of France, the African Television Festival (Festel), the International Market for Local and Independent Broadcasters (Mitol) and selected public broadcasters (such as TV Samoa and Radio-Television Afghanistan). UNESCO also co-produced seven documentaries from Chad, Congo, Mali, Niger, Nigeria, Togo and Zimbabwe. One of them, *Afro@digital*, offers an innovative analysis of ICTs and digital technology in Africa by Africans, providing a positive vision of the future. It is an important contribution to the ongoing debate on ICTs and gives the floor to those who are rarely called upon to express their views on these issues. By encouraging such exchanges of audiovisual materials among countries and regions, the Organization also contributes to promoting the expression of cultural diversity in the media.

IV.2.2: Development of "infostructure"

215. Guidelines on national policies and strategies for promoting an accessible public domain of electronic information were drafted for peer review and publication. In addition to the development anthology digital libraries treated under Subprogramme IV.1.2, several other pilot applications of ICTs in community development were completed as model public domain resources. These were: CD-ROM library for the newly literate in a number of West African languages, virtual reality application on hygiene in East Africa and endogenous training module on ICTs for African educators. The first version of the UNESCO Virtual Laboratory Toolkit was also completed for publication on the Internet and on CD-ROM, and data collection was carried out for a CD-ROM on indigenous knowledge on navigation in the Pacific, to be completed under the cross-cutting project "Local and Indigenous Knowledge Systems (LINKS)", to be developed in the 2002-2003 biennium.

Studies on information needs of decision-makers in open and distance learning were carried out in four developing regions and integrated into a feasibility study on developing a pilot international knowledge base in this area. Steady progress was made on formulating integrated information strategies to enable universal access to information for development with the design of a *Multipurpose Community Telecentre (MCT) Cookbook for Asia and Pacific* prepared as a guide to the basic requirements needed to set up and operate a successful MCT. A feasibility study on categories of information required in science and technology on the Internet was conducted in Peking University, ISTIC Beijing and Hangzhou. The study examines the use of Internet resources and the evaluation of its usefulness from the perspective of students and academics in China.

216. **Training of information specialists and users** was also continued through symposiums at IT centres set up during the previous biennium under ACCESS (Association of Computer Centres for Exploiting Sustainable Synergy) in Central Europe and Asia. A modular training package, “ICT for Library and Information Professionals”, was distributed in the Asia and the Pacific region. Developed by UNESCO with funding from Japanese Funds-in-Trust, it is intended as a trainer of trainers package for library and information personnel and is available in electronic version and hard copy. Over 300 culture and ICT experts participated in a symposium on the Digital Silk Roads initiative held in December 2001 in Tokyo, Japan. Participants adopted the Tokyo Declaration on Digital Silk Roads, which presents overall strategies and policies for developing project activities.

217. With regard to **regional and national information policies**, new networking agreements were reached in Asia and the Pacific to create the Asia and Pacific Information Network (APIN) merging the three former regional information and informatics networks. UNESCO is currently drafting a charter for APIN. In Latin America and the Caribbean, representatives from the 24 Member States of UNESCO’s regional INFOLAC programme to strengthen cooperation among national information networks and systems also agreed to broaden INFOLAC’s mandate in order to meet the digital challenge. The Ninth Regional Seminar of CDS/ISIS National Distributors, held in September 2001 in Buenos Aires, had the largest number of participants since its inception. This is a tangible evidence of the impact on the UNESCO software in a region where the free availability of the package coupled with the high cost of commercial packages has contributed to its adoption by most libraries.

218. In the field of **libraries and archives**, a regional workshop held in Fiji served as the basis for the development of a comprehensive overview of the state of archiving in the Pacific region and for the preparation of a policy document outlining the resources and skills required in this area. In view of the official inauguration of the **Bibliotheca Alexandrina** in April 2002, a Photo Exhibition on the Bibliotheca Alexandrina and the City of Alexandria was held at UNESCO Headquarters in October 2001 during the 162nd session of the Executive Board. The Director-General of the Bibliotheca Alexandrina also made a presentation on the project. UNESCO provided consultancy support regarding guidance on international networking solutions as well as the supervision of the design and implementation of archiving systems at the Bibliotheca Alexandrina. Activities in support of digital inclusion saw the setting up of two new schools of IT and Citizenship in Uruguay and the creation of two “free telecentres” in Paraguay based on the concept of “free software”. The specialist network on electronic theses and dissertations (ETD) was strengthened through the training of 63 specialists from Latin America who are responsible for ETD projects in their universities or research centres.

219. UNESCO’s approach to promoting hands-on professional development of ICT applications in close cooperation with the concerned communities is yielding substantial interest and is helping in capacity-building at the local level. The results of the study on the use of Internet resources demonstrate that more specialized information filtering and navigation services are required if full benefit is to be made of the Internet as a resource tool, along with further studies on information

behavioural patterns and targeting of groups in rich and poor regions. Future activity should build on the accomplishments obtained through ICT applications for development, but also give increased attention to networking at the national and international levels to enable the establishment of sustainable centres of excellence in the participating countries and the rollout of similar experiences in other developing countries and regions.

ANTICIPATION AND PROSPECTIVE STUDIES

220. The nineteenth and twentieth sessions of the *Twenty-first Century Talks* series were held in the second half of 2001. The first of these was held in Durban, South Africa, on 3 September in conjunction with the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance. This forward-looking debate on the theme *The New Aspects of Racism in the Era of Globalization and the Gene Revolution* brought together Nadine Gordimer, winner of the Nobel Prize for Literature, George J. Annas, professor of health law, Axel Kahn, geneticist, Elikia M'Bokolo, historian, and Achille Mbembe, researcher. Another session was held at Headquarters on 19 September on the theme *What future for languages?*, at which the linguists Claude Hagège and Salikoko Mufwene sketched out the prospects for languages in the twenty-first century.

221. A day of *Twenty-first Century Dialogues* was held on the theme *Values – where are they going?*. This occasion brought together 15 leading intellectuals from different regions of the world to UNESCO Headquarters on 8 December 2001 to discuss such questions as “Twilight, clash or hybridization of values?”, “The threats of the inhuman”, “Serious values or frivolous values?”, “Aesthetics, the highest stage of economics and ethics? Towards the aestheticization of values?” and “Towards the creation of new values?”. The day, which began with addresses by the Chairperson of the Executive Board and Ms Claudia Cardinale, Goodwill Ambassador for UNESCO, was attended by a large audience and received broad press coverage. Even though the theme of these exchanges was selected well in advance, it tied in directly with many of the questions raised by intellectuals, decision-makers and the general public after the events of 11 September 2001.

222. Raising awareness of the global challenges of the twenty-first century and the promotion of UNESCO's future-oriented thinking continued with the publication of the English version of the first anthology of *Twenty-first Century Talks* and *Twenty-first Century Dialogues*, co-published by the UNESCO Publishing Office and Berghahn Books under the title *Keys to the 21st Century*. In addition, two feature articles were published, one on the new aspects of racism in the era of globalization and the gene revolution, in connection with the Durban Conference, and the other on the future prospects of values, echoing the *Twenty-first Century Dialogues*. Both articles appeared in the leading newspapers of several dozen countries throughout the world, reaching a total of several tens of millions of readers.

FELLOWSHIPS

223. Between 1 July and 31 December 2001, a total of 94 fellowships (Africa: 31; Arab States: 4; Asia and the Pacific: 36; Europe: 12; and Latin America and the Caribbean: 11) were awarded to beneficiaries, duly endorsed by their respective National Commissions. Among these, 63 beneficiaries were men and 31 beneficiaries were women. The breakdown of the source and type of funding for these fellowships, administered by the Fellowships Section, is as follows:

- 14 individual fellowships for an amount of \$119,300 within the framework of the 2000-2001 regular programme, including the UNESCO Fellowship Bank;

- 50 travel grants for an amount of \$66,094 (financed from funds under both the regular and extrabudgetary programmes) as contributions towards Co-Sponsored Fellowships offered by a number of Member States. These contributions-in-kind are estimated to be worth a value of \$771,500;
- five fellowships awarded within the framework of the Participation Programme for an amount of \$25,700;
- three fellowships awarded within the framework of the African Development Bank and UNDP projects for an amount of \$43,500; and,
- 22 fellowships for an amount of \$165,000 under extrabudgetary funds-in-trust projects.

224. The total value of the fellowships implemented under the 2000-2001 biennial exercise under all funding sources (including the contributions-in-kind fellowships under the Co-Sponsored Fellowships Scheme), is estimated at over \$5 million.

225. The following countries have generously contributed to the 2000-2001 Co-Sponsored Fellowships Programme: Chile, People's Republic of China, Czech Republic, Israel (in cooperation with MASHAV and Israel's Council of Higher Education Planning Budgeting Committee), Poland, and Republic of Korea (IPDC). Twenty fellowships (10 in 2000 and 10 in 2001) for young women active in research in life sciences were awarded at ceremonies held at Headquarters under a project entirely financed by L'Oréal.

226. Within the framework of the Japan Funds-in-Trust projects for "Capacity-building of Human Resources", two projects designed by the Fellowships Section and entitled the "UNESCO/Keizo Obuchi Research Fellowships Programme 2001 and 2002" and "Support to the UNESCO Co-Sponsored Fellowships Scheme" have continued to be managed and fellowships awarded within their framework. It is expected that over 100 fellowships will be offered under these two projects. The letter announcing the UNESCO/Keizo Obuchi Research Fellowships Programme (2002 Cycle) has been disseminated in October 2001 to 169 Member States (and one Other Territory).

227. With a view to providing information on the results of the fellowships programme, a provisional "Directory of UNESCO fellows: 2000-2001" was prepared in August 2001 and disseminated to Member States during the 31st session of the General Conference. An updated version covering the full biennial exercise has been prepared and is scheduled to appear shortly. An updated list of the fellowships programmes at UNESCO is now available on the UNESCO website in both English and French.

228. A circular letter CL/3611 dated 9 January 2002 was sent to all National Commissions and Permanent Delegations delineating the criteria and conditions for applications that may be submitted within the framework of the 2002-2003 UNESCO Fellowships Bank Programme. Recommendations adopted by the Executive Board in 161 EX/Decision 3.6.3 have been duly taken into consideration during the preparation of this letter inviting Member States to submit applications.

229. Every year, UNESCO receives thousands of requests for individual fellowships in its various fields of competence. Limited resources make it impossible to satisfy all requests. It is precisely with a view to increasing training and capacity-building opportunities that UNESCO continues to adopt a proactive policy, under the UNESCO Co-Sponsored Fellowships Programme, in order to strengthen and extend partnerships with governments, institutions of higher education and the private sector.

COORDINATION OF ACTIVITIES CONCERNING WOMEN

230. The collective consultation of NGOs working to promote the rights of girls and women was held in December 2001 to evaluate the results of the General Conference and to present the NGOs' action plans for the year 2002-2003. To date, around a hundred NGOs and associations have participated in the monthly meetings of the various working groups on "Women, science and technology", "From Budapest to Johannesburg", "Women and the culture of peace", "The girl child", "Poverty eradication" and "Micro-credit".

231. The third phase, "Scientific education for girls", of the L'Oréal-UNESCO partnership was launched on 6 March. At the same time, an award ceremony was held for the ten fellowship-winners and five prizewinners from around the world. On 8 March 2002, several events were held at UNESCO and in the field in celebration of International Women's Day. The theme this year was "Violence against women and its impact on children". A general debate on violence against women was organized at Headquarters in collaboration with the American University of Paris. Throughout that same day, an NGO forum presenting NGO activities for women and girls was held.

232. The book *Education for a culture of peace in a gender perspective* by Betty Reardon was presented in November 2001 at UNESCO Headquarters, in close collaboration with the Education Sector.

233. It was decided in June 2001 to have a preview screening of the film *Kandahar* directed by Mohsen Makhmalbaf. In light of the tragic events of 11 September, the film, which was shown at UNESCO Headquarters in October 2001, provided an opportunity to raise public awareness about tolerance, and in so doing to promote peace. It also helped to highlight NGO efforts concerning the education of girls and women in Afghanistan. Subsequent to the preview screening of the film, Mr Makhmalbaf submitted an education project for young Afghan refugees in Iran.

COORDINATION OF ACTIVITIES CONCERNING YOUTH

234. UNESCO participated in the **Fourth World Youth Forum** of the United Nations system (WYF) held in Dakar, Senegal from 6 to 10 August, acting as co-convenor, in partnership with youth organizations, in three out of the 10 working groups of the Forum. Our themes were: Education and ICTs, Youth and Culture of Peace; and Youth, Sports and Leisure-time activities. For all working groups background documents were produced and bibliography and readers constructed. During the Forum, videoconferences in partnership with the World Bank were arranged in order to extend and enrich the Fourth World Youth Forum and its thematic debates. The UNESCO/World Bank videoconferences gathered, altogether, more participants than the World Youth Forum itself and were unanimously praised by the young people taking part as a unique experience and a modality for youth participation and communication, which should be expanded and continued beyond the WYF for similar events. We also supported both financially and technically "Caravan for peace and African integration" and ICT training for both the WYF and the Caravan participants. Support was also given to a rap concert organized by the Senegalese Youth Council.

235. Other relevant activities were: (i) **Cultural Festival of the West African University UNESCO Clubs (FESCUAO)** held in Bamako, Mali, from 15 to 25 August. UCJ provided information on UNESCO youth strategies and co-funded the participation of UNESCO-Dakar Youth Focal Point; (ii) **UNESCO Youth Forum of the 31st session of the General Conference** was held in Paris, France, from 12 to 14 October 2001. The Youth Forum brought together 131 representatives of 83 Member States and 12 international youth NGOs as observers. The final

report was presented to the plenary session on the opening day of the General Conference; (iii) launching, among participants of the UNESCO Youth Forum of the 31st session of the General Conference, of the UNESCO/UNAIDS kit **HIV/AIDS and Human Rights: Young People in Action** in collaboration with SHS/HRS; (iv) Identification and financial support to the presence of young panellists in the **Round Table on Youth and Bioethics Education** during the eighth session of the International Bioethics Committee (Paris, France, 12 September 2001) and the **Youth Forum on the Ethics of Science and Technology during the Second Session of the World Commission on the Ethics of Scientific Knowledge and Technology** (Berlin, Germany, 18 December 2001). UCJ contributed in identifying panellists and covering their travel and lodging costs.

236. *Education in and for Conflict*, a training manual prepared in cooperation with the UNESCO Chair for Peace of the Autonomous University of Barcelona and a tool for peace-building and non-violent conflict-resolution for young people, was published in Spanish, English and French.

COORDINATION OF ACTIVITIES CONCERNING AFRICA

Strengthening of cooperation with African Member States

237. During the 31st session of the General Conference, the Director-General had talks with most of the heads of delegation of the African countries, in the course of which they specified what their priorities were in their cooperation with UNESCO. Priority was assigned, *inter alia*, to education for all, the training of key personnel through the strengthening of higher education, the development of science and technology, HIV/AIDS prevention and control, promotion of the cultural and natural heritage, promotion of intercultural dialogue for peace, security and stability, training of media professionals and the use of the new information and communication technologies (ICTs) for development. The Director-General paid an official visit to Ethiopia (6-9 January 2002) and held talks in Paris with the President of the Republic of Burundi (12 December 2001) and the President of the Republic of Kenya (8 February 2002). The visit and talks provided the Director-General with opportunities to exchange views on progress in the implementation of UNESCO programmes in the countries concerned, on prospects for strengthening cooperation in priority areas such as education, the protection of the cultural heritage and the state of conservation of sites on the World Heritage List, and on regional cooperation and integration in Africa within the context of the New Partnership for Africa's Development (NEPAD). Special attention was paid to following up the priorities emerging from these visits and talks, in particular through the decentralization of regular budget resources and the mobilization of extrabudgetary resources, especially for preventive education against HIV/AIDS (Ghana, Kenya), education in rural areas, protection of the heritage, new technologies (Mozambique, Namibia), and special plans of action (Nigeria).

238. Cooperation with the Organization of African Unity (OAU) is continuing in the Organization's various fields of competence, notably in education, where every effort is being made to promote synergy between the implementation of the Decade for Education in Africa proclaimed by OAU (1997-2006) and that of the Dakar Framework for Action. The same applies to cooperation with such subregional organizations as the Economic Community of West African States (ECOWAS), the Southern African Development Community (SADC), the Indian Ocean Commission (IOC) and the Official Portuguese-speaking African Countries (PALOP) with, in some cases, special emphasis on a priority field of action such as HIV/AIDS prevention (ECOWAS, SADC).

Cooperation with the Gaddafi International Foundation for Charitable Associations (GIFCA): visit to Headquarters by the President of GIFCA

239. The purpose of the visit was to sign an agreement between GIFCA and UNESCO for the financing of certain activities, chiefly a project to provide science kits to schools in 22 countries in sub-Saharan Africa, for which an initial payment of \$250,000 has already been made by GIFCA into the Priority Africa Special Account.

240. The agreement signed on that occasion also mentions other areas expected to serve as a framework for future cooperation between the two organizations. In that connection, 11 projects drawn up by the programme sectors were submitted to the President of the Foundation for consideration. A study is also under way on cooperation in support of a project for the development of science and technology in Nigeria, as part of the Nigeria-UNESCO special Plan of Action.

Organization of an international seminar on Africa

241. On 8 and 9 November last, UNESCO, taking a resolutely intersectoral approach, organized an international seminar on **forward-looking approaches and innovative strategies for the development of Africa in the twenty-first century**. Its purpose was to bring a forward-looking, innovative approach to defining new approaches, methods and strategies for fostering development in Africa in the twenty-first century and so help the continent remedy the disquieting situation that has prevailed since the African States' accession to independence, and thereby to enable it to assume its proper place and play a role consistent with its ambitions. The seminar was held in an international and African context marked by the world community's renewed interest in Africa (as seen notably in the Millennium Declaration of the United Nations General Assembly, especially Chapter VII), the Abuja Summit on HIV/AIDS, Tuberculosis and other Infectious Diseases and the creation of a Global Fund to fight HIV/AIDS, and also by Africans' determination to build the unity of their continent and assume ownership of its development process, a determination reflected in the adoption of the New Partnership for Africa's Development (NEPAD) and the forthcoming creation of the African Union.

242. The seminar attracted participation at a very high level and there was keen interest in its deliberations, which revolved around seven workshops, covering the following themes, respectively:

- (i) the African agenda and UNESCO: building on the basis of the New Partnership for Africa's Development (NEPAD);
- (ii) education in Africa: challenges and prospects – What are the strategies for the future?;
- (iii) science and technology for sustainable development in Africa;
- (iv) human rights, democracy and human security: prospects and avenues of action;
- (v) cultural diversity and pluralism: issues for sustainable development in Africa;
- (vi) communication technologies and the knowledge society: capacity-building in Africa;
- (vii) strengthening of pan-African cooperation and the international partnership system.

243. Each of the workshops formulated well-targeted recommendations to UNESCO, States, African regional and subregional organizations and the international community, respectively. It emerges from these recommendations that the challenges of African development can be met only

through a global approach in which poverty eradication will depend on the strengthening of human capacities, peace-building and peacekeeping, access to the new ICTs and the strengthening of regional cooperation, together with acknowledgement of the cultural dimension.

244. A follow-up programme is being prepared and a series of initiatives has already been taken, such as the circulation of its recommendations to decision-makers and African civil society, and also to all Africa's development partners, besides the establishment of a discussion forum (website) and of a Follow-up Committee.

245. From 24 to 27 January 2002, the Organization took part, at the invitation of NEPAD's Steering Committee, in a meeting of Africa's development partners held in South Africa to assist in drawing up NEPAD's draft plan of action.

246. This important meeting, attended by African subregional and regional organizations as well as the 15 member countries of the Implementation Committee, provided the Organization with an opportunity to report on the seminar on Africa and to have the Organization's priorities, especially in education, incorporated into the NEPAD draft plan of action. As a result, on UNESCO's initiative, the meeting agreed to propose to the Committee of Heads of State and Government that education should be NEPAD's top priority.

247. UNESCO took part in the annual regional consultation of United Nations system agencies working in Africa (Addis Ababa, 29-30 October 2001) at which the areas on which the coordinated support of the United Nations system to NEPAD would need to focus were identified. Among the areas in question are the development of human resources and information and communication technologies. The Organization was also represented at the third African Development Forum (Addis Ababa, 3-8 March 2002), thereby making its contribution to the formulation of approaches and strategies fostering African regional integration.

CLEARING HOUSE

248. The inventory of existing information services is now available in a completely new format. Access is by major theme and by type of service/database. The inventory is updated online on the Internet directly by the managers of the services/databases at Headquarters and in the field. The 2001 CD-ROM editions of the *UNESCO Databases* and *Index Translationum* were published.

249. In the library, the computer consultation capacity in the Reading Room was increased from two to six workstations and a book exhibit, with handout bibliographies, on "Global Public Goods" was presented during the General Conference. In close collaboration with ADM/CLD, the new electronic documents archiving and transmission system (EDATS) has been further developed by the establishment of procedures for the printing of all documents processed by ADM/CLD directly from PDF files. The expected result of the implementation of these new procedures in the course of 2002 is a simplified workflow, which rapidly and comprehensively will include all CLD-processed documents of a public nature in the UNESDOC database on the Internet.

PUBLIC INFORMATION

250. As part of a refocused communication strategy implemented during the second half of 2001, BPI prioritized quality versus quantity: it issued 62 press releases and 20 media advisories, i.e. 18 fewer press releases than in the first six months of the year (80), and 13 fewer media advisories (compared to 33). Quality information, based on facts and figures, was stressed so as to provide the media with a useful and valuable product. To optimize the effectiveness of UNESCO

press releases, BPI organized special distribution operations, which included phone-ins to some 100 media outlets worldwide, and the express mailing of documents (reports, studies etc.). Press reactions were monitored and thematic press reviews were compiled. Such operations were staged for the following four press releases **“15 Million New Teachers Needed”**, released on 4 October, on the occasion of World Teachers’ Day (5 October); **“Challenges of Bioethics”**, 22 October, on the occasion of the Round Table of Science Ministers *Bioethics: International Implications* (22-23 October); **“32 Countries Risk Failing Education Pledge”**, 26 October, on the occasion of the first High-Level Meeting on Education for All (29-30 October); **“Protecting Underwater Heritage”** from treasure hunters, 29 October, on the occasion of the adoption by the 31st session of the General Conference of the Convention on the Protection of the Underwater Cultural Heritage. Media coverage following these operations was excellent, as can be seen from the press reviews. The one exception to this, however, was the subject on bioethics, which received less media attention due to the media’s concentration on major breaking news, namely the events of 11 September.

251. Among the other major subjects treated in press releases were biosphere reserves, freshwater resources and the oceans, the Declaration on Cultural Diversity, the inscription of sites on the World Heritage List, and on four occasions, the murder of journalists. Moreover, 12 communiqués were issued in the run-up to and during the course of the General Conference. UNESCOPRESS also continued to produce a monthly calendar of events, distributed to Paris-based media. UNESCOPRESS conducted extensive media-oriented operations in the context of such major events as Durban (World Conference against Racism and Xenophobia, 31 August to 7 September); Geneva (46th International Education Conference, 5-8 September); and Helsinki, (25th annual meeting of the World Heritage Committee, 11-14 December), obtaining good results in terms of media coverage.

252. Several events at Headquarters were the object of particular media relations operations: the naming, on 24 September, of David Douillet as “UNESCO Champion for Youth” (20 journalists); the screening on 3 October, of the film *Kandahar* (41 journalists); the International Seminar on Africa, 8 and 9 November (18 journalists); the award ceremony of the UNESCO Peace Education Prize on 13 December (15 journalists). The work of the General Conference was followed by 232 accredited journalists who used a specially fitted Press Room with all the facilities required for their work (accreditation and information service, documents, computers, space for interviews, etc.).

253. Five issues of the *UNESCO Courier* were published, in 25 languages, during the last six months of 2001, the December issue constituting the last of the title. A *New Courier*, half-yearly, will be issued in six languages starting in May 2002. Six issues of *Sources*, in four languages, were issued in the same period. The title was then suspended.

254. The audiovisual section produced and distributed several B-rolls (selected video images that illustrate the content of press releases). Those B-rolls were made available to broadcasters worldwide through agreements with television agencies with a global outreach (European Broadcasting Union, Reuters TV, AP TV, etc.).

255. The most important success was the production and distribution of three B-rolls on the occasion of the release of the lists of the new world heritage sites in December 2001: those three items were attractive compilations of excellent images of almost all the new sites. Those B-rolls were used by a large number of local and national television stations. Among the other B-rolls distributed: Convention on Protection of Underwater Heritage; High-Level Group on the Follow-up of the Dakar Conference; Bioethics; Man and the Biosphere; and Bonn Conference on Freshwater.

256. We pursued our strategy of co-production of documentaries: in December we completed a documentary on the site of Timgad in Algeria. French, German and Algerian public broadcasters will broadcast this film. French and Spanish public broadcasters aired a film on the French-Spanish site of “Le Mont Perdu”. We also pursued our regular production of items for broadcasters like CNN or Euronews.

257. BPI/AUD also gathered photographic material illustrating most of the Organization’s press releases. In November we released the first press releases that contain a hypertext link that enables journalists to download photos pertaining to the content of the press release. Those newly acquired photographs were added to the “photobank online” which now includes more than 15,000 photos on the activities of UNESCO. An increasing number of journalists and publishers rely on this database to illustrate their stories.

258. The combination of the release of attractive press releases and a better coordination between BPI/AUD and the programme specialists led to a substantial increase in the number of radio interviews given by staff members. We also constructed a computerized database that will include sound bites of speeches delivered during meetings at Headquarters. The ultimate goal of this project is to put those selected pieces of sound at the disposal of journalists on the Web.

259. Pending the establishment of the UNESCO Website Editorial Coordination Unit, several activities have been undertaken informally. Initiated at the request of the sectoral webmasters, these activities have primarily involved reconsideration of the information access structure and the introduction of a number of graphic changes aimed at enhancing visual identity. For instance, the Education Sector has changed the access headings to its site, getting away from its internal organizational structure and opting for thematic key words which are far more evocative and explicit for users. This change and the concomitant introduction of information which is more topical and closely related to the Sector’s activities have led to a sharp increase in the number of visits to its web pages. In the second half of 2001, a growing number of units chose to continue to develop their sites using database technology. This makes it easier to update major sites, such as the water portal, and helps to make their information more lively and attractive. In what seems set to become a future trend, database technology was used for the General Conference website, which was widely hailed by delegates. Most of these changes were made using internal resources, and involved good intersectoral cooperation, in particular on the part of the Communication and Information Sector. With a view to a fundamental redesign of the Organization’s entire website and to the implementation of certain projects relating to cross-cutting themes, DIT, in close collaboration with the main actors, has carried out a comparative study of commercial offers on portals. Before making the final choice, some 50 people were given an opportunity to test the content management tool that will be used for the implementation of future projects.

UNESCO Publishing Office

260. During the last six months of 2001, 36 co-publishing contracts, 24 licensing contracts and four film co-production contracts were signed. In addition, an agreement for the translation into Arabic of the CD-ROM *Blue Gold* was signed with ALECSO, and an option was granted for a film based on the work *War with the Newts*, published in the UNESCO Collection of Representative Works. Three authors’ contracts were signed for the preparation of manuscripts on the themes of the world heritage, the biosphere, and human rights, to be published in 2002 in the collection for young people *Tell me about ...*. Under the publication plan of the UNESCO Publishing Office, two titles were published: the English edition of the work *UNESCO: The Seeds of Peace* and the CD-ROM educational game for young children *Perl et Gadoo au pays de l’eau*, on the theme of water. During the period in question BPI/PRV put in place a new Access database for targeted mailings of promotional materials and press information (80,000 addresses were recovered from the defunct

ISIS database). The *Just Published Bulletin* was redesigned and renamed *UNESCO Publishing News* and its periodicity changed from quarterly to three issues per year. It will appear in April, September and December taking into account peak selling periods.

COOPERATION WITH NATIONAL COMMISSIONS

261. During the period in question, the main aim was capacity-building for National Commissions and their partners via *sensitization, mobilization and actual training activities*. This commenced in September 2001 with the announcement of the expanded communication services available to National Commissions and their partners to strengthen their interaction (e.g. website, listserv, mailings, newsletter, chat room/portal facilities, databases and documentation). These were reinforced in direct response to the regular recommendations for enhanced communication contained in the reports of the statutory meetings of National Commissions. At the 31st session of the General Conference, a number of important meetings were held to study priority issues for National Commissions and their partners: five regional meetings of National Commissions, a multi-stakeholder panel featuring National Commissions, UNESCO field offices, NGOs, parliamentarians and the private sector, a special Round Table with the Inter-Parliamentary Union and regional parliamentary associations, and an informal meeting of National Commission presidents and chairpersons. These encounters served to emphasize the numerous efforts to develop closer linkages among UNESCO, its National Commissions and groups in civil society. A special demonstration of communication tools was presented at Commission I of the General Conference.

262. Action intended to strengthen National Commissions themselves began in August 2001 with a circular letter (CL/3599) from the Director-General to ministers responsible for relations with UNESCO inviting them to increase the resources allocated to these bodies. This was complemented by a survey, answered by some 33% of National Commissions, on their most urgent needs in terms of capacities and resources and a special review of the content and training currently offered by an external consultant so as to improve its relevance and impact. These actions helped contribute to the refocusing of an overall capacity-building strategy to be implemented in 2002 which will include innovative content and modalities for training.

263. In this regard, special efforts were made to provide National Commissions from the Least Developed Countries with computers and Internet links. As well, results of the analysis of Participation Programme requests for 2000-2001, published in September 2001, showed that some \$1,600,000 had been granted to more than 60 National Commissions to strengthen their infrastructural capacities, particularly ICT and office equipment. An Interregional Training Seminar for 30 Newly Appointed English-speaking Secretaries-General was conducted in December 2001 based on a programme designed to reflect the priorities of the current reforms at UNESCO, *inter alia*, the new programmatic vision, the field network, sector interface and optimizing partnerships. Special attention was given to training in media relations to help National Commissions enhance the visibility of UNESCO in Member States.

COOPERATION WITH UNESCO CLUBS, CENTRES AND ASSOCIATIONS

264. Results achieved by the programme for the UNESCO Club movement included a review of cooperation modalities with the World Federation of UNESCO Clubs (WFUCA), the organization of various meetings devoted to youth leadership (Minsk, August 2001), intercultural dialogue (Bamako, August 2001), and Club linkages with National Commissions (Accra, December 2001). In addition, key policy publications such as the *UNESCO Club Manual* and the *International Repertoire of UNESCO Clubs* were finalized.

COOPERATION WITH OTHER INSTITUTIONAL PARTNERS

265. The last six months of the 2000-2001 biennium marked the successful conclusion of a process designed to evaluate the modalities of cooperation with NGOs, embarked upon at the start of the biennium with the sexennial report. The Executive Board's assessment of the functioning of the statutory framework established in 1995, a participatory assessment undertaken in collaboration with all stakeholders (NGOs, programme sectors and representatives of Member States), gave rise to proposed amendments to the 1995 Directives concerning notably the mechanisms for collective cooperation and opening them up to all NGOs maintaining official relations with UNESCO. These amendments were endorsed by the General Conference (31 C/Resolution 48) and were immediately put into effect by the International Conference of NGOs in December 2001.

266. The International Conference of NGOs endorsed a policy of openness but also of rationalization with regard to the collective mechanisms, which was approved by the NGO community as a whole. The Conference ensured the election of a genuinely representative NGO-UNESCO Liaison Committee and confirmed the mobilization of NGOs in support of such programme priorities as poverty eradication, education for sustainable development, education for human rights and tolerance, the new communication technologies, promotion of a culture of non-violence and peace for the children of the world and dialogue among cultures and civilizations. Leaving behind the tensions which had arisen when the Directives were introduced in 1995, the International Conference signalled a new departure in cooperation between the Organization and NGOs, in an atmosphere of greater trust and equanimity putting it on the path to improved information exchange and the development of cooperation networks in the field. These objectives will be guiding the efforts of the Organization and of the Liaison Committee during the current biennium.

NEW PARTNERSHIPS

267. Parliamentary dialogue continued to accelerate during the second semester of 2001. As mentioned, the Director-General's Round Table at the General Conference set the main lines for debate and interaction. This was complemented by regional meetings in (e.g. the Conference of the Americas, COPA, in Latin America in November 2001, and with the Mexican Senate in December 2001), by special Initiatives (e.g. Parliamentary Cultural Days organized by the Benin National Assembly in December 2001), by the creation of the Slovakian League of Parliamentary Friends of UNESCO (July 2001), and by various articles in parliamentary journals and press releases and by the creation of the Slovakian League of Parliamentary Friends of UNESCO (July 2001). These Leagues (which now number 32 worldwide) can be a useful tool for stimulating dialogue between National Commissions and parliaments which can be a sensitive task. Inside UNESCO, both at Headquarters and in the Field, it should be noted that interest in the potential of parliamentary action has greatly increased.

268. Mobilization of the private sector included the ongoing collection of further examples of best practice, *inter alia*, a communication campaign on cultural diversity and the provision of legal advice to the MAB programme which continued to raise the visibility of UNESCO's programmes and to further involve National Commissions. In the latter case, representatives of the World Bank and the International Chamber of Commerce took part in a Round Table at the Interregional Training Course for New Secretaries-General. In the important field of information exchange, central inventories were established on the United Nations policy for private partnerships, the United Nations regulations for the use of its name and logo, and NGOs and academic institutions specialized in the private sector relations. Electronic links were strengthened among the websites of

UNESCO, the United Nations and business groups. As well, online working groups of private sector experts were launched in cooperation with field offices and National Commissions.

COOPERATION WITH EXTRABUDGETARY FUNDING SOURCES

269. The detailed annual report concerning cooperation with extrabudgetary funding sources is contained in document 164 EX/28.

BUDGETARY AND FINANCIAL MATTERS

270. The **2000-2001 regular budget** approved by the General Conference at its 30th session amounted to \$544,367,250. At the end of the financial period, this had been increased, in accordance with paragraph A(d) of the Appropriation Resolution, by donations and special contributions amounting to \$4,961,558, received during the biennium, in support of the various programme activities in document 30 C/5 Approved, including government contributions towards the cost of established field units, resulting in an adjusted appropriation of **\$549,328,808**. The Director-General expresses his gratitude to governments, institutions and individuals for their generous donations and contributions.

271. According to the unaudited accounts, expenditure and obligations amounting to \$541,323,462 had been incurred as at 31 December 2001, leaving an unspent balance of \$8,005,346. It should be noted, however, that the total expenditure/obligations contains provisions amounting to **\$28,474,929** which will remain valid for a further period of 12 months in order to liquidate the outstanding legal obligations of the financial period, in accordance with Article 4.3 of the Financial Regulations. With regard to the **unspent balance of \$8,005,346**, and in accordance with 31 C/Resolution 50 (paras. 12 and 13), the Director-General presents his budget proposals for the use of this amount in 2002-2003 under item 6.2 of the agenda in document 164 EX/27.

272. Complete details on programme implementation will be provided in document 32 C/3 (Report of the Director-General for 2000-2001) and the financial reports and audited financial statements of UNESCO for the financial period ended 31 December 2001, as well as in reports by the External Auditor, which will be submitted to the 165th session of the Executive Board. The present session of the Board will consider, under item 6.1 of the agenda, a preliminary exposé on the budgetary situation of the Organization during 2000-2001, which is presented in document 164 EX/26.

273. **Staff Costs.** The 2000-2001 staff costs situation was very closely monitored by the Bureau of the Budget, bearing in mind the necessity to cover substantial indemnities concerning the Agreed Separation Scheme, as well as costs arising from the retroactive reimbursement to General Service staff in Paris of the Generalized Social Contribution (CSG) and the Social Debt Reimbursement Contribution (CRDS). The actual staff costs expenditure at 31 December 2001 amounted to \$313,810,688 which is \$1,493,100 lower than the total adjusted allocation of \$315,303,788.

274. **Participation Programme.** Actual expenditure under the Participation Programme during 2000-2001 amounted to **\$24,216,050**, or \$613,950 under the approved provision of \$24,830,000. During this period, 2,328 requests were submitted by 192 Member States and Associate Members, and 62 international NGOs for a total amount of **\$54,884,345**. **1,549** requests were approved of which 18 related to Emergency Assistance. The unspent balance of **\$613,950** is principally due to the liquidation of obligations for approved requests from Member States which had not submitted financial reports concerning the previous financial period, in accordance with 30 C/Resolution 50 (paragraph 13(a)).

275. The Management Chart (164 EX/4 Part II) provides various charts and tables concerning the execution of the Programme and Budget for 2000-2001.

Cash flow situation

276. Subsequent to the 162nd session of the Executive Board, the Director-General has continued his efforts to collect contributions from Member States. Many Member States made great efforts to pay their outstanding arrears so as to avoid the need to request voting rights at the General Conference. Even so, 25 Member States sent communications to the General Conference invoking the provisions of Article IV.C, paragraph 8(c) of the Constitution in order to obtain permission to take part in the voting at its 31st session. The General Conference considered that the failure of ten of these Member States to pay the necessary amount of contributions due did not comply with the conditions laid down in Rule 83 of the Rules of Procedure of the General Conference, and consequently they could not take part in the voting at its 31st session. Five of these Member States that came from the former Soviet Union considered that a principal cause of their arrears arose from the unrealistic scale of assessment attributed to them on their entry into UNESCO. This point was taken up by the Chairperson of the Administrative Commission who, when reporting to the Plenary on this item, brought to the attention of the General Conference the difficulties of the Member States which were formerly part of the Soviet Union to pay their contributions and to respect payment plans, not only due to difficult economic and political conditions in those countries but also to the unrealistic scale of assessments inherited from the former USSR. The President of the General Conference has written on this matter to the Director-General, who proposes to place it on the agenda of the 165th session.

277. The cash flow has improved to the extent that external borrowing has not been required since January 2000 and should not be required this biennium if Member States pay their contributions as in the last biennium. There were, however, \$73.7 million of contribution due at 31 December 2001, which is almost three times the level of the working capital fund. Of this amount, \$5.5 million relate to instalments due on payment plans for 2001 and previous years. Special letters were sent in February 2002 to all those Member States with payments plans in accordance with 30 C/Resolution 82 reminding them of the commitments they made when requesting the General Conference to accept such plans and the possible consequences of non-observance of those commitments. The Director-General will be issuing an information document containing the status of contributions as of 30 April 2002 in early May 2002.

278. **Extrabudgetary resources.** Activities financed from extrabudgetary resources increased significantly during the 2000-2001 biennium. Expenditure amounted to \$382.9 million compared to \$271.9 million in 1998-1999, or an increase of \$111 million (40.8%). The high level of expenditure during 2000-2001 was mainly due to cooperation programmes with Brazil (self-benefiting funds-in-trust), projects financed by donated funds-in-trust and the Iraq Oil for Food Programme (other United Nations sources).

279. A detailed report on activities financed by extrabudgetary resources is submitted to the present session of the Executive Board under item 6.3 (164 EX/28).

Funding source	Actual expenditure		Increase (Decrease) in 2000-2001 compared to 1998-1999	
	1998-1999	2000-2001	\$M	%
	\$M	\$M	\$M	%
United Nations sources				
UNDP	20.5	16.6	(3.9)	(19.0)
UNFPA	11.0	5.8	(5.2)	(47.3)
Other United Nations sources	32.7	52.3	19.6	59.9
Other sources				
World Bank	2.1	1.5	(0.6)	(28.6)
Regional Development Banks and Funds	5.9	5.0	(0.9)	(15.3)
Donated funds-in-trust	60.0	68.2	8.2	13.7
Self-benefiting funds-in-trust	84.3	168.1	83.8	99.4
Associate experts, special accounts and voluntary contributions	55.4	65.4	10.0	18.05
Grand total	271.9	382.9	111.00	40.8

Hundred and sixty-fourth Session

164 EX/4
Part I Add.
PARIS, 13 May 2002
Original: English/French

Item 3.1.1 of the provisional agenda

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

PART I

ADDENDUM

SUMMARY

This document contains information on the principal activities undertaken in the execution of the programme between 1 January and 22 April 2002.

EDUCATION

1. The Communiqué of the first meeting the High-level Group on Education for All called for an authoritative and analytical annual EFA monitoring report drawing upon national data and assessing the extent to which countries and the international community are meeting their Dakar commitments, as well as for the development of a strategy to operationalize the Dakar Framework for Action by March 2002. The International Editorial Board for the *Monitoring Report* was convened in January, bringing together key representatives from the international community (ADEA, UNDP, UNICEF, World Bank), NGOs, representatives of bilateral donors with UNESCO institute directors and staff from Headquarters. It recommended that the annual *Monitoring Report* should be a major international report to the High-Level Group. Based on rigorous analytical work, the report will aim to create awareness, induce change and alert the world to the critical issues, bottlenecks and problems in EFA progress. The necessary infrastructure and resources, both in Paris (DFU) and Montreal (UIS), are currently being mobilized by UNESCO. The International Task Force to work on the Comprehensive Strategy set up by UNESCO with representatives of all partners met on 11 and 12 March 2002 at Headquarters to review the draft strategy. The strategy was launched by the Director-General as part of the Education for All Week to identify major actions to be taken within specified time-lines, general roles and responsibilities of partners, linkages among activities, including a clear description of how flagships are integrated into country-level activities, and a consensus on the global initiative. The implementation of the strategy will be further discussed at the third meeting of the Working Group on EFA in July and later at the second meeting of the High-Level Group (19-20 November 2002).

2. Several other activities related to the Dakar follow-up took place. UNESCO hosted a consultative meeting with civil society on behalf of the G-8 Task Force on Education, 7 February 2002, to discuss how the G-8 Summit could reinforce its support to EFA. ADG/ED and Lead Manager DFU participated in the World Bank and the Netherlands Government Conference Accelerating Action towards EFA (Amsterdam, 10-11 April 2002) in which participants stressed the importance of EFA coordination and UNESCO's role in the follow-up to Dakar.

3. As regards national EFA plans, UNESCO provided in-country support to some 10 countries for (i) the formulation of national education reform and development programmes, (ii) conducting thematic analyses and other specific studies on critical issues, such as strategic planning, financing, institutional audit, transition between education levels, etc., and (iii) the mobilization of external financial and technical resources, particularly for LDCs.

4. Education for All Week (22 to 26 April), an annual event launched by UNESCO will be celebrated throughout the world to recall the pledge made at the World Education Forum in Dakar two years ago to provide education for all by 2015. Education ministries, United Nations agencies, non-governmental organizations – notably some 100 belonging to the Global Campaign for Education – teachers' unions, students and the media scheduled round tables, television debates, drawing competitions, etc., during the week.

5. UNESCO provided support for the re-opening of the education system in Kabul, including the holding of a national education policy conference, help with examinations for university admissions and the opening of a computer centre at the University of Kabul. UNESCO experts participated in the Comprehensive Needs Assessment exercise, led by the World Bank, the Asian Development Bank and UNDP, which took place in February and March 2002. UNESCO has submitted nine education projects for the Inter-Agency Immediate and Transitional Assistance Programme for the Afghan People 2002, and is in discussion with donors regarding these projects. A Senior Education Adviser has been appointed, assuming duties in Kabul from 21 April 2002; he is working to support capacity-building in the Ministries of Education and Higher Education.

6. UNESCO collaborated with the Latin American network of the Collective Consultation of NGOs on EFA (CCNGO/EFA) in organizing a seminar on Creating Learning Societies at the second World Social Forum in Porto Alegre, Brazil, from 1 to 5 February 2002, which resulted in a stronger consideration of EFA as a theme of this important civil society forum. A report is available.

7. Decision-makers and practitioners concerned with the education of children living in difficult circumstances from eight countries in Southern Africa shared their experiences at a subregional workshop “Combating HIV/AIDS by Education: The Case of Street Children in Southern Africa”, Windhoek, Namibia from 15 to 19 April 2002. Organized within the framework of UNESCO/UNAIDS cooperation, the workshop provided an opportunity to revise existing priority needs and identify new ones that could meet the needs of prevention of HIV/AIDS among children in difficult circumstances.

8. International Mother Language day was celebrated on 21 February 2002. Promotional materials including 6,000 posters (“In the galaxy of languages, every word is a star”), brochures and stickers were prepared and distributed throughout the world. The *World Education Report 2000 – The Right to Education: Towards Education for All throughout Life* was published in Portuguese.

9. The First European Meeting of ASPnet Outstanding National Coordinators was held in Piran, Slovenia (24-26 January), followed by the First South East European Meeting of ASPnet National Coordinators (27-29 January), resulted in a number of proposals to strengthen ASPnet in the region. At a major ASPnet National Meeting, Rome, 30 January, some 12 ASPnet schools received special awards for excellent activities carried out in connection with the International Decade for a Culture of Peace and Non-Violence for the Children of the World.

10. UNESCO is building a task force for the preparation of the World Summit on Sustainable Development (31 C/Resolution 40). Materials will be collected, presented and used for promoting public awareness and advocacy. UNESCO contributed to UNEP’s Global Youth Forum, Aarhus, Denmark (25-29 March 2002), with a presentation on Sustainable Consumption Education which has been included in the Youth Declaration that will be presented to the World Summit.

11. The Third Session of the Inter-agency Consultative Group on Secondary Education Reform and Youth Affairs led by UNESCO was held at UNESCO Headquarters, from 26 to 28 March 2002. It focused on secondary education renewal and expansion in the light of the Dakar Framework for Action. Twenty-three participants from different agencies and international and regional organizations participated in addition to UNESCO, including several of its institutes.

12. The UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC Centre) in Bonn, Germany, was inaugurated on 8 April 2002 in the presence of a distinguished gathering of German Government officials, members of the diplomatic corps and representatives of other intergovernmental organizations including ILO. The next day, the third meeting of the UNESCO-ILO joint working group on technical and vocational education and training was held at the Centre. The Revised Recommendation concerning Technical and Vocational Education (2001), adopted by the General Conference at its 31st session (31 C/Resolution 12), was published with ILO’s conclusions concerning human resources training and development in a single booklet.

NATURAL SCIENCES

13. Follow-up events to the **World Conference on Science** included an International Consultation of the Chairmen of the Teaching Committees of the various International Scientific Unions held in the United States in February 2002. Another International Consultation was organized between the representatives of the academies of sciences of Baltic countries and other sister academies to discuss strategy of cooperation in basic sciences (March 2002, Riga, Latvia). With Uruguay National Directorate for Science, Technology and Innovation (DINACYT), the Montevideo Office co-organized the “Meeting on Science and Technology Strategies and Funding in the Framework of MERCOSUR” (13-15 March 2002), with the participation of members of the government, universities and the private sector from Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay, and representatives of intergovernmental organizations and leading cooperation agencies in the region, such as CYTED, OAS, ONUDI, EU, IDRC.

14. A workshop was organized with UNESCO’s support in Budapest, Hungary, from 18 to 20 April 2002, on the theme Science Education: Talent Recruitment and Public Understanding. A round table on “What is the Priority in Basic Sciences: Disciplines or Interdisciplinarity?” was held in January in St Petersburg (Russian Federation). Support was provided for events on life sciences including the meeting of MIRCEN Directors Council, Washington, United States (April 2002); the 5ème École Doctorale de biochimie et de biologie moléculaire, held at the Laboratoires de Biochimie et de Phytopathologie de l’Ecole Supérieure d’Horticulture de Chott-Mariem, Sousse, Tunisia (March 2002) and the Asian Conference on Biotechnology and Development, New Delhi, India (February 2002), through the New Delhi Office.

15. A regional workshop for curriculum developers, organized in January 2002 by the University of the South Pacific with UNESCO support, resulted in the development of a series of outline modules for the integration of **renewable energy issues** and examples into physics teaching in Pacific islands’ secondary schools. In the context of the launching of the UNESCO/ESCAP regional project “Capacity-Building for Database Development, Management and Networking to Promote the Use of Renewable Energies”, a joint ESCAP/UNESCO Expert Group Meeting on Renewable Energy Database was organized in Bangkok, Thailand, on 29 January 2002, to assess needs as regards the regional database and outline the project. In Africa, a workshop on postgraduate training and research on renewable energy resources was held at Kwame Nkrumah University of Science and Technology, Kumasi, Ghana, from 18 to 22 February 2002.

16. The following meetings related to **water resources and related ecosystems** were held between January and May 2002: the Regional Meeting of the **International Hydrological Programme (IHP)** National Committees for Europe, in February; the International Scientific Conference of the Climate Variability and Prediction Panel (CLIVAR), Santa Cruz de la Sierra, Bolivia, in February; the International Groundwater Conference on sustainable development and management of groundwater resources in semi-arid regions with special reference to hard rocks (20-22 February); the fourth International Conference on FRIEND (18-22 March); the International Conference on Water Resources Management in Arid Regions (23-27 March); and the Regional Meeting of the IHP National Committees for South and Central Asia in April.

17. The seventeenth session of the **International Coordinating Council of the MAB Programme** was held at UNESCO Headquarters from 18 to 22 March 2002. This session brought together representatives of the 34 MAB Council members as well as numerous observers and partner organizations. The session started with reports of national and regional activities, with a focus on activities celebrating the 30th anniversary of the MAB Programme. One of the main discussions concerned improving the visibility and recognition of biosphere reserves for promoting sustainable development, especially in the context of the forthcoming World Summit on Sustainable

Development (WSSD). Particular attention is to be given in this regard to the relevant chapters of the recent publication *Biosphere Reserves: Special Places for People and Nature*. Other decisions of the MAB Council concerned the implementation of the main texts for the **World Network of Biosphere Reserves**, in particular the periodic review of the Statutory Framework and the follow up to the “Seville+5” recommendations on the Seville Strategy. In addition, the MAB Bureau met during the Council session and approved the West Polesie Biosphere Reserve (Poland) and the Shatskyi Biosphere Reserve (Ukraine). It also endorsed the request of the United Kingdom to withdraw four “old” sites. The World Network of Biosphere reserves therefore consists, as of end March 2002, of 409 sites in 94 countries.

18. The **MAB Task Force on quality economies** created following a “Seville+5” recommendation on the implementation of the Seville Strategy for biosphere reserves held its first meeting on 21 March 2002. Its aim is to provide policy advice that could help biosphere reserves to become regional models for sustainable development based on conservation and sustainable use of biodiversity and biological resources, sound science, benefit sharing, local community participation and networking. The Task Force is entrusted with a number of conceptual and technical tasks, such as: (i) to consider the benefits, eventual disadvantages and modalities for establishing a biosphere reserve label for quality goods and services; (ii) to suggest modalities for how such reserves could be assisted in fund-raising activities aiming at attracting investments in the public and private quality economy sectors; and (iii) to elaborate options for the promotion of employment opportunities consistent with the development of quality economies, such as through eco-job training schemes. The Task Force will embark on a consultation with all interested sites on the World Network in order to address these issues in depth.

19. A meeting on “Urban Ecosystem Research and the Millennium Ecosystem Assessment: Exploring the Interlinkages” (12-15 March 2002, Paris) was organized by the Institute of Advanced Studies at the United Nations University (UNU/IAS), the World Health Organization (WHO) and UNESCO-MAB, with a view to promoting the urban ecosystem agenda within the **Millennium Ecosystem Assessment (MA)**. The goal of MA is to improve the management of the world’s natural and managed ecosystems by helping to meet the needs of decision-makers (including all stakeholders from all sectors) for peer-reviewed, policy-relevant scientific information on the condition of ecosystems, consequences of ecosystem change and options for responses.

20. The European Science Foundation (ESF) is launching a “Forward Look” on Urban Science to assist national research councils throughout Europe to set priorities and to initiate future collaboration on urban science issues. A workshop, sponsored by ESF, UNESCO-MAB, MAB-UK, and United Kingdom Natural Environment Research Council (11-13 April 2002, Birmingham), was a first step towards this goal and the establishment of a **MAB European Urban Science Agenda**. The workshop successfully identified a number of key topics that will be subjects for further discussions. It also laid the ground for institutional cooperation between a number of European-based urban research institutions and scholars, as well as with MAB. Finally, the workshop also strengthened the momentum behind project concepts aiming at applying the biosphere reserve concept to urban areas.

21. As part of AfriMAB’s participation in the **International Year of Ecotourism, 2002**, a workshop was organized in collaboration with the MAB National Committee/Côte d’Ivoire on “Ecotourism and ecovillages in West Africa: myth or reality” at the Scientific Research Station in Lamto, Côte d’Ivoire, from 8 to 10 April 2002. Fifty experts from six countries (Benin, Burkina Faso, Côte d’Ivoire, Guinea, Senegal and France) and also representatives from international institutions, including Conservation International, GTZ and the Laboratoire d’Enseignement de Recherche Milieux et Sociétés de l’IRD-Marseille, took part. A number of recommendations were adopted at the end of this meeting, as was a medium-term work plan (2002-2005) aimed at

promoting ecotourism in the subregion, focused on biosphere reserves, world heritage sites and Ramsar sites. Furthermore, the “Lamto Declaration” invites UNESCO to pursue its cooperation with the countries of the region and the partners concerned, in particular WTO, UNEP, UNDP, UNF and GEF, in order to assist in the formulation of a regional pilot project to test the application of the guidelines on the development of sustainable tourism, especially in the biosphere reserves representative of vulnerable land, coastal and marine ecosystems in the subregion.

22. Preparatory work continued for the development of the UNESCO-MAB/UNEP-GEF regional project on “Building Scientific and Technical Capacity for Effective Management and Sustainable Use of Biodiversity in Dryland Biosphere Reserves in West Africa” to start in January 2003. A regional technical meeting was held at the UNESCO Regional Office in Dakar (11-15 February 2002), to discuss activities proposed at national and regional level. National reports for the six countries concerned (Benin, Burkina Faso, Côte d’Ivoire, Mali, Niger and Senegal) were submitted to the second meeting of the project’s Steering Committee held on 24 and 25 April 2002 at UNESCO Headquarters in Paris.

23. The **International Geological Correlation Programme (IGCP)** held its annual Scientific Board Meeting in Paris from 4 to 7 February 2002. Thirty-five ongoing projects and 10 new project proposals were evaluated by the 16 members of the IGCP Scientific Board. Five new project proposals were accepted. In February 2002, UNESCO participated in the Scientific and Technical Subcommittee Meeting of the United Nations Committee on the Peaceful Use of Outer Space (UNOOSA) to assist in the development of an action team on the “Implementation of an Integrated Global System to Manage Natural Disaster Mitigation, Relief and Prevention Efforts”. In the framework of IGOS, UNESCO organized with ESA and ICSU an international workshop on geohazards to prepare a strategy addressing hazard mapping, monitoring and mitigation (March 2002, Frascati, Italy).

SOCIAL AND HUMAN SCIENCES

24. In accordance with the Statutes of the UNESCO International Bioethics Committee (IBC), the Director-General renewed by half the members of the UNESCO International Bioethics Committee who are appointed for a four-year term of office (2002-2005). IBC’s new composition is available from the Division of the Ethics of Science and Technology and on the Internet (www.unesco.org/ethics).

25. IBC finalized and made public (notably on the Internet) its reports respectively on: “Ethics, Intellectual Property and Genomics” and on “Collection, Treatment, Storage and Use of Genetic Data”.

26. Two IBC working groups, respectively on the possibility of elaborating a universal instrument on bioethics and on pre-implantation genetic diagnosis and germ-line interventions, met at Headquarters, the former on 18 and 19 April and the latter on 23 and 24 April 2002. The draft reports to be compiled by these groups will be examined by IBC in plenary at its ninth session in autumn 2002.

27. The Director-General entrusted the initial stages of the preparation of an international instrument on genetic data to the International Bioethics Committee (IBC) which, to this end, set up a drafting group which met for the first time at UNESCO Headquarters on 11 and 12 February 2002 and a second time, also in Paris, on 21 and 22 April 2002. At these two meetings, the group discussed both the form and the content of the instrument, expressing its preference for an

instrument of a non-binding nature, without however specifying whether it should be in the form of a declaration or a recommendation.

28. In the framework of the implementation of the Universal Declaration on the Human Genome and Human Rights, UNESCO has cooperated with the United Nations in the preparatory work and was represented at the first session of the ad hoc committee established by the United Nations to consider the elaboration of an international convention against the reproductive cloning of human beings (New York, 25 February-1 March 2002), in accordance with resolution A/56/599 of the United Nations General Assembly. On this occasion, in view of its competence and expertise in the field, UNESCO reiterated its readiness to carry out, through the IBC and the IGBC, the scientific and technical studies related to the elaboration of such a convention.

29. At the invitation of the United Nations High Commissioner for Human Rights, UNESCO also participated in the expert group on human rights and biotechnologies which met in Geneva on 24 and 25 January 2002. Finally, a regional seminar on bioethics was organized by UNESCO in cooperation with the Department of Philosophy of the National University of Mexico from 4 to 6 March 2002, providing an opportunity to discuss the region's priorities in respect of bioethics and to launch a Latin American bioethics network.

30. Ms Jaroslava Moserová (Senator of the Parliament of the Czech Republic, President of the 31st session of the General Conference of UNESCO in 2001, and Member of the UNESCO Executive Board, 1995-1999), H.E. Mr Mohamed Bennouna (Ambassador, Permanent Delegate of Morocco to the United Nations), and Mr Yoichiro Paul Murakami (Dean of the Graduate School, International Christian University of Tokyo) were nominated new Members of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST).

31. The final version of COMEST Recommendations of the Ethics of Outer Space, the Ethics of Fresh Water and the Ethics of Energy, approved at the second session of COMEST (Berlin, 17-19 December 2001) were conveyed to the Director-General for transmission to the Governing Bodies of UNESCO. COMEST was also involved in the PrepCom-III to the Johannesburg Summit, holding a side event on the Ethics of Science and Technology, at the United Nations Headquarters on 25 March 2002. Professor J.E. Fenstad (Chairperson of COMEST), Lord Selborne (Chair of the COMEST Sub-Commission on the Ethics of Fresh Water) and Professor James P. Kimmins (Chair of the COMEST Sub-Commission on the Ethics of Energy) took part in this event. COMEST also contributed to the preparation of the UNESCO Position Paper to the Johannesburg Summit (Theme III: "Developing ethical principles and guidelines for sustainable development"). During its second session, held last December in Berlin, COMEST approved the proposal of the Egyptian Government to establish a regional RENEW centre in Egypt. The decision of COMEST was officially transmitted to the Permanent Delegation of the Arab Republic of Egypt. In addition, a joint action has been planned with the Secretariat of the International Hydrological Programme (IHP) and the World Water Assessment Programme (WWAP) to prepare the active involvement of COMEST in the Third World Water Forum (Japan, 2003).

32. Following the decisions of its second session, and building on its previous work pertaining to energy and freshwater resources, COMEST is moving into the larger area of environmental ethics. The aim is to offer an ethical platform to ensure proper risk assessment and management, and accurate information to the public at large, with a view to mastering the impact of new technologies seriously affecting the environment and accelerating climate change. The principle of precaution will be the overarching consideration, with special emphasis on concepts such as "environmental responsibility" and "sustainable development". In this regard, a cooperation document was prepared with a view to establishing joint action between COMEST, the Natural Sciences Sector, other competent bodies of the United Nations (e.g. UNEP), international intergovernmental and non-

governmental organizations (e.g. ICSU), and other relevant entities at international and national levels. A working group is being set up whose first meeting is foreseen in early autumn 2002.

33. On account of common fields of action in the ethics of outer space, COMEST has established cooperative relations with the United Nation Office for Outer Space Affairs (UNOOSA) and the United Nations Committee on the Peaceful Uses of Outer Space (COPUOS). To this end, COPUOS invited COMEST to join forces with a group of experts appointed by Member States of COPUOS in order to prepare a joint report presenting an analysis of the ethical principles which should be applied to human activities in outer space, within the framework of existing international space treaties. This decision was endorsed by the 56th session of the General Assembly of the United Nations (A/RES/56/51). COMEST was therefore invited to the 41st session of the COPUOS Legal Subcommittee (2-12 April 2002, United Nations Office, Vienna) to participate in the discussion related to setting up the working group and draft its agenda. Professor J.E. Fenstad participated in this session.

34. As a follow-up to the World Conference on Science (see paragraph 71 of the Framework for Action) COMEST, in cooperation with ICSU/SCRES and with the Natural Sciences Sector, is organizing a working group to give the necessary advice on how to integrate an awareness of and competence in ethics and responsibility of science in the training of every young scientist. In this regard, recommendations on the ethical component of scientific education will be issued before the end of the biennium.

35. Under the programme “Pathways into the Third Millennium”, the following publications were produced: “Which knowledge for which societies?” (No. 197 of the journal *Diogenes*: papers presented at the UNESCO/ICPHS International Symposium held in Naples (Italy) on 6 and 7 December 2001 on the theme *Society, Knowledge and Know-How* © ICPHS/UNESCO 2002), and *Thinking at Crossroads: in Search of New Language* (© UNESCO 2002), the English edition of the work published in 2000 in the *Bibliothèque du Philosophe*, in French (*Chemins de la pensée : Vers de nouveaux langages*) and in Spanish (*Caminos del pensamiento : Hacia nuevos lenguajes*), reviewing, *inter alia*, the initial outcomes of two symposiums held respectively in Paris and in Rio de Janeiro in 1999.

36. A pilot project was concluded for the testing of intelligent selection software developed by the “Laboratoire d’Informatique pour la Mécanique et les Sciences de l’Ingénieur” (LIMSI/CNRS) to provide scholars in Africa with full access to up-to-date information on ethnic relations and human rights issues in the region. Online news agencies both from Africa and abroad, newspapers, and other Internet sources, such as the observatories of Amnesty International and Human Rights Watch, are permanently scanned by the software for information related to ethnic conflicts and ethnic relations in Africa. This information is automatically sent to several Ethno-Net national monitoring units, via the Ethno-Net Secretariat located in Yaoundé (Cameroon). A satellite downlink using inexpensive data receivers is being studied to provide the information to large groups of journalists, scholars and other interested groups.

37. An international conference on “Women, migration and human rights” was organized by the UNESCO Chair on Migration and Human Rights at University Hassan II, Casablanca-Aïnchock, Morocco, on 26 and 27 April 2002, followed by the UNITWIN Board Meeting on Forced Migration, held on 28 April and bringing together UNITWIN Network representatives from Jordan, Egypt, Morocco, South Africa and University of Oxford, United Kingdom. The ISSJ issued number 171, entitled “Knowledge Society”, which appeared in March 2002.

38. The Landscape Architecture Prize was awarded on 4 February 2002 after a colloquium about “Urban Landscapes”.

39. In cooperation with and the financial support of the Regional Office for Science and Technology in Europe, (ROSTE-Venice), the MOST Programme organized an ad hoc working group on the Reconstruction of the Cooperation in Social and Human Sciences in South-East Europe, on 22 and 23 March 2002, at the Venice-ROSTE premises. It focused on the renewal of modalities and tools for improved cooperation, as well as the support to regional research projects, which are to be presented at a donors' conference in September 2002, in Venice, Italy.

40. As requested Syria, an intersectoral mission (SHS/SC/CLT) has been sent to the city of Jableh to make a preliminary assessment of the candidature of this city as a potential study case for the UNESCO network on small historical coastal cities. The recommendations will be discussed in May 2002. The follow up of Saida seminar "Balanced urban development between land, sea and people" has been initiated by the publication of the proceedings and the feasibility study for the Lab-House in the Old City of Saida on the model of Mahdia as well as the launching of an environmental study on the natural sand beaches by SC/CSI.

41. An international symposium on "Post-Development: Unmaking development, Remaking the world", was held at UNESCO Headquarters from 28 February to 3 March 2002, co-organized by the MOST Programme, La Ligne d'Horizon and *Le Monde Diplomatique*, to discuss alternatives following the refusal to accept the supremacy of economy and development. The inaugural session was followed by two plenary sessions and 12 workshops. There were about 60 invited speakers and close to 1,000 participants. Twenty-five journalists were accredited to the meeting. A publication, summarizing all the presentations made during the plenary sessions and the workshops, is under preparation. A MOST policy paper on "Post-Development" is also being prepared.

42. MOST organized a panel discussion on "Governance for sustainable development: answers to complexity" as a side event to Johannesburg PrepCom III, held at the United Nations Headquarters (3 April 2002). The side event was highly visible in the United Nations; it was well attended by delegations, NGOs and representatives from the United Nations system. A newsletter issued by UNDP covered the event. The discussion aimed at spelling out governance for sustainable development from different viewpoints: government and regulatory processes; international treaties and their monitoring, NGO perspective/civil society's perspective (including Porto Alegre), analysis of complexity and related knowledge production and management. The speakers in the panel included both a governmental representative from South Africa and scientific partners of MOST involved in NGO movements. A publication will be prepared.

43. The International Round Table on "The right to take part in cultural life" was organized by the Asia Pacific Learning Institute for Human Rights and the University of the Philippines with the financial support of and in cooperation with UNESCO (SHS/HRS) in Quezon City, Philippines, from 11 to 13 February 2002. The meeting brought together more than 60 participants, including several eminent experts and representatives from international and non-governmental organizations. The main objective of the meeting was to start an in-depth reflection on the content of cultural rights and practical ways to promote their implementation. The participants expressed their appreciation that UNESCO is taking practical steps to reaffirm its leading role in this field. The materials of the round table will be published and widely disseminated.

44. In order to strengthen the network of UNESCO Chairs in Human Rights, UNESCO organized the Third Meeting of the Chairholders of UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance in cooperation with the European University for Peace Studies which was held in Stadtschlaining, Austria, from 24 to 27 April 2002. The participants discussed, *inter alia*, the role of the Chairs in research on economic, social and cultural rights and their contribution to the struggle against racial discrimination (follow-up to the 2001 Durban World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance).

CULTURE

45. As regards the reinforcement of normative action in the field of culture, the 26th session of the Bureau of the World Heritage Committee that met at Headquarters (8-13 April 2002) examined 19 nominations of properties for inscription on the World Heritage List. The Drafting Group to revise the *Operational Guidelines* met at Headquarters (18-22 March 2002). Regional workshops on periodic reporting were carried out for Asia and the Pacific (10-13 March 2002, the Greater Blue Mountains Area, Australia), Africa (Dakar, Senegal, 25-27 February 2002), the MERCOSUR countries (13-16 March, Montevideo, Uruguay) and for Central America and Caribbean States Parties (8-10 May 2002, Campeche, Mexico).

46. Expert missions were carried out, among others, to Indonesia to assist in the preparation of the nomination for the Cultural Landscape site of Bali and to Afghanistan to assist the Afghan authorities in reactivating the implementation of the World Heritage Convention. Monitoring missions were carried out to Sighisoara and surroundings, Romania to evaluate a project to develop an amusement park, to Pahapur, Bangladesh, to Lumbini, birthplace of the Lord Buddha, Nepal, to Galle, Sri Lanka, to the four ancient cities of Mauritania, and the Hampi World Heritage site in Danger (India). The development of guidelines, recommendations and follow-up actions regarding the institutional framework, the general policy and technical aspects of the conservation efforts of Islamic Cairo were discussed at a workshop in Cairo, in February 2002.

47. In the framework of the Global Strategy for a Credible, Representative and Balanced World Heritage List, a World Heritage marine workshop was organized in Hanoi, Viet Nam (February 2002) as a part of the UNESCO/IUCN/UNFIP project “Filling critical gaps and promoting multi-sites approaches to new nominations of tropical coastal, marine and small island ecosystems”. Training seminars were organized for the Zhoukoudian and Sangiran Prehistoric World Heritage Sites (Solo, Indonesia, April 2002) and for Eastern Africa (Kampala, Uganda, February 2002).

48. In the field of World Heritage Education the following meetings were held: International Teacher Training Conference on World Heritage in Young Hands and a Dialogue amongst Civilizations, Egypt, February 2002; World Heritage Skills Development Training for young people in the Arab region, Petra, Jordan, April 2002; and a Seminar to introduce the World Heritage Education Kit, Kiev, Ukraine, May 2002. Moreover, a Pacific version of the Educational Resource Kit for Teachers by teachers and curriculum development officers from Samoa, Fiji, Solomon Islands, Australia and New Zealand was designed by the UNESCO Apia Office; and two editions of the electronic newsletter *WHNEWS*, one edition of the *World Heritage Newsletter* and one edition of the *World Heritage Review* were distributed.

49. In February 2002, a Regional Workshop on the Illicit Traffic of Cultural Properties was organized in Beirut, Lebanon, with the participation of experts from 14 countries who emphasized the need to improve cooperation within the Arab States and adopted 16 recommendations. In January 2002, in Rio de Janeiro (Brazil), UNESCO held an international meeting of experts on the “Intangible Cultural Heritage: Priority Domains for an International Convention” (cf. 164 EX/19). From 20 to 22 March 2002, the first meeting of the select drafting group on the preliminary draft international convention on the intangible cultural heritage took place at Headquarters. This group drafted the outline of the first version of the preliminary draft of an international convention to be submitted, along with the report on the situation calling for standard-setting and on the possible scope of such standard-setting, to the General Conference at its 32nd session (cf. 164 EX/19).

50. Concerning safeguarding and revitalization of the tangible and intangible cultural heritage, by its resolution 56/8 the United Nations General Assembly declared 2002 United Nations Year for Cultural Heritage and invited UNESCO to serve as the lead agency for the Year, which will be

marked in particular by the thirtieth anniversary of the adoption of the Convention for the Protection of the World Cultural and Natural Heritage (1972). The Director-General chose “dialogue” and “development” as the main thrusts of the celebration. Information kits have been prepared and information meetings held at United Nations Headquarters and at UNESCO Headquarters (cf. 164 EX/38). Fifteen expert missions aimed at framing a strategy for cultural tourism at Angkor were held in Cambodia thanks to funding from the Agence Française de Développement (AFD). Following an agreement reached between UNESCO and the World Bank for restoring the cultural heritage of East Timor, the National Museum of Dili is currently being renovated.

51. The cross-cutting project Development of Cultural and Ecotourism in the Mountainous Regions of Central Asia and the Himalayas held its first regional workshop in Almaty, Kazakhstan, with field-project leaders from the seven participating countries – India, Iran, Kazakhstan, Kyrgyzstan, Nepal, Pakistan and Tajikistan – in attendance. The purpose of this interdisciplinary project is to promote community-based cultural tourism and ecotourism in selected mountainous regions, with a specific focus on poverty alleviation, reduction of urban-rural migration and the preservation of the cultural and natural heritage in those areas. Among the most innovative aspects of this project is the Nepal Trust’s work in Humla, Nepal, which combines tourism, international volunteer work and community development and poverty alleviation in an exciting and innovative fashion.

52. A Regional Workshop for Cultural Personnel in Asia and the Pacific Region on the Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity was held from 12 to 16 March 2002 (Tokyo, Japan) in order to (i) promote the system and the concept of the Proclamation programme, and to encourage future participation from among the countries in the region; and (ii) study fundamental issues regarding strategy for the preservation and promotion of the oral and intangible cultural heritage in order to facilitate the candidature preparation.

53. An International Workshop on “Media and Intangible Heritage” was held from 2 to 4 May 2002 (Cartagena, Colombia) in order to (i) assess the current situation in presenting intangible cultural heritage through mass media; (ii) exchange experiences in promoting and disseminating the intangible cultural heritage through mass media; (iii) identify positive aspects and difficulties in promoting and presenting intangible cultural heritage through mass media; (iv) identify appropriate ways and means for transmitting messages for awareness campaigns as well as presenting and disseminating different forms of cultural expressions constituting intangible cultural heritage; and (v) elaborate a common strategy for disseminating and broadcasting the intangible cultural heritage.

54. On **International Mother Language Day**, 21 February, emphasis was put on safeguarding languages in danger of disappearing in accordance with the findings of the World Atlas of endangered languages. In this context, an agreement was signed with The Discovery Channel, United States, for the production of short television documentaries on the same issue.

55. In the context of promoting cultural pluralism and dialogue, the Assistant Director-General for Culture presented UNESCO’s Universal Declaration on Cultural Diversity to the United Nations Commission on Human Rights and explained the possible consequences of the Declaration for the issue of cultural rights.

56. As regards the Slave Route, issue 3 of the *Cahiers des anneaux de la mémoire* was published jointly with the association “Les anneaux de la mémoire”, France. Support was given to the Haitian theatrical production on the subject “From slavery to 2004” (April 2002). The Associated Schools Network, entrusted with implementing the educational aspect of the project, held a meeting in

Havana (Cuba) (April 2002). Volume IV of the *General History of Latin America* was completed and will be presented to the Executive Board at its 164th session.

57. UNESCO took part in the World Meeting of Religions and Cultures in Nicosia, in March 2002. The meeting was organized by the Cultural Foundation of Kykkos Monastery in cooperation with the Pantheon University of Athens and was attended by a large number of religious leaders, mainly from the three monotheistic religions, along with intellectuals and artists. The UNESCO Chairs for interreligious and intercultural dialogue, currently numbering 10 in all, set up its coordination machinery (led by the Bucharest Chair) to work on the common research themes established at the first meeting of the network in Bucharest (September 2002), with a view both to extending the network and preparing for the Forum of UNESCO Chairs in November 2002.

58. In the field of copyright and neighbouring rights the teaching and information tools continued to be updated, with the publication of the supplement to the “Copyright and neighbouring rights” handbook in Spanish, a study on updating *The ABC of Copyright* in French and improvements in the production and dissemination of the *Copyright Bulletin*. Furthermore, teaching support was given for the creation of a UNESCO Chair in Cameroon. Work continued on the new strategy for promoting translation thanks to responses from the National Commissions and World Book and Copyright Day, 23 April 2002, whose celebrations were even more successful than in previous years. As the Director-General had urged in his message, there were very frequent link-ups with the United Nations Year for Cultural Heritage.

59. Setting up the Global Alliance for Cultural Diversity entailed the framing of a communication strategy, among other things by creating several communication media, including a website, and the distribution of information material to 2,000 potential partners. Fresh contacts were made with heads of United Nations agencies including ILO and UNCTAD. There were further exchanges with other bodies, such as the International Publishers Association and the International Federation of Musicians, various foundations and the National Commissions and Permanent Delegations. Forty or so requests to take part in the project were registered within a few weeks. The next stage will be to consolidate emerging partnerships and to bring about others.

60. With regard to strengthening links between culture and development, the Director-General presented the UNESCO Cities for Peace Prize for 2000-2001 (financial award of \$20,000, medal and diploma) in Marrakech on 18 March 2002 to Bukhara (Uzbekistan), Sharm el Sheikh (Egypt), Cotacachi (Ecuador), Lubumbashi (Democratic Republic of the Congo) and Vilnius (Lithuania). Souss (Tunisia), Bahir Dar (Ethiopia), Jaipur (India), Kazan (Russian Federation) and Havana (Cuba) received an honourable mention (medal and diploma).

61. With a view to framing proposals for a cultural tourism policy, UNESCO took part in the International Conference held on 14 March 2002 in the context of the International Tourism Fair in Paris, on the subject of “Tourism, ethics and globalization” and, in cooperation with the authorities of the Region of Flanders (Belgium), convened an international conference on the theme “The Tourist Historic City, Sharing Culture for the Future” from 17 to 19 March 2002, in Bruges, Belgium. In cooperation with the Tunisian National Commission for UNESCO and the Sahara and Sahel Observatory, UNESCO held a meeting on 18 and 19 April, in Sidi Bou Saïd, near Tunis (Tunisia), to launch the intersectoral project on the theme of the eradication of poverty, “Strategy for the sustainable development of tourism in the Sahara”.

62. An international symposium on the subject “The quality requirement: tourism, heritage and local development” (27 April 2002, Ubeda, Spain), organized by the municipal authorities of Ubeda, ICOMOS and the Provincial Delegation of Jaén for Tourism and Sport, brought together 12 municipalities that are members of the Alliance of European Cities of Culture network. It gave

rise to an exchange of information and municipal know-how concerning the need for quality when framing and implementing local cultural policies. As regards the promotion of arts and crafts, the second edition of the booklet entitled *Cultural Heritage, Creativity and Education for All in Africa* was published in English and French. Traditional music and dance teaching workshops for deprived children were held in schools in Accra (Ghana) and São Paulo (Brazil). An inventory for 2000-2002 of *musical life in Palestine* and a *study with a view to preparing a guide on artists in schools* are being prepared, under contract with the International Music Council (IMC). The regional meeting on arts education in the Arab region, originally scheduled for December 2001, was held from 19 to 21 May 2002.

63. The UNESCO Prize for the Promotion of the Arts was awarded in March 2002 on the occasion of the Fourth Gwangju Biennale (Republic of Korea) (29 March 2002) to two young artists: Surasi Kusolwong from Thailand and Se-jin Kim from South Korea and to a group of young Indonesian artists called Ruangrupa. Facing its fifth year, this prize, aiming at promoting young outstanding creative achievements, has come to truly contribute to cultural diversity. Moreover, the 1st Expert Meeting for the cross-cutting project *Digi-Arts* was organized on 14 and 15 March 2002 in the presence of highly-experienced experts in the field of arts and technology, and resulting in the development of specific project documents, and potential partnership agreements with participants in the meeting. As part of the action relating to crafts and sustainable development, an international workshop on the collection of data concerning “crafts and tourism” was held at the International Centre for Crafts Promotion (CIPA) in Fez (Morocco), on 23 and 24 January 2002, and, in particular, gave rise to the creation of a UNESCO Index of daily expenditure on crafts per tourist.

64. In the context of action taken to promote high-quality craftwork, three initiatives should be mentioned: (a) the presentation of new creations by a group of women craftworkers from West Africa at the First International Crafts Fair in Dakar (6-14 April 2002), following training given in 2000; (b) the award of the UNESCO Prize to a young Brazilian film director for her documentary “Tons d’argile” at the Third International Ceramics Film Festival (Montpellier, 12-14 April 2002); and (c) the presentation of works by UNESCO Crafts Prize winners 1990-2001 at the Florence Crafts Fair (20-30 April 2002).

65. Under the extrabudgetary project *Design 21*, funded by the Felissimo Corporation, Japan, the International Jury for the “Continuous Connection” competition met in New York on 7 February 2002 and awarded prizes in the categories of Fashion, Fashion Accessories, Home, Home Accessories and “New Essentials”. The work of the 64 designers selected from 26 countries is on display at the Felissimo Design House, New York, until the end of May and will then be exhibited at Headquarters in October 2002.

66. Concerning the promotion of reading, most of the five mobile libraries intended for Guatemala, Honduras, El Salvador, Panama and Costa Rica have been delivered (extrabudgetary project “Mobile Libraries for Central America”). Partnership networks were also identified, particularly in Africa, and the second stage of the “Books for All” project was launched. An exhibition of works produced by artists from 21 countries during the UNESCO-BIB 2001 Workshop for Illustrators of Children’s Books was held at Headquarters from 25 March to 16 April in collaboration with the Slovak International House of Art for Children (BIBIANA). The workshop and all follow-up activities were funded by the Norwegian Agency for Development Cooperation (NORAD) under UNESCO’s “Artists in Development Creativity Workshop Programme”. After many years of absence, UNESCO is now taking part in a series of meetings of a working group set up by the International Organization for Standardization (ISO) to revise the ISBN standard for the numbering of books in view of the exponential growth of electronic publications. The first two meetings were held in February and April.

COMMUNICATION AND INFORMATION

67. As part of its contribution to the **World Summit on the Information Society (WSIS)**, UNESCO organized in February 2002 a consultation with international and regional non-governmental organizations and professional associations to examine the challenges of providing an affordable and equitable access to information. Debates focused on themes such as infostructure in developing countries, cultural diversity and public domain, freedom of expression in the information society, and education in and for the information society. The participants were invited to formulate proposals related to their professional communities to be considered in the preparation of the Declaration of Principles and the Plan of Action to be adopted by WSIS. Furthermore, in cooperation with the Civil Society Division of the WSIS Executive Secretariat in Geneva, a follow-up meeting was organized on 22 and 23 April 2002 with representatives of about 100 non-governmental organizations to examine the role and place of NGOs and civil society in the preparation and the holding of the Summit. The results will be transmitted to the first session of the WSIS Preparatory Committee (PrepCom I), Geneva (1-6 July 2002). PrepCOM I will set the rules and framework of the Summit, consider its agenda, themes and substance, and determine the modalities of participation of stakeholders.

68. Pursuant to 31 C/Resolution 33, UNESCO convened in March 2002 a meeting of a group of 18 experts along with a representative of WIPO, and 52 observers representing 32 Member States and 12 non-governmental organizations to advise on the elaboration of a **revised draft recommendation on the promotion and use of multilingualism and universal access to cyberspace**. There was consensus that the text presented covered the major aspects of access to information in cyberspace, and that access to content, particularly local content, promoting multilingualism in cyberspace and access to information and communication technologies, should remain the major thrusts of the recommendation. The consultation process will continue with relevant IGOs, NGOs and the private sector on other issues where there is concern prior to the presentation of the draft recommendation to the 165th session of the Executive Board.

69. The First Session of the Intergovernmental Council for the **Information for All Programme (IFAP)** was held at UNESCO Headquarters from 15 to 17 April 2002. In examining international ICT initiatives, participants agreed that there was a need to ensure further streamlining of activities to contribute more effectively to achieving Information for All goals. Closer cooperation between all UNESCO sectors was recommended to create synergies and to ensure the best use of human and financial resources. The Council stressed the need for appropriate funding to assure the success of the new Programme and called upon Member States of UNESCO, specialized agencies, funds and programmes of the United Nations and of other intergovernmental and non-governmental organizations, foundations, the private sector and other sources of financing, to make contributions to IFAP's Special Fund. It also studied possible steps to deal with the increasingly urgent question of digital heritage preservation, as vast quantities of information contained on Internet pages daily disappear without a trace.

70. Under the **Memory of the World Programme (MoW)**, UNESCO supported a workshop on the preservation of and access to the Asian Documentary Heritage held in Viet Nam (February 2002), to identify practical solutions to preservation problems and techniques as the documentary heritage is fast disappearing due to disaster and other conditions. The participants proposed that the Second Bureau Meeting of the Asia Pacific Regional Committee for the Memory of the World Programme, Kunming (China) (11-16 March 2002), explore strategies to encourage the establishment of National MoW Committees, increase representation on the World Register by identifying and nominating significant and unique documentary heritage, and support mechanisms for capacity-building, preservation, awareness-raising and access to the region's documentary heritage.

71. The **educational and cultural role of public service broadcasting (PSB)** was further promoted through two seminars on the legal, financial and administrative aspects of PSB, in January 2002 in Jakarta (Indonesia) and in Phnom Penh (Cambodia). Held in collaboration with the Asia Pacific Institute for Broadcasting Development (AIBD), the seminars were attended by about 70 participants from eight countries who discussed various experiences and challenges faced by the public service broadcasting organizations, including a scenario of technological proliferation and media commercialization. UNESCO also provided expertise on Indonesia's draft Broadcast Law with recommendations submitted to the Government and the Parliament. In collaboration with the Caribbean Broadcasting Union (CBU), the Friedrich Ebert Stiftung and the Radio Netherlands Training Centre, support was provided for an in-depth study of maintenance practices at CBU member stations with recommendations for the development of a permanent mechanism for advice, information and knowledge, technical training and maintenance services for the broadcasting stations in the region.

72. Efforts were pursued to **promote freedom of expression, media and democracy**. Two meetings were organized in this context: a workshop on "Media and Civil Society", convened in cooperation with the Iranian National Commission for UNESCO in Tehran (Islamic Republic of Iran) (January 2002), brought together participants from the Arab and Asia-Pacific regions to debate several issues related to freedom of expression, freedom of the press and civil society; the second, a seminar on "Professional Ethics, Media Legislation and Freedom of Expression in Lebanon" organized in cooperation with the Lebanese American University, Beirut (March 2002), brought together national and regional experts to discuss the necessity and feasibility of a professional code of ethics for journalists, as well as the need to further adapt media legislation.

73. To celebrate **World Press Freedom Day (3 May)**, UNESCO sponsored a number of activities throughout the world to raise public awareness of the linkages between freedom of expression, media and democracy. The official ceremony to commemorate the day and to award the UNESCO/Guillermo Cano World Press Freedom Prize for 2002 were held in Manila (Philippines). The prize was awarded to Zimbabwean journalist Geoffrey Nyarota, editor-in-chief of the *Daily News*. A two-day conference organized on the theme "Terrorism and Media" brought together about 150 journalists, editors, and other media professionals from Asia, as well as representatives and observers of international, non-governmental and professional organizations from different parts of the world. The conference provided a platform to discuss how media spotlight terrorism as a political, ideological, religious and military weapon against civilians, and how terrorism affects media and the safety of media professionals.

74. At their sessions held in Paris in April 2002, the Intergovernmental Council and Bureau of the **International Programme for the Development of Communication (IPDC)** continued the process of reform of IPDC's working methods with a view to further rationalizing its work and inspiring new trust in the Programme. The Council debated and adopted a new operational strategy which aims at reinforcing and revitalizing IPDC. In response to communication development needs of its Member States, UNESCO supported the training of 200 print and electronic media practitioners on traditional media issues and the use of ICTs. These included Web training for journalists in the Kazakh State University; training for women broadcasters at the National Broadcasting Company of Algeria; production training service to improve sociocultural development of the indigenous people of Central America and Panama; training of journalists in Mauritania; audiovisual production and training in Brazil; and training of trainers and online training at the Pacific Journalism Development Centre for eight countries in the region.

75. In line with its action to promote **women and media issues**, UNESCO brought together women broadcasters and producers from 28 countries around the world at its Headquarters in Paris in February 2002 to launch a new collaborative project "From Reel to Real: Women Broadcasting

for Change”, a series of documentary programmes on women’s rights and how they relate to sustainable development in their countries. This also will serve as part of UNESCO’s contribution to the World Summit on Sustainable Development to be held in Johannesburg (South Africa) in August-September 2002. The Organization also supported a workshop on women in journalism held at the India International Centre, New Delhi, January 2002, in which participants shared information, experiences and ideas on issues such as the state of the media, the problems faced by journalists in general and women journalists in particular, and current trends in the media and society. A nationwide survey was conducted prior to the workshop to collect information on the status of women journalists in India and to recommend appropriate measures to media organizations. A national network of women in journalism was formally launched at the workshop.

76. UNESCO continued its action to facilitate the **production and distribution of audiovisual programmes** and to contribute to the international debate on the need to preserve cultural diversity in the media. In March 2002, UNESCO supported two highly recognized filmmakers to provide a two-week intensive theoretical and practical training course on cultural and educational television production for directors, cameramen and scriptwriters of the Television Cultural Educativa of El Salvador. Five new African fiction films and one documentary from Chad, Mali, Niger, Nigeria, Togo and Zimbabwe were launched in January 2002, representing a total of almost three hours of television programming dealing with social issues such as coping with AIDS and poverty, as well as portrayal of modernity and tradition in African societies. UNESCO also provided a selection of high-quality productions from China, Pakistan, Uruguay and Zimbabwe to TV Samoa for a special broadcast on International Women’s Day (8 March).

77. The Organization provided about 100 high-quality productions coming from all over the world to Radio Television Afghanistan. A travel case was prepared containing a selection of recent and original productions from African, Asian, Caribbean and Latin American countries, produced by independent television producers as well as donations from public service broadcasters, such as ORB (Germany), DR (Denmark), China Beijing TV Station, WorldNet (United States), the International Public Television (INPUT) and International Radio and Television University (URTI). UNESCO has also initiated ICT training for Afghan students in the framework of INFOYOUTH with the establishment of a computer centre at the Faculty of Journalism at Kabul University. The Centre will provide basic information and communication facilities, including access to the Internet and will offer ICT training for the students, especially for young women.

PARTICIPATION PROGRAMME

78. The budget for the Participation Programme approved by the General Conference at its 31st session amounted to \$22,000,000 for the 2002-2003 biennium. By 15 April 2002, 2,002 requests had been received from Member States, Associate Members and international non-governmental organizations. The requests received are being analysed and assessed by the programme sectors, UNESCO Institutes and the technical services concerned.

79. In all, the requests submitted by the Member States, Associate Members and international non-governmental organizations totalled \$77,576,022, considerably exceeding available funds.

80. In response to the appeal by the Director-General at the 161st session of the Executive Board to the Members of the Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD), Canada, Japan, Italy and New Zealand did not submit any requests under the Participation Programme for the current biennium.

81. Between January and April 2002, four requests for emergency assistance were approved for an amount of \$100,000 for the following Member States or Associate Members: **Cuba**: to restore historic monuments damaged by Hurricane Mitch; **Malawi**: to equip the national television studio destroyed by a fire; **Democratic Republic of the Congo**: to provide educational equipment for schools in Goma, following the volcanic eruption there; and **Tonga**: to replace school facilities and equipment destroyed by tropical cyclone Waka.

Hundred and sixty-fourth Session

164 EX/4

Part II

PARIS, 14 April 2002

Original: English and French

Item 3.1.1 of the provisional agenda

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

PART II

Management Chart for Programme Execution in 2000-2001

(30 C/5 Approved)

No. 29

Status as at 31 December 2001

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I – PRESENTATION OF THE PROGRAMME AND BUDGET FOR 2000-2001

CHART 1

UNESCO REGULAR BUDGET FROM 1981 TO 2001

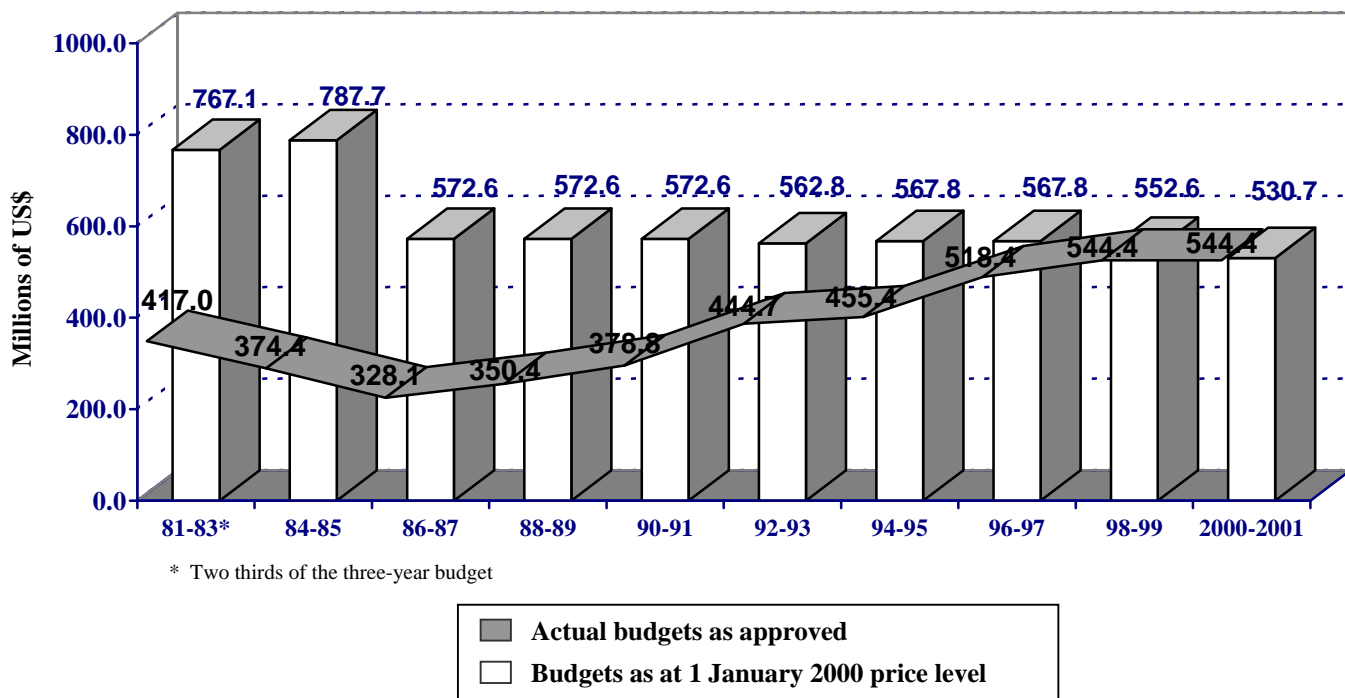
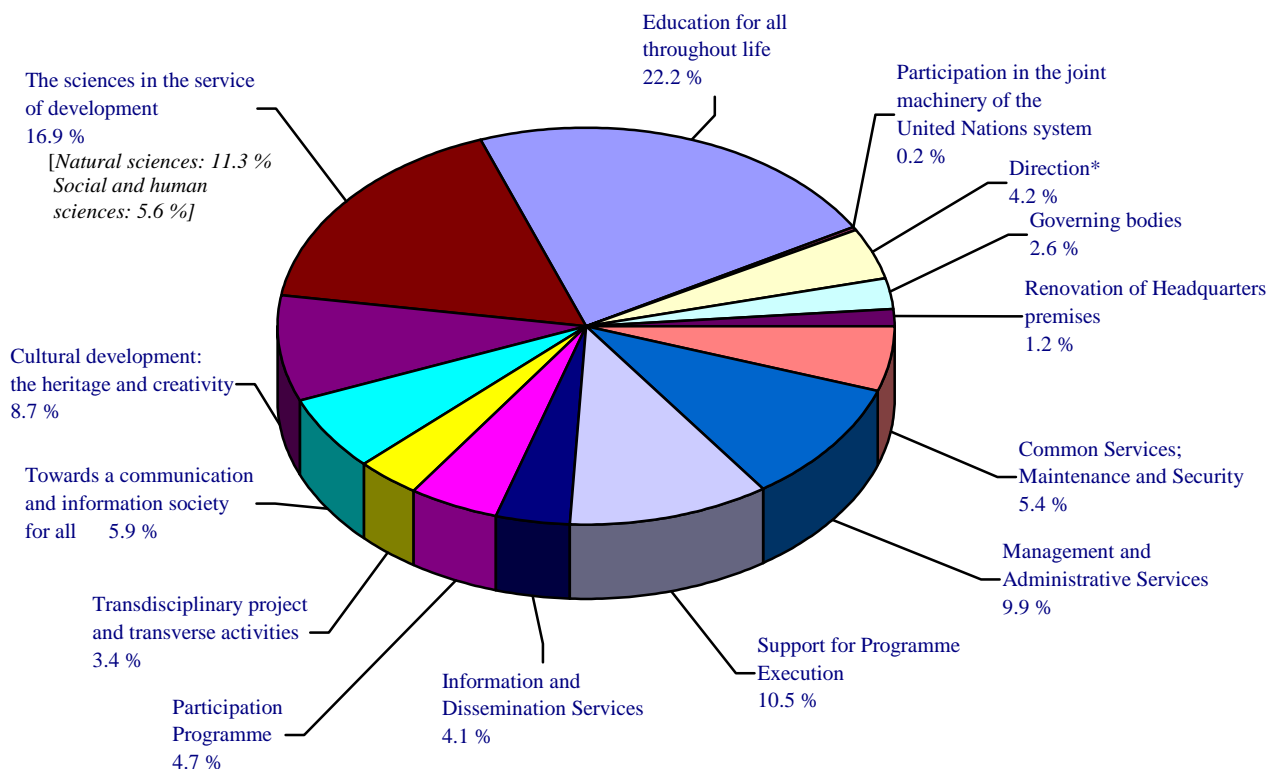


CHART 2

APPROVED REGULAR BUDGET BY PART/SECTOR



* That is: the Directorate and Services of the Directorate (Office of the Director-General; Inspectorate-General; Office of the Mediator; Office of International Standards and Legal Affairs; Bureau of Studies, Programming and Evaluation; Bureau of the Budget)

Note: For technical reasons, Sections I, II, III and IV are printed in English and French only.

CHART 3

**TOTAL BUDGET
BY STAFF COSTS AND ACTIVITIES**

(Regular* and extrabudgetary programmes)

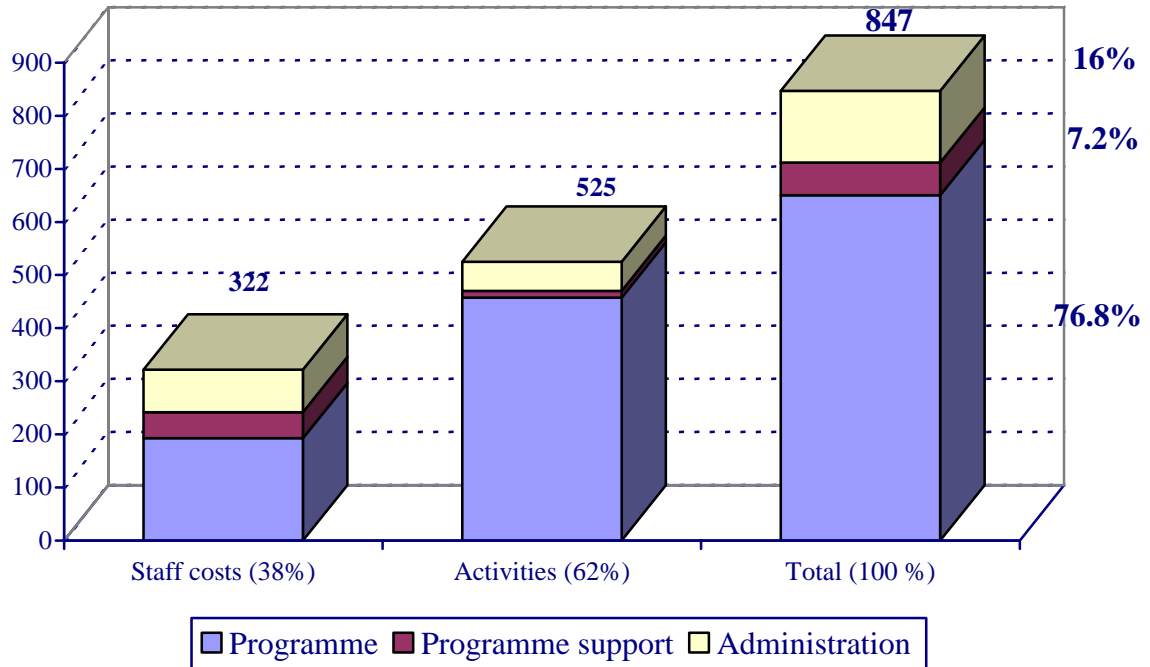
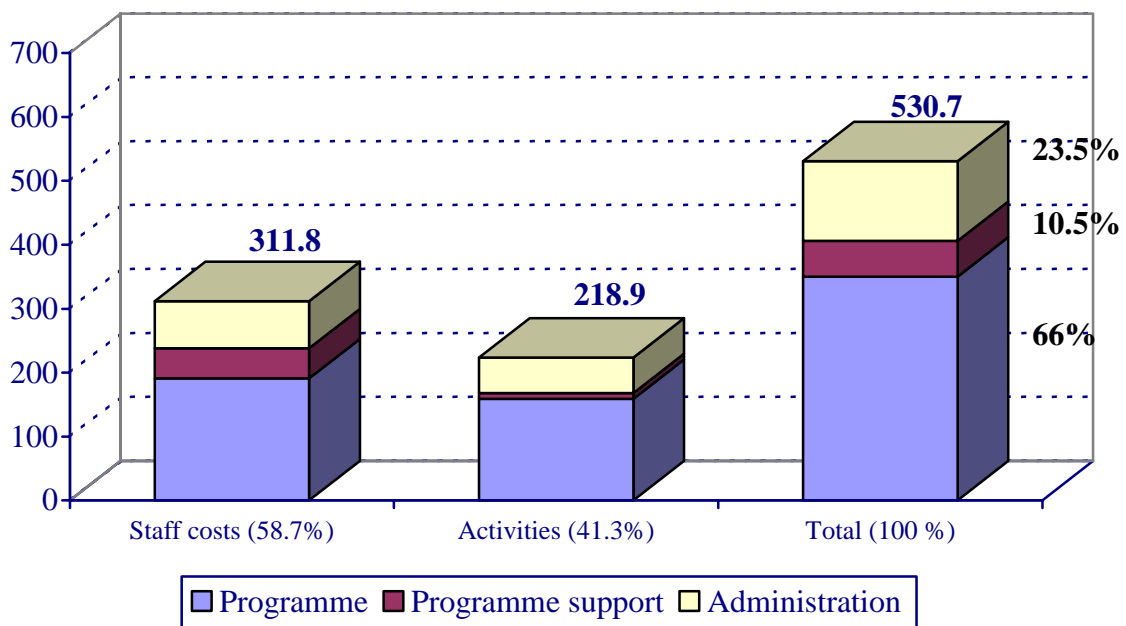


CHART 4

**REGULAR BUDGET*
BY STAFF COSTS AND ACTIVITIES**

Millions of US\$



* Parts I-VI.

TABLE 1

REGULAR PROGRAMME EXECUTION BY APPROPRIATION LINE

(Parts I to VI of the budget)

Appropriation Line	30 C/5 Approved as adjusted*	Expenditure/ Obligations	Implementation rate
	\$	\$	%
I GENERAL POLICY AND DIRECTION			
A. Governing Bodies			
1. General Conference	6 216 300	5 336 823	85.9
2. Executive Board	7 647 400	7 047 137	92.2
Total Part I.A	13 863 700	12 383 960	89.3
B. Direction			
3. Directorate	1 828 500	1 513 043	82.7
4. Services of the Directorate	18 678 100	19 888 458	106.5
Total Part I.B	20 506 600	21 401 501	104.4
C. Participation in the Joint Machinery of the United Nations System	1 307 310	1 287 626	98.5
TOTAL, PART I	35 677 610	35 073 087	98.3
II PROGRAMME EXECUTION AND SERVICES			
A. Major Programmes, Transdisciplinary Project and Transverse Activities			
I Education for all throughout life	120 951 371	117 539 435	97.2
II The sciences in the service of development:			
. Natural Sciences	62 587 810	60 747 437	97.1
. Social and Human Sciences	31 448 669	30 911 580	98.3
III Cultural development: the heritage and creativity	51 575 718	51 860 141	100.6
IV Towards a communication and information society for all	32 787 543	33 737 364	102.9
Transdisciplinary Project: Towards a culture of peace**	-	-	-
Transverse Activities	16 714 074	16 303 899	97.5
Participation Programme	24 830 000	24 216 050	97.5
Total, Part II.A	340 895 185	335 315 906	98.4
B. Information and Dissemination Services			
1. Clearing House	4 520 700	4 312 283	95.4
2. UNESCO Publishing Office	7 750 200	6 821 852	88.0
3. Office of Monthly Periodicals	4 962 400	5 378 590	108.4
4. Office of Public Information	5 549 000	5 125 356	92.4
Total, Part II.B	22 782 300	21 638 081	95.0
TOTAL, PART II	363 677 485	356 953 987	98.2
III SUPPORT FOR PROGRAMME EXECUTION			
1. Bureau for External Relations	23 224 707	24 502 848	105.5
2. Bureau for Relations with Extrabudgetary Funding Sources	4 111 600	3 878 216	94.3
3. Bureau of Conferences, Languages and Documents	31 420 700	29 119 903	92.7
TOTAL, PART III	58 757 007	57 500 967	97.9
IV MANAGEMENT AND ADMINISTRATIVE SERVICES			
1. Office of the ADG/MA	2 544 900	2 795 976	109.9
2. Bureau of the Comptroller	8 618 800	8 100 460	94.0
3. Bureau of Human Resources Management	14 977 114	15 237 375	101.7
4. Bureau of Documentation, Informatics Services and Telecommunications	14 846 952	16 537 485	111.4
5. Bureau for Support and Services	13 501 000	13 172 071	97.6
TOTAL, PART IV	54 488 766	55 843 367	102.5
V COMMON SERVICES; Maintenance and security	28 915 400	28 428 592	98.3
VI RENOVATION OF HEADQUARTERS PREMISES	7 523 500	7 523 462	100.0
TOTAL, PARTS I - VI	549 039 768	541 323 462	98.6

* 30 C/5 Approved, adjusted by between-line transfers approved by the Executive Board at its 159th, 160th, 161st, 162nd sessions and by donations received up to 31 December 2001 (164EX/26).

** The approved budget provisions have been included under Major Programmes I (ED), II (SHS) and III (CLT) and Transverse Activities (Coordination of activities concerning Towards a culture of peace) (ref. 159 EX/Decision 3.1.3).

TABLE 2

PROGRAMME EXECUTION BY OBJECT-OF-EXPENDITURE

(Parts I to VII of the budget)

Object-of-expenditure	30 C/5 Approved	Approved Allocations*	Expenditure vis-à-vis approved allocations	
	\$	\$	\$	%
SALARIES AND OTHER PERSONNEL SERVICES				
- Headquarters staff costs	242 820 200	247 425 692	249 212 197	100.7
- Field staff costs	68 948 000	67 878 096	64 598 491	95.2
- Temporary assistance	10 462 700	10 464 076	13 529 728	129.3
- Interpretation services	2 458 700	2 459 835	3 315 244	134.8
- Consultants to Member States	2 321 200	2 335 064	1 946 539	83.4
- Consultants to the Secretariat	1 684 000	1 684 000	1 725 600	102.5
- Other Personnel Services	1 749 600	1 749 600	1 944 143	111.1
TRAVEL ON OFFICIAL BUSINESS				
- Participants' travel:	5 499 800	5 566 800	9 143 035	164.2
. Participants' travel to conferences and meetings organized by UNESCO			6 406 580	
. Participants' travel for consultations at Headquarters or other localities			1 628 449	
. Participants' travel to seminars and training courses			1 108 006	
- Staff travel on official business	5 861 300	5 887 800	8 222 327	139.7
- Travel of representatives of States Members of the Executive Board	2 327 700	2 327 700	1 513 206	65.0
CONTRACTUAL SERVICES				
- Publishing contracts	3 428 000	3 451 855	2 147 029	62.2
- Contributions to co-publications	1 739 500	1 842 228	1 280 449	69.5
- Organization of seminars and meetings	7 390 800	8 028 172	4 757 669	59.3
- Other contractual services	30 664 100	32 098 616	25 576 841	79.7
GENERAL OPERATING EXPENSES	22 057 200	22 528 492	28 333 508	125.8
SUPPLIES AND MATERIALS	5 955 100	6 212 476	5 985 937	96.4
ACQUISITION OF FURNITURE AND EQUIPMENT	4 293 900	4 805 415	5 894 420	122.7
FINANCIAL ALLOCATIONS	25 082 300	25 082 300	24 652 995	98.3
CONTRACTS WITH NGOs (framework-agreements)	8 017 600	8 017 600	3 553 054	44.3
OTHER CONTRIBUTIONS	25 459 200	31 478 761	27 903 164	88.6
PARTICIPATION PROGRAMME	24 830 000	24 830 000	24 216 050	97.5
OTHER EXPENDITURE	13 978 500	15 671 800	14 083 086	89.9
INDIRECT PROGRAMME COSTS	13 647 000	17 213 390	17 788 750	103.3
ANTICIPATED COST INCREASES	13 690 850	289 040		-
TOTAL, PARTS I - VII	544 367 250	549 328 808	541 323 462	98.5

* 30 C/5 Approved, adjusted by between-line transfers approved by the Executive Board at its 159th, 160th, 161st and 162nd sessions and by donations received up to 31 December 2001 (document 164 EX/26).

TABLE 3**PROGRAMME EXECUTION BY SECTOR**(Parts I - VI of the Budget)
(excluding staff costs and Participation Programme)

Part/Sector/Unit	30 C/5 Approved	Approved Allocations*	Execution as at 31 December 2001	
	\$	\$	\$	%
PART I - GENERAL POLICY AND DIRECTION	14 604 000	15 266 510	13 624 817	89.2
PART II - PROGRAMME EXECUTION AND SERVICES				
II. A - MAJOR PROGRAMMES, TRANSDISCIPLINARY PROJECT AND TRANSVERSE ACTIVITIES				
I. Education for all throughout life	52 948 500	55 925 471	54 368 123	97.2
II. The sciences in the service of development:				
. Natural Sciences	24 940 500	26 631 310	25 771 602	96.8
. Social and Human Sciences	11 383 200	12 180 769	11 727 614	96.3
III. Cultural development: the heritage and creativity	15 386 000	17 008 818	16 912 454	99.4
IV. Communication, information and informatics	13 297 400	15 267 843	15 021 306	98.4
Transdisciplinary project and transverse activities				
. Transdisciplinary project: Towards a culture of peace**				
. Transverse activities:				
- UNESCO Institute for Statistics	6 820 000	6 820 000	6 820 000	100.0
- Fellowships and procurement services and related programme support	1 117 700	1 117 700	1 118 334	100.1
- Coordination of activities concerning Women and Youth	759 000	761 324	747 418	98.2
- Coordination of activities concerning Towards a culture of peace	697 100	745 350	745 183	100.0
- Coordination of activities concerning Africa	419 600	419 600	405 108	96.5
Subtotal, Part II.A	127 769 000	136 878 185	133 637 142	97.6
II. B - INFORMATION AND DISSEMINATION SERVICES				
1. Clearing House	812 300	812 300	774 800	95.4
3. UNESCO Publishing Office	1 409 000	1 409 000	1 430 236	101.5
4. Office of Monthly Periodicals	2 333 800	2 614 800	2 750 803	105.2
5. Office of Public Information	1 820 000	1 820 000	1 846 850	101.5
Subtotal, Part II.B	6 375 100	6 656 100	6 802 689	102.2
Total, Part II	134 144 100	143 534 285	140 439 831	97.8
PART III - SUPPORT FOR PROGRAMME EXECUTION	8 822 600	9 037 211	8 827 070	97.7
PART IV - MANAGEMENT AND ADMINISTRATIVE SERVICES	16 712 100	20 083 314	19 152 618	95.4
PART V - MAINTENANCE AND SECURITY	13 295 900	13 461 160	13 728 926	102.0
PART VI - CAPITAL EXPENDITURE	6 499 500	7 523 500	7 523 462	100.0
Total, Parts I - VI	194 078 200	208 905 980	203 296 724	97.3

* 30 C/5 Approved, adjusted by between-line transfers approved by the Executive Board at its 159th, 160th, 161st and 162nd session and by donations received up to 31 December 2001 (document 164 EX/26).

** The approved budget provisions have been included under Major Programmes I (ED), II (SHS) and III (CLT) and Transverse Activities (Coordination of activities concerning Towards a culture of peace) (ref. 159 EX/Decision 3.1.3).

TABLE 4

DECENTRALIZATION⁽¹⁾
(Expenditure in the field)

Sector/Unit	30 C/5 Approved	Approved Allocations ⁽²⁾	Execution as at 31 December 2001	
	\$	\$	\$	%
PART II - PROGRAMME EXECUTION AND SERVICES				
II. A - MAJOR PROGRAMMES, TRANSDISCIPLINARY PROJECT AND TRANSVERSE ACTIVITIES				
Education	56 763 100	57 207 311	54 197 543	94.7
Natural sciences	24 707 100	26 900 069	24 990 300	92.9
Social and human sciences	6 342 150	6 683 861	6 310 994	94.4
Culture	17 389 800	17 550 386	17 806 555	101.5
Communication and information	11 571 800	13 187 723	13 264 428	100.6
Transdisciplinary project: Towards a culture of peace⁽³⁾				
Transverse activities:				
Fellowships and procurement services and related programme support	88 300	88 800	68 179	76.8
Coordination of activities concerning Women and Youth	-	84 000	76 316	90.9
Coordination of activities concerning Towards a culture of peace	303 800	441 105	438 126	99.3
Participation Programme	24 830 000	24 830 000	24 216 050	97.5
Subtotal, Part II.A	141 996 050	146 973 255	141 368 491	96.2
II.B - INFORMATION AND DISSEMINATION SERVICES				
Office of Public Information	638 800	642 200	750 310	116.8
Subtotal, Part II.B	638 800	642 200	750 310	116.8
Total, Part II	142 634 850	147 615 455	142 118 801	96.3
PART III - SUPPORT FOR PROGRAMME EXECUTION				
Bureau for External Relations	3 645 200	3 082 921	3 085 217	100.1
Bureau for Relations with Extrabudgetary Funding Sources	373 400	447 400	195 906	43.8
Total, Part III	4 018 600	3 530 321	3 281 123	92.9
Total, Parts II and III	146 653 450	151 145 776	145 399 924	96.2

⁽¹⁾ Including direct and indirect programme costs and field staff costs.

⁽²⁾ 30 C/5 Approved, adjusted by between-line transfers approved by the Executive Board at its 159th, 160th, 161st and 162nd sessions and by donations received up to 31 December 2001 (document 164 EX/26).

⁽³⁾ The approved budget provisions were included under Major Programmes I (ED), II (SHS) and III (CLT) and Transverse Activities (Coordination of activities concerning Towards a culture of peace) (ref. 159 EX/Decision 3.1.3).

TABLE 5
PARTICIPATION PROGRAMME

A. EXECUTION BY REGION

Region	Allotments issued	Execution as at 31 December 2001	
	\$	\$	%
AFRICA	6 165 183	6 163 018	100.0
ASIA AND THE PACIFIC	4 601 019	4 456 798	96.9
ARAB STATES	2 409 500	2 402 928	99.7
EUROPE 1	963 363	953 970	99.0
EUROPE 2	2 183 210	2 122 638	97.2
LATIN AMERICA AND THE CARIBBEAN	4 766 775	4 394 811	92.2
INTERREGIONAL	2 729 100	2 722 576	99.8
INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS	1 011 850	999 311	98.8
TOTAL	24 830 000	24 216 050	97.5

PARTICIPATION PROGRAMME

B. NATURE OF EXPENDITURE

Nature of expenditure	Allotments issued	Execution as at 31 December 2001	
	\$	\$	%
A. FINANCIAL CONTRIBUTIONS FOR:			
■ Conferences, meetings	9 556 229	9 344 881	97.8
■ Training seminars or courses	2 320 792	2 246 292	96.8
■ Supplies and equipment	5 762 467	5 618 102	97.5
■ Fellowships, study grants	638 470	661 956	103.7
■ Consultants	2 797 785	2 713 860	97.0
■ Publications, translations, reproduction	1 559 907	1 569 107	100.6
■ Allocations to NGOs	352 850	364 850	103.4
■ Other forms of financial participation not specified above	786 000	707 000	89.9
B. MATERIAL AND/OR TECHNICAL ASSISTANCE PROVIDED DIRECTLY BY UNESCO			
■ Conferences, meetings	30 500	30 500	100.0
■ Training seminars or courses	454 500	489 003	107.6
■ Supplies and equipment	170 500	160 628	94.2
■ Fellowships	116 000	111 582	96.2
■ Consultants	281 000	195 779	69.7
■ Publications, translations, reproduction	3 000	2 510	83.7
■ Material and/or technical assistance to NGOs	-	-	-
■ Other material and/or technical assistance provided directly by UNESCO	-	-	-
TOTAL	24 830 000	24 216 050	97.5

TABLE 6

STAFF AND STAFF COSTS

A. Monthly breakdown of posts budgetarily vacant from January 2000 to December 2001

YEAR/MONTH	30 C/5 APPROVED STAFF ESTABLISHMENT 2000-2001				VACANT POSTS					VARIATIONS VIS-À-VIS TARGET TO ACHIEVE 3% LAPSE FACTOR (64 POSTS)
	Total number of posts	Filled posts			Headquarters		Field		TOTAL	
		HQs	Field	TOTAL	P	GS	P	L		
2000										
January	2 118	1 508	508	2 016	36	43	10	13	102	38
February	2 118	1 504	508	2 012	38	45	10	13	106	42
March	2 118	1 494	506	2 000	38	55	10	15	118	54
April	2 118	1 487	505	1 992	42	58	10	16	126	62
May	2 118	1 484	503	1 987	42	61	11	17	131	67
June	2 118	1 485	505	1 990	44	58	10	16	128	64
July	2 118	1 394	495	1 889	67	126	10	26	229	165 *
August	2 118	1 391	500	1 891	69	127	7	24	227	163 *
September	2 118	1 406	502	1 908	63	118	6	23	210	146 *
October	2 118	1 433	500	1 933	53	101	8	23	185	121
November	2 118	1 436	497	1 933	43	108	10	24	185	121
December	2 118	1 429	498	1 927	47	111	11	22	191	127
2001										
January	2 118	1 418	501	1 919	54	115	7	23	199	135
February	2 118	1 429	505	1 934	57	101	5	21	184	120
March	2 118	1 455	511	1 966	45	87	12	8	152	88
April	2 118	1 429	513	1 942	58	100	11	7	176	112
May	2 118	1 436	512	1 948	53	98	11	8	170	106
June	2 118	1 443	515	1 958	53	91	8	8	160	96
July	2 118	1 452	518	1 970	44	91	7	6	148	84
August	2 118	1 466	511	1 977	35	86	11	9	141	77
September	2 118	1 477	512	1 989	36	74	12	7	129	65
October	2 118	1 492	506	1 998	28	67	17	8	120	56
November	2 118	1 489	510	1 999	26	72	12	9	119	55
December	2 118	1 530	513	2 043	17	40	12	6	75	11
AVERAGE	2 118	1 457	506	1 963	45	85	10	15	155	91

* Including posts which became vacant following the departure of their incumbents under the Agreed Separation Scheme in 2000

B. Total cumulative situation of staff costs as at 31 December 2001

	Allocations \$	Expenditure \$	%
HEADQUARTERS	247 425 692	249 212 197	100.7
FIELD	67 878 096	64 598 491	95.2
TOTAL	315 303 788	313 810 688	99.5

III – PRESENTATION OF EXTRABUDGETARY OPERATIONAL PROGRAMMES

CHART 5

EXTRABUDGETARY OPERATIONAL PROGRAMMES FOR 2000-2001 BY FUNDING SOURCE AND BY MAJOR PROGRAMME

(Figures in millions of US dollars,
Total: US \$525 million)

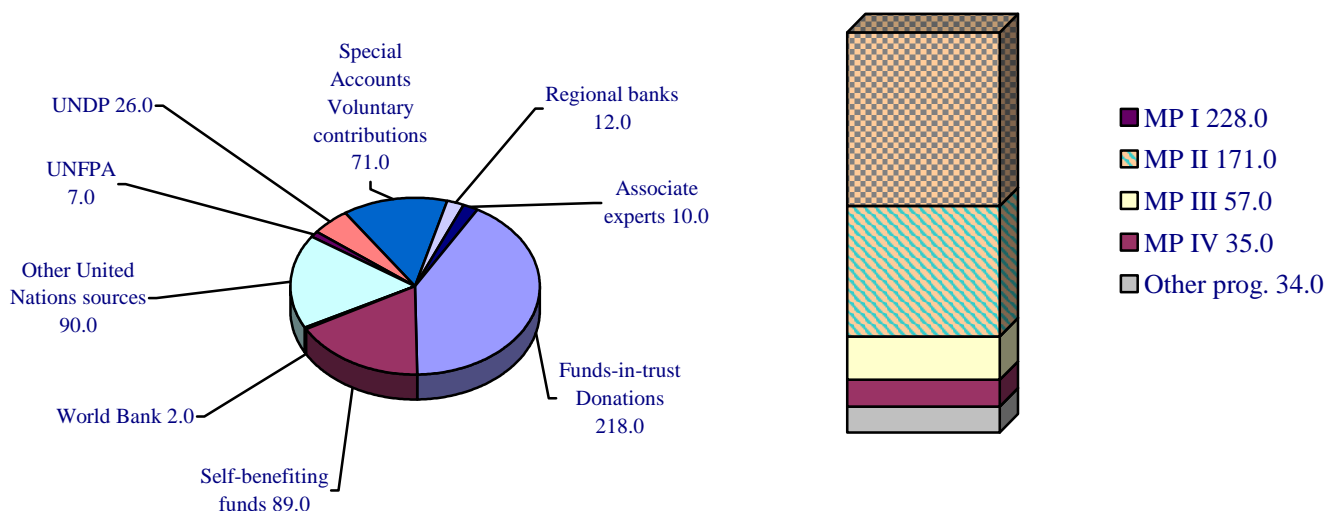
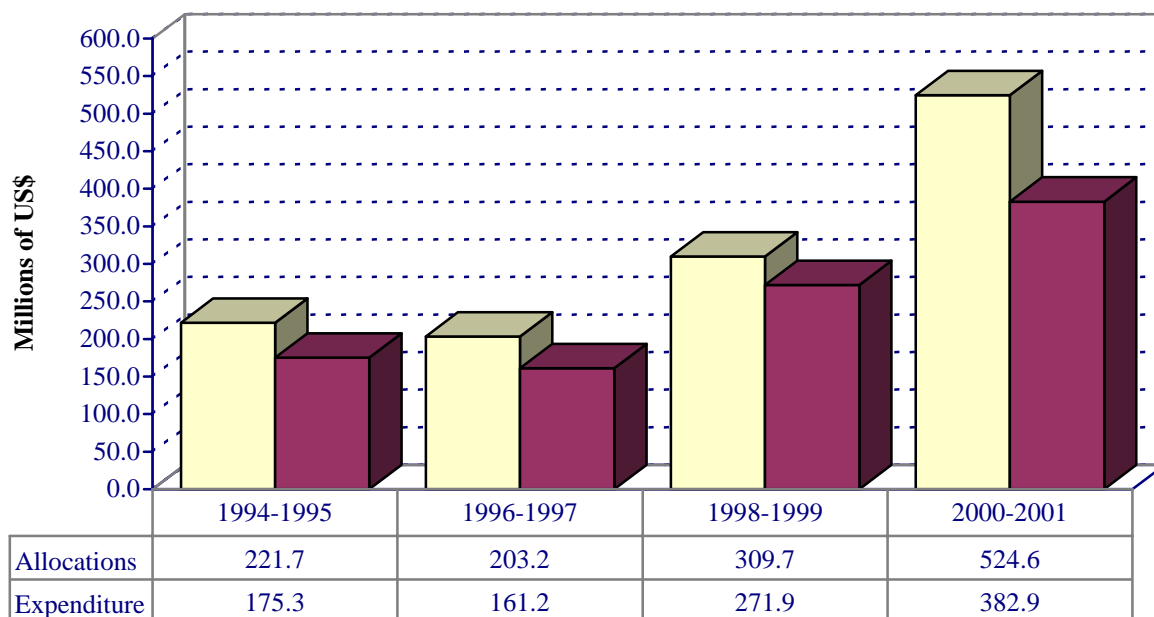


CHART 6

EXTRABUDGETARY OPERATIONAL PROGRAMMES ALLOCATION vs. EXPENDITURE



Allocations
 Expenditure

IV EXTRABUDGETARY OPERATIONAL PROGRAMME EXECUTION

TABLE 8
EXECUTION OF EXTRABUDGETARY PROGRAMMES
BY FUNDING SOURCE

FUNDING SOURCE	2000-2001			1998-1999		
	Allocations 1 January 2000 - 31 December 2001	Expenditure 1 January 2000 - 31 December 2001	Rate of Execution	Allocations 1 January 1998 - 31 December 1999	Expenditure 1 January 1998 - 31 December 1999	Rate of Execution
	\$M	\$M	%	\$M	\$M	%
UNITED NATIONS SOURCES						
UNDP	26.2	16.6	63	27.1	20.5	76
UNFPA	6.7	5.8	87	12.5	11.0	88
Other	89.4	52.3	59	41.8	32.7	78
OTHER PROGRAMMES						
World Bank	2.0	1.5	75	2.5	2.1	84
Regional Banks and Funds	12.3	5.0	41	8.1	5.9	73
Donated Funds-in-Trust	88.4	68.2	77	66.8	60.0	90
Funds-in-Trust and self-benefiting funds	218.4	168.1	77	86.4	84.3	97
Associate Experts, Special Accounts and Voluntary Contributions	81.2	65.4	81	64.5	55.4	86
TOTAL	524.6	382.9	73	309.7	271.9	88

TABLE 9
EXECUTION OF EXTRABUDGETARY PROGRAMMES
BY REGION

1 January 2000 - 31 December 2001
(in millions of US dollars)

FUNDING SOURCE	TOTAL	AFRICA	LATIN AMERICA AND THE CARIBBEAN	ASIA AND THE PACIFIC	ARAB STATES	EUROPE	INTERREGIONAL AND GLOBAL PROJECTS
UNITED NATIONS SOURCES							
UNDP	16.6	6.6	1.5	4.5	3.3	0.6	0.1
UNFPA	5.8	0.8	0.1	0.7	-	-	4.2
	52.3	2.7	2.0	1.2	39.1	0.1	7.2
Subtotal, United Nations Source:	74.7	10.1	3.6	6.4	42.4	0.7	11.5
OTHER PROGRAMMES							
World Bank (Technical Assistance)	1.5	0.2	0.1	-	1.1	-	0.1
Regional Development Banks and Fund	5.0	4.1	0.3	0.4	0.2	-	-
Donated Funds-in-Trust	68.2	10.6	11.3	16.3	7.6	5.2	17.2
Self-benefiting Funds-in-Trust	168.1	-	164.0	0.1	3.7	0.1	0.2
Associate Experts, Special Accounts and Voluntary Contributions	65.4	3.3	1.3	3.5	1.0	6.6	49.7
Subtotal, Other Programme:	308.2	18.2	177.0	20.3	13.6	11.9	67.2
TOTAL	382.9	28.3	180.6	26.7	56.0	12.6	78.7

TABLE 10

EXECUTION OF EXTRABUDGETARY PROGRAMMES

BY SECTOR

SECTOR	2000-2001			1998-1999		
	Allocations 1 January 2000 - 31 December 2001	Expenditure 1 January 2000 - 31 December 2001	Rate of Execution	Allocations 1 January 1998 - 31 December 1999	Expenditure 1 January 1998 - 31 December 1999	Rate of Execution
	\$M	\$M	%	\$M	\$M	%
ED	227.9	152.2	67	140.5	119.5	85
SC	53.1	42.3	80	35.4	32.1	91
SHS	117.7	97.5	83	40.4	37.8	94
CLT	57.5	43.4	75	24.5	23.7	97
CII	34.8	21.7	62	24.9	19.0	76
Others	33.6	25.8	77	44.0	39.8	90
TOTAL	524.6	382.9	73	309.7	271.9	88

ANNEX
DETAILED STATUS REPORT ON THE REGULAR BUDGET
AS AT 31 DECEMBER 2001

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
Part I - General Policy and Direction			
I.A Governing Bodies			
Chapter 1 - General Conference			
Staff Costs	697 000	685 135	98.3
Languages and documents services for the General Conference	4 787 100	4 023 709	84.1
External Audit	596 800	493 425	82.7
Contribution to UNESCO Micrography services	28 000	28 000	100.0
Other Costs	107 400	106 554	99.2
Total Activities	5 519 300	4 651 688	84.3
Subtotal, General Conference	6 216 300	5 336 823	85.9
End-of-biennium adjustment	(879 477)		
Total, General Conference	5 336 823	5 336 823	100.0
Chapter 2 - Executive Board			
Staff Costs	1 115 600	1 251 627	112.2
Languages and documents services for the Executive Board	3 666 100	3 613 960	98.6
Travel by Members of the Executive Board and daily allowance	2 161 700	1 500 080	69.4
Contribution to UNESCO Micrography services	24 000	24 000	100.0
Other Costs	680 000	657 470	96.7
Total Activities	6 531 800	5 795 510	88.7
Subtotal, Executive Board	7 647 400	7 047 137	92.2
End-of-biennium adjustment	(600 263)		
Total, Executive Board	7 047 137	7 047 137	100.0
Governing Bodies			
Staff Costs	1 812 600	1 936 762	106.8
Other Costs	12 051 100	10 447 198	86.7
Subtotal, Governing Bodies	13 863 700	12 383 960	89.3
End-of-biennium adjustment	(1 479 740)		0.0
Total, Governing Bodies	12 383 960	12 383 960	100.0
I.B Direction			
Chapter 3 - Directorate			
Staff Costs	1 370 000	1 056 673	77.1
Other Costs	458 500	456 370	99.5
Subtotal, Directorate	1 828 500	1 513 043	82.7
End-of-biennium adjustment	(315 457)		0.0
Total, Directorate	1 513 043	1 513 043	100.0
Chapter 4 - Services of the Directorate:			
A. Office of the Director-General			
Staff Costs	5 721 800	6 675 752	116.7
Other Costs	377 800	380 720	100.8
Contribution towards common charges	2 800	2 800	100.0
Contribution to UNESCO Micrography services	2 000	2 000	100.0
Total, Office of the DG	6 104 400	7 061 272	115.7
B. Inspectorate General			
Staff Costs	1 797 900	2 154 133	119.8
Contribution towards common charges	1 100	1 100	100.0
Other Costs	66 700	73 423	110.1
Total, IOM	1 865 700	2 228 656	119.5
C. Office of the Mediator			
Staff Costs	130 300	152 244	116.8
Contribution towards common charges	300	300	100.0
Other Costs	16 600	15 805	95.2
Total, MED	147 200	168 349	114.4
D. Office of International Standards and Legal Affairs			
Staff Costs	1 922 400	2 041 433	106.2
Contribution towards common charges	3 300	3 300	100.0
Other Costs	199 800	198 414	99.3
Total, LA	2 125 500	2 243 147	105.5
E. Bureau of Studies, Programming and Evaluation			
- Division of Studies and Programming			
Staff Costs	1 642 300	2 111 971	128.6
Contribution towards common charges	1 400	1 400	100.0
Other Costs	536 800	519 202	96.7
Total, BPE	2 180 500	2 632 573	120.7

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
- Central Programme Evaluation Unit			
Staff Costs	1 758 200	1 376 296	78.3
Contribution towards common charges	2 800	2 800	100.0
Other Costs	168 200	163 238	97.0
Total, CEU	1 929 200	1 542 334	79.9
F. Bureau of the Budget			
Staff Costs	4 255 600	3 943 006	92.7
Contribution towards common charges	1 100	1 100	100.0
Other Costs	68 900	68 021	98.7
Total, BB	4 325 600	4 012 127	92.8
Recapitulation			
Staff Costs	17 228 500	18 454 835	107.1
Other Costs	1 449 600	1 433 623	98.9
Subtotal, Services of the Directorate	18 678 100	19 888 458	106.5
End-of-biennium adjustment	1 210 358	0.0	0.0
Total, Services of the Directorate	19 888 458	19 888 458	100.0
Direction			
Staff Costs	18 598 500	19 511 508	104.9
Other Costs	1 908 100	1 889 993	99.1
Subtotal, I.B	20 506 600	21 401 501	104.4
End-of-biennium adjustment	894 901	0.0	0.0
Total, Services of the Directorate	21 401 501	21 401 501	100.0
I.C Participation in the Joint Machinery of the United Nations System			
UNACC	15 500	15 500	100.0
CCPOQ	33 500	33 365	99.6
UN Security measures	78 000	77 908	99.9
Security requirements of staff in Field	61 500	61 500	100.0
ISCC	64 185	64 185	100.0
JIU	324 600	305 424	94.1
ICSC, CCAQ and ILO	730 025	729 744	100.0
Subtotal, I.C	1 307 310	1 287 626	98.5
End-of-biennium adjustment	(19 684)	0.0	0.0
Total, I.C	1 287 626	1 287 626	100.0
TOTAL, PART I			
Staff Costs	20 411 100	21 448 270	105.1
Other Costs	15 266 510	13 624 817	89.2
SUBTOTAL, PART I	35 677 610	35 073 087	98.3
End-of-biennium adjustment	(604 523)	0.0	0.0
TOTAL, PART I	35 073 087	35 073 087	100.0
Part II - Programme Execution and Services			
II.A Major Programmes, Transdisciplinary Project and Transverse Activities			
Major Programmes:			
I Education for all throughout life			
I.1 Basic education for all			
I.1.1 Providing basic education for all children			
1 - Renewal and expansion of primary education			
(a) Primary education reform	280 000	279 245	99.7
(b) Training of educational personnel	280 000	287 828	102.8
(c) Production and use of low-cost materials	175 000	165 459	94.5
(d) Education for poverty eradication	227 690	226 258	99.4
(e) Assessment of learning achievement	100 000	99 510	99.5
(f) Reading for all	95 000	83 769	88.2
(g) Improving learning spaces	66 000	65 616	99.4
Subtotal activities:	1 223 690	1 207 685	98.7
Staff costs distribution	5 737 885	5 574 237	97.1
Total, Main line of action	6 961 575	6 781 922	97.4
2 - Promoting early childhood education and education of children with special needs			
(a) Promote integrated early childhood and family education	400 000	345 603	86.4
(b) Develop inclusive education for children with special needs	957 820	914 250	95.5
(c) Support to joint actions in favour of education for all children	315 376	304 663	96.6
Subtotal activities:	1 673 196	1 564 516	93.5
Staff costs distribution	6 860 883	6 665 205	97.1
Total, Main line of action	8 534 079	8 229 721	96.4
Total, Subprogramme I.1.1	15 495 654	15 011 643	96.9

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
I.1.2 Fostering literacy and non-formal education among youth and adults			
1 - Literacy and community education			
(a) Developing literacy and non-formal education strategies	433 725	402 306	92.8
(b) Capacity-building for improving and expanding literacy and non-formal education	649 478	624 310	96.1
(c) Support for literacy and non-formal education for rural development: Baoding	620 000	601 382	97.0
(d) Advocacy and mobilization for literacy and non-formal education	150 000	150 679	100.5
(e) Cooperation with Institutes	180 000	181 478	100.8
Subtotal activities:	2 033 203	1 960 155	96.4
Staff costs distribution	5 497 940	5 341 134	97.1
Total, Main line of action	7 531 143	7 301 289	96.9
2 - Extending learning opportunities to the unreached			
(a) Education of the unreached	649 699	1 055 637	162.5
Special project : 'Enhancement of learning opportunities for marginalized youth'	721 039	699 725	97.0
Special project : 'Promoting girls' and women's education in Africa'	715 800	701 505	98.0
(d) Promoting education for children in difficult circumstances (street and working children)	69 680	66 764	95.8
Subtotal activities:	2 156 218	2 523 631	117.0
Staff costs distribution	3 956 826	3 843 974	97.1
Total, Main line of action	6 113 044	6 367 605	104.2
Total, Subprogramme I.1.2	13 644 187	13 668 895	100.2
I.1.3 Mobilizing commitments and partnerships for education for all			
1 - International EFA Forum and Assessment 2000			
(a) World Education Forum (Dakar)	405 405	399 665	98.6
(b) Cooperation partnership	20 000	19 401	97.0
(c) Advocacy	20 000	19 728	98.6
(d) Outcome of the EFA 2000 Assessment	20 000	14 352	71.8
(e) Monitoring learning achievement	60 000	58 540	97.6
(f) Countdown	60 000	57 736	96.2
(g) World Food Programme cooperation	15 000	14 763	98.4
Subtotal activities:	600 405	584 185	97.3
Staff costs distribution	1 529 409	1 485 789	97.1
Total, Main line of action	2 129 814	2 069 974	97.2
2 - Reinforcing regional cooperation programmes for basic education			
(a) Pursuing the E-9 initiative	3 300 000	2 944 856	89.2
(b) Partnership for basic education	240 000	236 420	98.5
(c) Regional cooperation - Africa	166 297	169 182	101.7
(d) Regional cooperation - Arab States	120 000	117 815	98.2
(e) Regional cooperation - Asia and Pacific	303 000	301 440	99.5
(f) Regional cooperation - Europe	98 499	68 922	70.0
(g) Regional cooperation - Latin America and the Caribbean	261 000	261 021	100.0
(h) MINEDAF - Regional fellowships	300 000	297 072	99.0
Subtotal activities:	4 788 796	4 396 728	91.8
Staff costs distribution	3 685 668	3 580 550	97.1
Total, Main line of action	8 474 464	7 977 278	94.1
Total, Subprogramme I.1.3	10 604 278	10 047 252	94.7
TOTAL, Programme I.1	39 744 119	38 727 790	97.4
I.2 Reform of education in the perspective of education throughout life			
I.2.1 Renewal of educational systems for the information age			
1 - Devising strategies for learning throughout life			
(a) Global dialogue on lifelong learning Expo 2000	120 000	118 440	98.7
(b) Preparation of the World Education Report	209 500	149 660	71.4
(c) Three publications on learning throughout life	256 820	229 836	89.5
(d) Information through publications, the Internet and other modern media	397 553	371 938	93.6
Subtotal activities:	983 873	869 874	88.4
Staff costs distribution	6 711 323	6 519 911	97.1
Total, Main line of action	7 695 196	7 389 785	96.0
2 - Promoting policies and building capacities for educational development and reconstruction			
(a) Regional partnership and cooperation programme - UNRWA	428 000	421 100	98.4
(b) National sectoral strategies and action plans	1 447 800	1 341 691	92.7
(c) Support to the Palestinian authority	220 320	217 655	98.8
(d) Strengthening of national capacities in the use and management of educational spaces and facilities	205 000	208 614	101.8
Subtotal activities:	2 301 120	2 189 060	95.1
Staff costs distribution	5 548 660	5 390 408	97.1
Total, Main line of action	7 849 780	7 579 468	96.6
Total, Subprogramme I.2.1	15 544 976	14 969 253	96.3

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
I.2.2 Renovation of general secondary and vocational education			
1 - Renewal and diversification of secondary education			
(a) Policy guidelines for reform of secondary education system	691 393	628 298	90.9
(b) Regional and subregional networkings with IGOs and NGOs	280 491	266 250	94.9
(c) Development of distance education	233 500	203 223	87.0
(d) Promotion of science and technology education	370 670	347 847	93.8
(e) Education for the prevention of HIV/AIDS	294 213	262 978	89.4
(f) Youth empowerment through preventive education against drugs abuse	172 000	161 368	93.8
Special project : 'Scientific, technical and vocational education of girls in Africa'	123 500	111 606	90.4
Subtotal activities:	2 165 767	1 981 570	91.5
Staff costs distribution	4 956 274	4 814 917	97.1
Total, Main line of action	7 122 041	6 796 487	95.4
2 - International long-term programme for the development of technical and vocational education (UNEVOC)			
(a) Strengthening capacity building in Member States	421 010	390 144	92.7
(b) Promoting international, regional and subregional cooperation with TVE	273 131	278 984	102.1
(c) Providing subject knowledge and promoting information exchange through the UNEVOC Network	120 000	114 917	95.8
(d) Implementing TVE normative instruments and recommendations of the Seoul Congress	30 000	24 429	81.4
Subtotal activities:	844 141	808 474	95.8
Staff costs distribution	4 755 994	4 620 350	97.1
Total, Main line of action	5 600 135	5 428 824	96.9
3 - Science and technology education			
(a) Science popularization and clearing house activities	171 200	138 403	80.8
(b) Exchange of information and networking	250 100	245 114	98.0
Subtotal activities:	421 300	383 517	91.0
Staff costs distribution	804 370	781 429	97.1
Total, Main line of action	1 225 670	1 164 946	95.0
Total, Subprogramme I.2.2	13 947 847	13 390 257	96.0
I.2.3 Higher education and development			
1 - Policy and reform of higher education			
(a) Follow-up to the World Conference	373 635	360 946	96.6
(b) Promoting innovation in higher education	259 191	254 110	98.0
Special project : 'Women, higher education and development'	71 193	56 129	78.8
Subtotal activities:	704 019	671 185	95.3
Staff costs distribution	951 329	924 196	97.1
Total, Main line of action	1 655 348	1 595 381	96.4
2 - Reinforcing inter-university cooperation and academic mobility			
(a) UNITWIN and UNESCO Chairs	1 734 492	1 394 940	80.4
(b) Regional conventions on recognition of studies and diplomas	220 000	212 805	96.7
Subtotal activities:	1 954 492	1 607 745	82.3
Staff costs distribution	1 495 596	1 452 940	97.1
Total, Main line of action	3 450 088	3 060 685	88.7
Total, Subprogramme I.2.3	5 105 436	4 656 066	91.2
The status of teachers and teacher education in the information society			
(a) Development of subregional and regional networks of teacher training institutions	547 515	526 219	96.1
(b) New technologies in teacher education	441 673	384 357	87.0
(c) Application of international instruments concerning the status of teachers and educational personnel	140 500	113 321	80.7
Subtotal activities:	1 129 688	1 023 897	90.6
Staff costs distribution	1 400 658	1 360 710	97.1
Total, Project	2 530 346	2 384 607	94.2
TOTAL, Programme I.2	37 128 604	35 400 184	95.3

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
Educating for a sustainable future			
(Environment, population and development)			
(a) Implementing the international work	98 525	91 448	92.8
(b) Participating in UN inter-agency technical support services	66 000	61 717	93.5
(c) Promoting population, information, education, communication, reproductive health	137 675	128 576	93.4
(d) Developing teaching, learning and advocacy materials related to environment	464 500	420 751	90.6
(e) Fostering national action in support of education for a sustainable development	321 000	307 675	95.8
(f) Promoting sustainable communities	178 300	156 274	87.6
(g) Creation of a WEB site	6 000	5 887	98.1
(h) Cooperation for development	83 000	83 648	100.8
(i) SITA cost sharing	78 400	78 400	100.0
(j) Contribution towards common charges	27 200	27 200	100.0
(k) Contribution towards micrography	1 400	1 400	100.0
(l) Programme support costs	148 000	147 934	100.0
Subtotal activities:	1 610 000	1 510 910	93.8
Staff costs distribution	6 141 046	5 965 899	97.1
Total, EPD	7 751 046	7 476 809	96.5
UNESCO education institutes			
UNESCO International Bureau of Education	4 876 000	4 876 000	100.0
UNESCO International Institute for Educational Planning	5 406 000	5 405 984	100.0
UNESCO Institute for Education	2 090 000	2 090 000	100.0
UNESCO Institute for Information Technologies in Education	1 200 000	1 200 000	100.0
UNESCO International Institute for Higher Education in Latin America and the Caribbean	2 375 300	2 375 300	100.0
UNESCO International Institute for Capacity-Building in Africa	1 300 000	1 300 000	100.0
Total, UNESCO Education Institutes	17 247 300	17 247 284	100.0
Transdisciplinary project: Towards a culture of peace			
Unit 1. Culture of peace: raising awareness and building partnerships			
2 - Contributing to the implementation of the Programme of Action on a Culture of Peace			
(a) Promoting reflection on the right to education	40 000	32 093	80.2
Total, Main line of action	40 000	32 093	80.2
TOTAL, Unit 1	40 000	32 093	80.2
Unit 2. Educating for a culture of peace			
1 - Development of national plans and programmes of education for a culture of peace			
(a) National plans for human rights education	168 000	132 572	78.9
(b) Evaluation and development of national programmes	129 000	111 353	86.3
(c) Civic education programme for formal and non-formal education	136 605	119 530	87.5
(d) Regional and sub-regional networks on ECP	40 000	39 846	99.6
(e) MINEPS III - Cooperation and solidarity between IGOs and NGOs	140 000	117 552	84.0
Total, Main line of action	613 605	520 853	84.9
2 - Improving the content and methods of education and training for a culture of peace			
(a) Elaboration, production and dissemination of ECP materials	160 450	117 204	73.0
(b) Expansion of UNESCO Chairs on ECP	29 200	25 882	88.6
(c) Teacher training	155 000	146 092	94.3
(d) Non-violence in school	112 500	105 695	94.0
(e) Educational, moral and ethical values of sport	140 000	59 451	42.5
Total, Main line of action	597 150	454 324	76.1
3 - Associated School Project network			
(a) Promotion/information material and international networking	273 606	258 717	94.6
(b) National, sub-regional culture of peace projects	132 000	126 904	96.1
(c) ASPnet flagship project	121 000	113 732	94.0
(d) Translation/adaptation of educational materials	81 000	71 099	87.8
(e) Sub-regional ASP plan of action	301 324	282 865	93.9
(f) Sport	45 000	36 898	82.0
Total, Main line of action	953 930	890 215	93.3
4 - Linguistic diversity and multilingual education			
(a) Implementation of language policies	203 495	169 499	83.3
(b) UNESCO Report on the World Languages	19 000	7 000	36.8
(c) Teaching materials	107 680	105 609	98.1
Total, Main line of action	330 175	282 108	85.4
Total, Unit 2	2 494 860	2 147 500	86.1
Unit 3. From interculturality to cultural pluralism			
1 - Encouraging intercultural dialogue			
(a) Support to revision of history and geography textbooks	136 353	123 327	90.4
Total, Main line of action	136 353	123 327	90.4
Total, Unit 3	136 353	123 327	90.4

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
Cooperation for development	120 000	107 169	89.3
Sita cost-sharing	30 300	28 585	94.3
Contribution towards common charges	51 200	51 200	100.0
Programme support costs	377 570	350 120	92.7
Subtotal activities	3 250 283	2 839 994	87.4
Staff costs distribution	4 992 039	4 849 663	97.1
TOTAL, Transdisciplinary project: Towards a culture of peace	8 242 322	7 689 657	93.3
Education common charges			
Cooperation for development	1 151 500	1 054 846	91.6
Sita cost-sharing	1 046 700	978 249	93.5
Contribution towards common charges	362 700	362 730	100.0
Contribution towards micrography services	18 600	18 600	100.0
Indirect costs (HQ)	636 600	629 690	98.9
Programme support costs	717 715	703 379	98.0
Total, Common charges	3 933 815	3 747 494	95.3
Recapitulation			
Planned activities	48 384 706	46 488 214	96.1
Staff Costs	65 025 900	63 171 312	97.1
Indirect programme costs	7 540 765	7 879 909	104.5
SUBTOTAL, MAJOR PROGRAMME I	120 951 371	117 539 435	97.2
End-of-biennium adjustment	(3 411 936)		0.0
TOTAL, MAJOR PROGRAMME I	117 539 435	117 539 435	100.0
II The Sciences in the Service of Development			
II.1 Advancement, transfer and sharing of scientific knowledge			
Follow-up to the World Conference on Science			
(a) Follow-up to the World Conference on Science	404 327	378 583	93.6
(b) Science Policies	392 316	416 351	106.1
(c) University-Industry-Partnership (UNISPAR)	184 000	170 269	92.5
Subtotal activities	980 643	965 203	98.4
Staff costs distribution	478 941	465 878	97.3
Total, Project	1 459 584	1 431 081	98.0
II.1.1 Advancement, transfer and sharing of knowledge in the basic and engineering sciences			
1 - Improving university science and engineering education			
(a) University science education	465 100	451 250	97.0
(b) Engineering education	314 500	300 199	95.5
Subtotal activities	779 600	751 449	96.4
Staff costs distribution	2 875 441	2 797 018	97.3
Total, Main line of action	3 655 041	3 548 467	97.1
2 - Promoting cooperation in research and training in mathematics, physics and chemistry			
(a) Promoting cooperation in research and training in mathematics	298 900	294 510	98.5
(b) Promoting cooperation in research and training in physics	1 856 800	1 845 647	99.4
(c) Promoting cooperation in research and training in chemistry	390 600	363 096	93.0
Subtotal activities	2 546 300	2 503 253	98.3
Staff costs distribution	2 810 720	2 734 061	97.3
Total, Main line of action	5 357 020	5 237 314	97.8
3 - Promoting research capacities in the biological sciences and biotechnologies			
(a) Cooperation with NGOs	492 675	481 429	97.7
(b) Molecular and Cell Biology Networks (MCBN)	437 225	423 677	96.9
(c) Biotechnologies, MIRCENs and BAC	1 218 200	1 192 892	97.9
Special project : 'Biotechnologies for development in Africa'	124 500	113 540	91.2
(e) UNAIDS/Medical sciences	155 300	134 204	86.4
Subtotal activities	2 427 900	2 345 742	96.6
Staff costs distribution	3 868 200	3 762 700	97.3
Total, Main line of action	6 296 100	6 108 442	97.0
4 - Cross-disciplinary partnerships and increasing access to scientific information			
(a) UNESCO/ICSU Framework agreement	729 000	728 550	99.9
(b) Cooperation with ICSU unions and affiliates	68 000	63 383	93.2
(c) UNESCO science prizes	52 501	55 793	106.3
(d) Cross-disciplinary partnerships and increasing access to scientific information	987 300	924 275	93.6
Special project : 'Women, Science and Technology'	213 000	207 620	97.5
Subtotal activities	2 049 801	1 979 621	96.6
Staff costs distribution	3 814 266	3 710 237	97.3
Total, Main line of action	5 864 067	5 689 858	97.0

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
The World Solar Programme 1996-2005			
(a) Education and training in renewable energy	398 100	361 666	90.8
(b) Expanding the use of renewable energy to improve living conditions	441 900	432 974	98.0
(c) Renewable energy, cooperation for development	130 300	128 753	98.8
Subtotal activities:	970 300	923 393	95.2
Staff costs distribution	607 305	590 742	97.3
Total, Project	1 577 605	1 514 135	96.0
Evaluation plan for 2000-2001	62 900	62 436	99.3
Total, Subprogramme II.1.1	24 272 317	23 591 732	97.2
II.1.2 Advancement, transfer and sharing of knowledge in the social and human sciences			
1 - Improving university teaching, research capacities and international cooperation in the social sciences			
(a) UNESCO Chairs	361 000	343 943	95.3
(b) Capacity-building for city professionals and young social scientists	174 000	171 195	98.4
(c) Cooperation agreement with ISSC and Human Habitat (NGOs)	866 500	864 130	99.7
(d) Houphouët-Boigny Foundation for Peace Research	233 000	24 854	10.7
(e) Follow-up summit	35 000	35 000	100.0
Subtotal activities:	1 669 500	1 439 122	86.2
Staff costs distribution	2 105 981	2 096 807	99.6
Total, Main line of action	3 775 481	3 535 929	93.7
2 - Collection and dissemination of information in the social and human sciences			
(a) International Social Science Journal	344 776	327 952	95.1
(b) World Social Science Report	80 624	79 813	99.0
(c) MOST clearing house	190 050	185 964	97.9
(d) Data and information	158 359	149 620	94.5
(e) Documentation centre	108 600	109 495	100.8
(f) Evaluation	39 491	39 491	100.0
Subtotal activities:	921 900	892 335	96.8
Staff costs distribution	1 292 683	1 287 052	99.6
Total, Main line of action	2 214 583	2 179 387	98.4
Total, Subprogramme II.1.2	5 990 065	5 715 317	95.4
TOTAL, Programme II.1	30 262 381	29 307 049	96.8
II.2 Sciences, environment and socio-economic development			
Promoting integrated approaches to environment and development			
(a) Development of interdisciplinary cooperation	85 000	77 030	90.6
(b) Strengthening partnerships with the UN and major NGOs	114 975	113 944	99.1
Evaluation plan for 2000-2001	5 000	4 824	96.5
Subtotal activities:	204 975	195 798	95.5
Staff costs distribution	135 556	131 859	97.3
Total, Project	340 531	327 657	96.2
II.2.1 Earth sciences, earth system management and natural disaster reduction			
1 - Promoting earth system management, international cooperation and capacity-building in earth sciences			
(a) Development of IGCP	550 700	541 973	98.4
(b) Upgrading the knowledge of geoscientists through training and fellowships	363 025	350 771	96.6
(c) Protection and sustainable development of geoparks	56 700	52 923	93.3
(d) Spatial and geological information technology	289 800	289 200	99.8
Subtotal activities:	1 260 225	1 234 867	98.0
Staff costs distribution	1 670 179	1 624 628	97.3
Total, Main line of action	2 930 404	2 859 495	97.6
2 - Reducing vulnerability to natural disasters			
(a) Collaborative projects on disaster mitigation systems	388 800	377 454	97.1
(b) Post-disaster investigation and technical assistance	32 800	32 113	97.9
Subtotal activities:	421 600	409 567	97.1
Staff costs distribution	3 476 274	3 381 464	97.3
Total, Main line of action	3 897 874	3 791 031	97.3
Evaluation plan for 2000-2001	13 500	13 497	100.0
Total, Subprogramme II.2.1	6 841 779	6 664 022	97.4

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
II.2.2 Ecological sciences and the Man and the Biosphere (MAB) Programme			
1 - Biosphere reserves as tools for reconciling conservation and development: implementing the Seville Strategy			
(a) Review and improvement of existing biosphere reserves	392 400	379 627	96.7
(b) Establishing of new biosphere reserves, including transboundary reserves	313 000	291 402	93.1
(c) Reinforcing world/regional network	367 049	363 863	99.1
(d) Assisting Member States on conservation and sustainable use of resources	177 900	170 143	95.6
(e) Evaluating the implementation of the Seville Strategy : Seville +5	90 500	87 909	97.1
Subtotal activities:	1 340 849	1 292 944	96.4
Staff costs distribution	5 375 137	5 228 538	97.3
Total, Main line of action	6 715 986	6 521 482	97.1
2 - Collaborative research programmes for enhancing knowledge on ecosystem function, services and values			
(a) Research on ecosystem	365 100	351 579	96.3
(b) Research on ecosystem goods and services	268 700	262 153	97.6
(c) Training of specialists	468 903	440 698	94.0
(d) Information, communication and public awareness	328 838	318 826	97.0
Subtotal activities:	1 431 541	1 373 256	95.9
Staff costs distribution	1 364 190	1 326 983	97.3
Total, Main line of action	2 795 731	2 700 239	96.6
Evaluation plan for 2000-2001	23 000	23 000	100.0
Total, Subprogramme II.2.2	9 534 717	9 244 721	97.0
II.2.3 Hydrology and water resources development in a vulnerable environment			
1 - Building capacities in water resources management			
(a) Capacity-building in water resources management	395 340	385 886	97.6
(b) Post-graduate courses	128 100	125 716	98.1
(c) Computer-aided learning in virtual university	59 780	58 173	97.3
(d) Public awareness	74 400	66 407	89.3
(e) Long-term vision for water, life and the environment	43 400	43 348	99.9
(f) World Water Development Report	14 500	13 565	93.6
(g) Hydrology for environment, life and policy	114 700	114 699	100.0
Subtotal activities:	830 220	807 794	97.3
Staff costs distribution	2 220 673	2 160 108	97.3
Total, Main line of action	3 050 893	2 967 902	97.3
2 - Hydrological processes and management of water resources in a vulnerable environment			
(a) Climate impact on hydrology	238 900	231 746	97.0
(b) Ecohydrology	115 400	110 425	95.7
(c) Groundwater resources at risk	249 300	226 312	90.8
(d) Water management in coastal zones/small islands	57 700	50 775	88.0
(e) Global strategy for water crisis and environmental risk and impact assessment	85 000	79 795	93.9
(f) Integrated water resources management in arid/semi-arid areas and wadi hydrology	272 100	278 318	102.3
(g) Humid tropics hydrology	188 100	184 815	98.3
(h) Integrated water resources management in urban areas	118 800	116 568	98.1
(i) Development of conflict management strategies and water civilization	194 845	190 442	97.7
Subtotal activities:	1 520 145	1 469 196	96.6
Staff costs distribution	1 465 947	1 425 965	97.3
Total, Main line of action	2 986 092	2 895 161	97.0
Evaluation plan for 2000-2001	20 000	24 160	120.8
Total, Subprogramme II.2.3	6 056 985	5 863 062	96.8
Project: Environment and development in coastal regions and in small islands			
(a) Projects and UNESCO Chairs in coastal and small island regions	764 340	734 636	96.1
(b) Environment and development in coastal regions and small islands expertise pooling via face to face and virtual fora	229 328	221 787	96.7
(c) Environment and development in coastal regions and small islands "wise practices" documentation, dissemination and field testing	293 934	283 109	96.3
Evaluation plan for 2000-2001	10 500	10 500	100.0
Subtotal activities:	1 298 102	1 250 032	96.3
Staff costs distribution	1 896 346	1 844 626	97.3
Total, Project	3 194 448	3 094 658	96.9
Human development for sustainable living conditions in the Pacific	258 000	236 297	91.6
Staff costs distribution	145 264	141 302	97.3
Total, Project	403 264	377 599	93.6

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
II.2.4 UNESCO Intergovernmental Oceanographic Commission			
1. Reducing scientific uncertainties about coastal and oceanic processes			
(a) Ocean sciences and ocean services	785 400	786 282	100.1
(b) Regional Programmes	417 500	406 253	97.3
(c) Capacity-building	325 000	308 128	94.8
(d) Governing bodies, policy, assessment and evaluation	291 000	285 691	98.2
Subtotal activities	1 818 900	1 786 354	98.2
Staff costs distribution	2 996 974	2 915 233	97.3
Total, Main line of action	4 815 874	4 701 587	97.6
2. Meeting the needs of ocean-related conventions and programmes			
(a) Ocean and climate, oceans and global change	209 100	206 910	99.0
(b) Ocean sciences living resources	71 000	69 998	98.6
(c) Meeting the needs of ocean-related conventions and programmes	75 000	74 397	99.2
(d) UNCLOS, UNCED and inter-agency cooperation	43 500	45 252	104.0
(e) Governing bodies, policy, assessments and evaluation	39 400	39 031	99.1
Subtotal activities	438 000	435 588	99.4
Staff costs distribution	755 087	734 493	97.3
Total, Main line of action	1 193 087	1 170 081	98.1
Evaluation plan for 2000-2001	22 000	22 000	100.0
Total, Subprogramme II.2.4	6 030 961	5 893 667	97.7
II.2.5 Social transformations and development			
1. Making the best use of the results of the MOST programme			
(a) Development and Steering Committee of MOST	331 300	323 892	97.8
(b) Multiculturalism, population and migration	545 750	519 670	95.2
(c) Urban revitalization and development	499 500	501 246	100.3
(d) Globalization	357 850	349 503	97.7
(e) Knowledge use - research interface policy	154 700	140 691	90.9
Subtotal activities	1 889 100	1 835 002	97.1
Staff costs distribution	2 327 562	2 317 423	99.6
Total, Main line of action	4 216 662	4 152 425	98.5
2. Poverty alleviation			
(a) Urban poor	130 850	130 075	99.4
(b) Micro-finance	280 000	238 266	85.1
(c) Development policies for poverty reduction	53 100	53 598	100.9
Subtotal activities	463 950	421 939	90.9
Staff costs distribution	6 560 142	6 531 565	99.6
Total, Main line of action	7 024 092	6 953 504	99.0
Total, Subprogramme II.2.5	11 240 754	11 105 929	98.8
Cities: Management of social transformations and the environment			
- Completion of actions	86 757	85 896	99.0
- Dissemination and evaluation	41 850	41 656	99.5
- Support for initiatives of Regional Offices	161 400	152 489	94.5
Subtotal activities	290 007	280 041	96.6
Staff costs distribution	317 535	316 152	99.6
Total, Project	607 542	596 193	98.1
Total, Programme II.2	44 105 716	43 026 206	97.6
II.3 Philosophy, ethics and human sciences			
1. Ethics of science and technology			
(a) Bioethics	479 500	468 917	97.8
(b) Ethics of scientific knowledge and technology	369 600	366 015	99.0
(c) Near the Third Millennium	41 000	40 138	97.9
Subtotal activities	890 100	875 070	98.3
Staff costs distribution	890 177	886 299	99.6
Total, Main line of action	1 780 277	1 761 369	98.9
2. Philosophy and the human sciences			
(a) Completion of activities on universal ethics	95 000	91 796	96.6
(b) Philosophy education	305 600	297 593	97.4
(c) Transdisciplinary activities in the human sciences	180 000	176 664	98.1
(d) Cooperation with ICPHS	412 000	461 200	111.9
(e) "Ideal, fundamental concepts of UNESCO"	10 000	10 000	100.0
(f) Byblos Center	573 601	562 248	98.0
Subtotal activities	1 576 201	1 599 501	101.5
Staff costs distribution	1 264 938	1 259 427	99.6
Total, Main line of action	2 841 139	2 858 928	100.6
Total, Programme II.3	4 621 416	4 620 298	100.0

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
Anticipation and future-oriented studies			
1. Strengthening of capacities in the field of anticipation and future-oriented studies	285 100	282 338	99.0
2. Promotion of future-oriented reflection and debate	388 200	370 997	95.6
Subtotal activities:	673 300	653 335	97.0
Staff costs distribution	854 917	851 193	99.6
Total, Anticipation and future-oriented studies	1 528 217	1 504 528	98.4
Transdisciplinary project : Towards a culture of peace			
Unit 1. Culture of peace: raising awareness and building partnerships			
2 - Contributing to the implementation of the Programme of Action on a Culture of Peace			
(a) Peace, conflict prevention and non-violence	255 100	266 720	104.6
(b) Promotion of human rights, struggle against discrimination	171 000	161 118	94.2
(c) Tolerance	254 046	251 578	99.0
(d) Promotion of democracy	209 976	206 560	98.4
(e) Women and a culture of peace	199 000	192 330	96.6
(f) Operational costs	22 800	22 800	100.0
Total, Main line of action	1 111 922	1 101 106	99.0
Total, Unit 1	1 111 922	1 101 106	99.0
Unit 2. Educating for a culture of peace			
1 - Development of national plans and programmes of education for a culture of peace			
(a) National plans for human rights education	184 500	177 577	96.2
(b) National programmes of education for a culture of peace	67 000	66 171	98.8
(c) Regional and subregional networks	122 000	118 956	97.5
(d) Prizes	35 000	34 963	99.9
Total, Main line of action	408 500	397 667	97.3
2 - Improving the content and methods of education and training for a culture of peace			
(a) Educational and information materials	227 600	208 963	91.8
(b) UNESCO Chairs	337 200	300 913	89.2
(c) Training session for professionals	100 000	97 863	97.9
(d) Follow-up to the Special Project on Women in Africa	12 000	11 741	97.8
Total, Main line of action	676 800	619 480	91.5
Total, Unit 2	1 085 300	1 017 147	93.7
Unit 3. From interculturality to cultural pluralism			
1 - Encouraging intercultural dialogue			
(a) Peace and tolerance	75 000	73 907	98.5
(b) Mediterranean project	19 000	18 462	97.2
Total, Main line of action	94 000	92 369	98.3
Total, Unit 3	94 000	92 369	98.3
Cooperation for development	75 023	66 034	88.0
Sita cost-sharing	23 600	21 733	92.1
Contribution towards common charges	40 000	40 000	100.0
Subtotal activities:	2 429 845	2 338 389	96.2
Staff costs distribution	3 653 965	3 638 047	99.6
TOTAL, Transdisciplinary project: Towards a culture of peace	6 083 810	5 976 436	98.2
Natural Sciences Sector common charges			
Cooperation for development	951 700	869 139	91.3
Sita cost-sharing	404 800	381 200	94.2
Contribution towards common charges	397 100	397 929	100.2
Contribution towards micrography services	19 000	19 000	100.0
Indirect costs (HQ)	263 400	259 559	98.5
Programme support costs	800 000	764 851	95.6
Total, Common charges	2 836 000	2 691 678	94.9
Social and Human Sciences common charges			
Cooperation for development	284 119	268 742	94.6
Sita cost-sharing	176 800	166 400	94.1
Contribution towards common charges	147 100	147 100	100.0
Contribution towards micrography services	9 000	9 000	100.0
Indirect costs (HQ)	200 084	198 775	99.3
Total, Common charges	817 103	790 017	96.7

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
Recapitulation			
Planned activities (Sector: SC)	23 291 101	22 537 566	96.8
Planned activities (Sector: SHS)	11 420 922	10 925 976	95.7
Staff costs (Sector: SC)	35 956 500	34 975 835	97.3
Staff costs (Sector: SHS)	19 267 900	19 183 966	99.6
Indirect programme costs (Sector: SC)	3 340 209	3 234 036	96.8
Indirect programme costs (Sector: SHS)	759 847	801 638	105.5
SUBTOTAL, MAJOR PROGRAMME II	94 036 479	91 659 017	97.5
End-of-biennium adjustment (Sector: SC)	(1 840 373)		0.0
End-of-biennium adjustment (Sector: SHS)	(537 089)		0.0
TOTAL, MAJOR PROGRAMME II	91 659 017	91 659 017	100.0
III Cultural development: the heritage and creativity			
Culture and development			
(a) Collection, dissemination of policy knowledge	125 000	124 925	99.9
(b) Promotion of capacity-building in Member States	364 955	347 577	95.2
(c) Advocacy and reflection on cultural policies for development	56 500	56 302	99.6
(d) Special Project: African itinerant college for culture and development	90 000	90 000	100.0
(e) Impact of the new international context of cultural goods	5 000	4 955	99.1
(f) World Culture Report: publication and research	245 025	245 024	100.0
(g) Documentation centre and website	120 400	120 421	100.0
Subtotal activities:	1 006 880	989 204	98.2
Staff costs distribution	831 680	840 841	101.1
Total, Main line of action	1 838 560	1 830 045	99.5
TOTAL, Culture and development	1 838 560	1 830 045	99.5
III.1 Preservation and enhancement of the cultural and natural heritage			
III.1.1 Safeguard and revitalization of the tangible and intangible heritage			
1. Implementation of norms and preventive action for the protection of the cultural heritage			
(a) Application of present norms	564 001	532 886	94.5
(b) Elaboration of new norms	130 784	121 523	92.9
(c) Prevention	46 300	42 953	92.8
Subtotal activities:	741 085	697 362	94.1
Staff costs distribution	832 025	841 191	101.1
Total, Main line of action	1 573 110	1 538 553	97.8
2. Cultural heritage and development			
(a) International campaign, protection and restoration - Africa	178 184	156 062	87.6
(b) International campaign, protection and restoration - Asia and the Pacific	98 707	98 578	99.9
(c) International campaign, protection and restoration - Arab States	78 262	77 748	99.3
(d) International campaign, protection and restoration Europe	166 000	161 394	97.2
(e) Internat. campaign, protection and restoration Latin America and the Caribbean	107 466	107 276	99.8
(f) Promotion and sensitization of the public (Melina Mercouri Prize)	111 336	99 625	89.5
(g) Cultural tourism	120 500	117 845	97.8
(h) Promotional activities and campaigns	691 349	683 817	98.9
Subtotal activities:	1 551 804	1 502 345	96.8
Staff costs distribution	10 241 135	10 353 951	101.1
Total, Main line of action	11 792 939	11 856 296	100.5
3. Preservation and revitalization of the intangible heritage			
(a) Sensitization to the oral and intangible heritage	424 498	414 383	97.6
(b) Training to preservation and revitalization of the world heritage	162 000	139 516	86.1
(c) Promotion of the oral heritage	343 758	332 274	96.7
Subtotal activities:	930 256	886 173	95.3
Staff costs distribution	1 445 588	1 461 512	101.1
Total, Main line of action	2 375 844	2 347 685	98.8
4. Restoration of heritage damaged by conflicts			
(a) Restoration of heritage damaged by conflicts - Asia	74 000	73 359	99.1
(b) Restoration of heritage damaged by conflicts - Europe	170 000	164 693	96.9
(c) Restoration of heritage damaged by conflicts - Arab States	17 000	8 631	50.8
(d) Restoration of heritage damaged by conflicts - Africa	32 900	32 900	100.0
(d) Bayt Al-Hikma	53 750	53 106	98.8
Subtotal activities:	347 650	332 689	95.7
Staff costs distribution	8 154 332	8 244 159	101.1
Total, Main line of action	8 501 982	8 576 848	100.9
Total, Subprogramme III.1.1	24 243 875	24 319 383	100.3

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
III.1.2 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage			
1. Secretariat of the Convention and the World Heritage List	569 000	560 127	98.4
2. Capacity building for world heritage protection/management	34 400	34 392	100.0
3. Reports on the state of conservation of heritage properties	80 000	79 074	98.8
4. Awareness building, information and documentation	30 000	27 888	93.0
5. Special Project: Young People's Participation in World Heritage Preservation and Promotion	65 000	65 247	100.4
6. Common charges	290 500	286 290	98.6
Subtotal activities:	1 068 900	1 053 018	98.5
Staff costs distribution	4 308 418	4 355 880	101.1
Total, Subprogramme III.1.2	5 377 318	5 408 898	100.6
Total, Programme III.1	29 621 194	29 728 280	100.4
III.2 Promotion of living cultures			
1. Promotion and protection of creativity			
(a) Artistic education and training of young artists	264 000	256 932	97.3
(b) Support to creativity and the performing arts	225 639	222 184	98.5
(c) Promotion of artistic exchanges through framework agreements	345 000	322 993	93.6
(d) Promotion of copyright and neighbouring rights	282 500	261 350	92.5
(e) Kitab Fi Jarida	74 197	82 762	111.5
Subtotal activities:	1 191 336	1 146 221	96.2
Staff costs distribution	1 303 863	1 318 227	101.1
Total, Main line of action	2 495 199	2 464 448	98.8
2. Promotion of craftwork and design			
(a) Support for crafts policies and enterprises in LDCs	97 600	89 341	91.5
(b) Training and promotion of craftworkers	205 957	222 425	108.0
(c) Promoting of local creativity	169 400	168 025	99.2
(d) Use of new technologies for information and communication	70 000	66 369	94.8
Subtotal activities:	542 957	546 160	100.6
Staff costs distribution	922 591	932 754	101.1
Total, Main line of action	1 465 548	1 478 914	100.9
3. Books and cultural industries			
(a) National policy and regional strategies for development	404 245	393 240	97.3
(b) Free circulation and diversity promotion	507 147	518 753	102.3
Subtotal activities:	911 392	911 993	100.1
Staff costs distribution	2 020 435	2 042 692	101.1
Total, Main line of action	2 931 827	2 954 685	100.8
Total, Programme III.2	6 892 574	6 898 047	100.1
Reading for all			
(a) Specific project for reading promotion	16 400	16 400	100.0
(b) Books and reading for children and young people	138 600	139 058	100.3
(c) Evaluation	10 000	9 877	98.8
Subtotal activities:	165 000	165 335	100.2
Staff costs distribution	863 481	872 993	101.1
Total, Reading for all	1 028 481	1 038 328	101.0
Caribbean People: Tapestry of the Past - Fabric for the Future	242 300	223 423	92.2
Staff costs distribution	209 821	212 132	101.1
Total, Caribbean People	452 121	435 555	96.3
Transdisciplinary project: Towards a culture of peace			
Unit 3. From interculturality to cultural pluralism			
1 - Encouraging intercultural dialogue			
(a) Gorée Memorial	430 300	430 928	100.1
(b) Slave Route project	268 700	251 023	93.4
(c) The Iron Roads in Africa	35 000	34 944	99.8
(d) East-West Intercultural Dialogue in Central Asia	63 400	60 157	94.9
(e) Dialogue among civilizations	100 000	99 245	99.2
(f) Spiritual convergence and intercultural dialogue	71 000	70 254	98.9
(g) Mediterranean Programme and Indian Ocean	235 670	215 054	91.3
(h) Cultural tourism	29 800	29 687	99.6
Total, Main line of action	1 233 870	1 191 292	96.5
2 - Promotion of cultural pluralism			
(a) Training in intercultural awareness	57 600	56 713	98.5
(b) Cities and cultural pluralism	190 500	189 391	99.4
(c) Indigenous people	147 159	140 335	95.4
Total, Main line of action	395 259	386 439	97.8

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
Cooperation for development	7 300	3 200	43.8
Sita cost-sharing	17 000	13 700	80.6
Contribution towards common charges	28 800	28 800	100.0
Programme costs	27 900	21 671	77.7
Subtotal activities	1 710 129	1 645 102	96.2
Staff costs distribution	3 433 531	3 471 355	101.1
TOTAL, Transdisciplinary project: Towards a culture of peace	5 143 660	5 116 457	99.5
Culture Sector common charges			
Cooperation for development	836 300	841 241	100.6
Sita cost-sharing	635 900	595 300	93.6
Contribution towards common charges	170 100	170 100	100.0
Contribution towards micrography services	10 000	10 000	100.0
Indirect costs (HQ)	215 700	216 986	100.6
Programme support costs	688 800	689 209	100.1
Total, Common charges	2 556 800	2 522 836	98.7
Recapitulation			
Planned activities	12 750 789	12 404 875	97.3
Staff Costs	34 566 900	34 947 687	101.1
Indirect costs	4 258 029	4 507 579	105.9
SUBTOTAL, MAJOR PROGRAMME III	51 575 718	51 860 141	100.6
End-of-biennium adjustment	284 423		0.0
TOTAL, MAJOR PROGRAMME III	51 860 141	51 860 141	100.0
IV Towards a communication and information society for all			
IV.1 Free flow of ideas			
IV.1.1 Freeflow of expression, democracy and peace			
1. Freedom of expression, media and democracy			
(a) Awareness-raising on freedom of expression (World Press Freedom Day and Prize)	479 176	508 300	106.1
(b) Building partnerships for the protection of journalists and freedom of expression (IFEX/ network in culture/education)	178 968	175 439	98.0
(c) Promoting education in freedom of expression/UNESCO Chairs	44 484	44 484	100.0
(d) Enhancing impact of seminars on independant media/pluralistic media	229 068	228 081	99.6
(e) Democratization of media environment in Member States	271 270	247 047	91.1
Subtotal activities	1 202 966	1 203 351	100.0
Staff costs distribution	813 089	868 612	106.8
Total, Main line of action	2 016 055	2 071 963	102.8
2. Media for peace and tolerance			
(a) Enhancing the role of independant media in conflict zones	248 968	245 917	98.8
(b) Cooperation among media practitioners for a culture of peace	158 968	149 384	94.0
Subtotal activities	407 936	395 301	96.9
Staff costs distribution	967 963	1 034 062	106.8
Total, Main line of action	1 375 899	1 429 363	103.9
Total, Subprogramme IV.1.1	3 391 955	3 501 326	103.2
IV.1.2 Media, information and society			
1. Media and information for social participation and poverty alleviation			
(a) Women's access to expression and decision-making in media	177 477	175 667	99.0
(b) Project : Empowerment of women at grass-root levels	199 368	183 919	92.3
(c) Improving media competence/quality among young people	98 184	95 739	97.5
(d) Promotion of social participation	109 984	105 571	96.0
(e) Consolidation of INFOYOUTH network to mobilize young people	274 068	272 498	99.4
(f) Democratization of governance/public service through information	195 628	191 867	98.1
(g) Integration of traditional and innovative technology for development	146 968	144 301	98.2
Subtotal activities	1 201 677	1 169 562	97.3
Staff costs distribution	3 285 645	3 510 010	106.8
Total, Main line of action	4 487 322	4 679 572	104.3
2. Public domain of information and "Memory of the World"			
(a) Guidance/training in digitalization of public sector information	231 608	227 346	98.2
(b) Access to public domain information through a model website	156 068	147 098	94.3
(c) Dissemination of electronic documents or world libraries archives	201 168	178 357	88.7
(d) Promotion of public domain software	127 368	119 424	93.8
(e) Memory of the World programme and audio-visual heritage	221 668	223 277	100.7
(f) Mobilization of decision-makers through flagship programme	70 868	62 128	87.7
(g) Technical standards/legal framework /marketing/fund raising	89 968	80 145	89.1
Subtotal activities	1 098 716	1 037 775	94.5
Staff costs distribution	1 355 149	1 447 687	106.8
Total, Main line of action	2 453 865	2 485 462	101.3
Total, Subprogramme IV.1.2	6 941 186	7 165 034	103.2

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
Ethical, legal and sociocultural challenges of the information society			
1. Promoting reflection on infoethics	295 968	290 584	98.2
2. Awareness raising action against paedophilia/violence in media	119 268	118 610	99.4
3. Consensus-building on ethical/legal principles in cyberspace	18 000	17 129	95.2
4. Development of strategies for the information society	107 384	100 720	93.8
5. Dissemination of information and data on the state of the art of ICT issues	57 000	56 999	100.0
6. Intersectoral cooperation for development strategy for the information society	200 000	195 996	98.0
Subtotal activities:	797 620	780 038	97.8
Staff costs distribution	1 316 255	1 406 137	106.8
Total, Project	2 113 875	2 186 175	103.4
Total, Programme IV.1	12 447 016	12 852 535	103.3
IV.2 Bridging the communication and information gap			
IV.2.1 Development of communication			
1. Strategies and projects for the development of communication			
(a) Promoting strategies in communication	304 484	279 410	91.8
(b) International Programme for Communication (IPDC)	338 084	336 129	99.4
(c) Support to national community media project	525 244	528 599	100.6
(d) Training/equipment for public broadcasting	761 488	736 396	96.7
(e) Special Project: Improving communication training in Africa	154 484	140 305	90.8
(f) Promoting a culture of maintenance	120 484	120 896	100.3
Subtotal activities:	2 204 268	2 141 735	97.2
Staff costs distribution	6 281 688	6 710 643	106.8
Total, Main line of action	8 485 956	8 852 378	104.3
2. Public broadcasting and endogenous audiovisual production			
(a) Developing and strengthening public service broadcasting	217 542	223 917	102.9
(b) Promoting educational/cultural mission of electronic media	219 984	217 409	98.8
(c) Audiovisual production/distribution capacities of LDCs	342 484	335 412	97.9
(d) Access to and international exchanges of audiovisual programmes	193 507	188 253	97.3
Subtotal activities:	973 517	964 991	99.1
Staff costs distribution	1 331 848	1 422 795	106.8
Total, Main line of action	2 305 365	2 387 786	103.6
Total, Subprogramme IV.2.1	10 791 321	11 240 163	104.2
IV.2.2 Development of "infostructure"			
1. Integrated information and informatics strategies and methodologies			
(a) Promotion of regional policies/endogenous knowledge	348 230	334 088	95.9
(b) Consortia of public service sector/telematics/info users	36 750	33 608	91.5
(c) Promotion of regional electronic networks	247 310	239 688	96.9
(d) Enhancing info management/resource sharing	206 755	203 982	98.7
(e) Development/promotion of virtual laboratories/communities	363 970	348 900	95.9
(f) Training packages for undergraduates and postgraduates	139 702	137 925	98.7
(g) Development of special courseware	138 750	160 766	115.9
(h) Associated centres for computer equipment/software support	66 350	66 578	100.3
(i) Informatics and telematics	157 600	158 725	100.7
Subtotal activities:	1 705 417	1 684 260	98.8
Staff costs distribution	1 219 546	1 302 825	106.8
Total, Main line of action	2 924 963	2 987 085	102.1
2. Libraries and archives as gateways to information highways			
(a) Role of national, public and school libraries as educational access	156 814	156 182	99.6
(b) Access to info content and technologies through public libraries	171 364	163 396	95.4
(c) Assistance to libraries and archives	155 620	155 248	99.8
(d) Developing and reinforcing the UNAL Network	87 780	83 645	95.3
(e) Development/training for librarians and archivists	137 150	133 627	97.4
(f) Archives management/preservation of electronic records	170 860	166 469	97.4
Subtotal activities:	879 588	858 567	97.6
Staff costs distribution	948 517	1 013 287	106.8
Total, Main line of action	1 828 105	1 871 854	102.4
Total, Subprogramme IV.2.2	4 753 068	4 858 939	102.2
Total, Programme IV.2	15 544 389	16 099 103	103.6
UNESCO International Team for Afghanistan	1 500 000	1 500 000	100.0
Communication Sector common charges			
Cooperation for development	669 800	652 445	97.4
Sita cost-sharing	227 200	214 100	94.2
Contribution towards common charges	216 200	216 200	100.0
Contribution towards micrography services	9 000	9 000	100.0
Indirect costs (HQ)	209 200	206 986	98.9
Programme support costs	1 042 448	1 021 733	98.0
Total, Common charges	2 373 848	2 320 464	97.8

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
Recapitulation			
Planned activities	14 136 353	13 849 058	98.0
Staff Costs	17 519 700	18 716 058	106.8
Indirect costs	1 131 490	1 172 248	103.6
SUBTOTAL, MAJOR PROGRAMME IV	32 787 543	33 737 364	102.9
End-of-biennium adjustment	949 821		0.0
TOTAL, MAJOR PROGRAMME IV	33 737 364	33 737 364	100.0
Transdisciplinary Project: Towards a culture of peace*	-	-	-
Transverse activities:			
UNESCO Institute for Statistics			
Financial allocation	6 790 900	6 790 900	100.0
Cost of CSG/CRDS regularization		201 749	-
Contribution towards common charges	26 600	26 600	100.0
Contribution towards micrography services	2 500	2 500	100.0
TOTAL, UNESCO Institute for Statistics	6 820 000	7 021 749	103.0
Anticipation and future-oriented studies**	-	-	-
Fellowships and Procurement Services and Related Programme Support			
1. Fellowships services	1 002 300	1 009 147	100.7
2. Equipment services	72 800	69 097	94.9
3. Reports services	24 600	22 090	89.8
4. Contribution towards common charges	18 000	18 000	100.0
Recapitulation			
Staff Costs	3 056 300	2 695 422	88.2
Other Costs	1 117 700	1 118 334	100.1
Total, PSD	4 174 000	3 813 756	91.4
Coordination of activities in favour of priority groups:			
. Coordination of activities concerning Africa			
Staff Costs	1 077 900	1 344 463	124.7
Contribution towards common charges	7 600	7 600	100.0
Other Costs	412 000	397 508	96.5
Total, AFR	1 497 500	1 749 571	116.8
. Coordination of activities concerning Women and Youth			
Staff Costs	1 697 600	1 429 704	84.2
Contribution towards common charges	6 700	6 700	100.0
Other Costs-Women	375 124	365 613	97.5
Contribution towards common charges	6 700	6 700	100.0
Other Costs-Youth	372 800	368 405	98.8
Total, CLU	2 458 924	2 177 122	88.5
Coordination of activities concerning Towards a culture of peace			
Staff Costs	1 018 300	796 518	78.2
Other Costs	547 000	536 544	98.1
Contribution towards common charges	5 700	5 699	100.0
Contribution to SITA linkages	9 600	9 600	100.0
Indirect costs	183 050	193 340	105.6
Total, Coordination Unit CPP	1 763 650	1 541 701	87.4
Participation Programme	24 830 000	24 216 050	97.5

* The approved budget provisions were included under Major Programmes I (ED), II (SHS) and III (CLT) and Transverse activities (Coordination of activities concerning Towards a culture of peace) (ref. 159 EX/Decision 3.1.3).

** The approved budget provision has been included under Major Programme II (SHS).

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
TOTAL, TRANSVERSE ACTIVITIES			
Participation Programme	24 830 000	24 216 050	97.5
Planned activities	9 680 924	9 642 703	99.6
Staff Costs	6 850 100	6 467 856	94.4
Indirect costs	183 050	193 340	105.6
Subtotal, Transverse Activities	41 544 074	40 519 949	97.5
End-of-biennium adjustment	(410 175)		0.0
End-of-biennium adjustment (PP)	(613 950)		0.0
TOTAL, TRANSVERSE ACTIVITIES	40 519 949	40 519 949	100.0
Recapitulation Part II.A			
Planned activities	119 664 795	115 848 392	96.8
Staff Costs	179 187 000	177 462 714	99.0
Indirect programme costs	17 213 390	17 788 750	103.3
Participation Programme	24 830 000	24 216 050	97.5
Subtotal II.A	340 895 185	335 315 906	98.4
End-of-biennium adjustment	(5 579 279)		0.0
TOTAL, II.A	335 315 906	335 315 906	100.0
B. Information and Dissemination Services			
1. Clearing House			
A. Transfer and sharing of information available at UNESCO	381 500	364 173	95.5
B. Library services to internal and external users	341 700	321 935	94.2
C. Archives and micrography services	75 700	75 292	99.5
D. Contribution towards common charges	13 400	13 400	100.0
Total Activities	812 300	774 800	95.4
Staff Costs	3 708 400	3 537 483	95.4
Subtotal, CLH	4 520 700	4 312 283	95.4
End-of-biennium adjustment	(208 417)		0.0
TOTAL, CLH	4 312 283	4 312 283	100.0
2. UNESCO Publishing Office			
A. Operating costs	697 500	717 191	102.8
B. Representative works	186 600	184 457	98.9
C. Audio-visual division archives and micrography services	501 200	504 888	100.7
D. Contribution towards common charges	23 700	23 700	100.0
Total Activities	1 409 000	1 430 236	101.5
Staff Costs	6 341 200	5 391 616	85.0
Subtotal, UPO	7 750 200	6 821 852	88.0
End-of-biennium adjustment	(928 348)		0.0
TOTAL, UPO	6 821 852	6 821 852	100.0
3. Office of Monthly Periodicals			
A. UNESCO Courier	1 766 300	1 817 076	102.9
B. UNESCO Sources	567 500	652 727	115.0
C. Reimbursement of subscription to the UNESCO Courier	281 000	281 000	100.0
Total Activities	2 614 800	2 750 803	105.2
Staff Costs	2 347 600	2 627 787	111.9
Subtotal, OPM	4 962 400	5 378 590	108.4
End-of-biennium adjustment	(416 190)		0.0
TOTAL, OPM	5 378 590	5 378 590	100.0
4. Office of Public Information			
A. Office of Director	205 200	287 541	140.1
B. Press division	709 800	696 305	98.1
C. Regional information activities	318 400	293 096	92.1
D. Operating costs of regional offices	77 000	70 091	91.0
E. Other expenses	465 800	458 710	98.5
F. Contribution towards common charges	29 800	29 800	100.0
G. Contribution towards SITA linkages	14 000	11 307	80.8
Total Activities	1 820 000	1 846 850	101.5
Staff Costs	3 729 000	3 278 506	87.9
Subtotal, OPI	5 549 000	5 125 356	92.4
End-of-biennium adjustment	(423 644)		0.0
TOTAL, OPI	5 125 356	5 125 356	100.0
Recapitulation Part II.B			
Staff costs	16 126 200	14 835 392	92.0
Other costs	6 656 100	6 802 689	102.2
SUBTOTAL, II.B	22 782 300	21 638 081	95.0
End-of-biennium adjustment	(1 144 219)		0.0
TOTAL, II.B	21 638 081	21 638 081	100.0

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
TOTAL, PART II			
Planned activities	126 320 895	122 651 081	97.1
Personnel costs	195 313 200	192 298 106	98.5
Indirect programme costs	17 213 390	17 788 750	103.3
Participation Programme	24 830 000	24 216 050	97.5
SUBTOTAL, PART II	363 677 485	356 953 987	98.2
End-of-biennium adjustment	(6 723 498)		0.0
TOTAL, PART II	356 953 987	356 953 987	100.0
Part III - Support for Programme Execution			
1. Bureau for External Relations			
A. Relations with Member States	565 900	505 163	89.3
B. Cooperation with National Commissions	1 470 500	1 453 866	98.9
C. Cooperation with UNESCO Clubs	594 500	584 524	98.3
D. Relations and cooperation with international organizations	249 400	247 300	99.2
E. Relations with established offices away from Headquarters and decentralization	666 800	649 066	97.3
F. Operations of the Office of the Assistant Director-General	392 300	374 876	95.6
G. Partnerships for the Twenty-first Century	160 700	96 609	60.1
H. Relations with UNESCO honorary goodwill ambassadors	114 211	110 485	96.7
I. Contribution towards common charges	74 000	74 000	100.0
J. Contribution towards SITA linkages	22 600	17 709	78.4
Total Activities	4 310 911	4 113 598	95.4
Staff costs	18 913 796	20 389 250	107.8
Total, BRX	23 224 707	24 502 848	105.5
2. Bureau for Relations with Extrabudgetary Funding Sources			
Staff Costs	3 156 200	2 949 502	93.5
Other Costs	940 600	914 114	97.2
Contribution towards common charges	14 300	14 300	100.0
Contribution towards SITA linkages	500	300	60.0
Total, BER	4 111 600	3 878 216	94.3
3. Bureau of Conferences, Languages and Documents			
Staff Costs	27 649 800	25 335 145	91.6
Other Costs	3 709 400	3 724 516	100.4
Contribution towards common charges	61 500	60 242	98.0
Total, CLD	31 420 700	29 119 903	92.7
TOTAL, PART III			
Staff Costs	49 719 796	48 673 897	97.9
Other Costs	9 037 211	8 827 070	97.7
SUBTOTAL, PART III	58 757 007	57 500 967	97.9
End-of-biennium adjustment	(1 256 040)		0.0
TOTAL, PART III	57 500 967	57 500 967	100.0
Part IV - Management and Administrative Services			
1. Office of the ADG/MA			
Staff Costs	2 301 500	2 555 531	111.0
Other Costs	131 000	130 485	99.6
Unit for Public Relations and Special Events	108 900	106 460	97.8
Contribution towards common charges	3 500	3 500	100.0
Total, ADG/MA	2 544 900	2 795 976	109.9
2. Bureau of the Comptroller			
Staff Costs	7 596 800	7 101 582	93.5
Other Costs	1 017 300	994 178	97.7
Contribution towards common charges	4 700	4 700	100.0
Total, BOC	8 618 800	8 100 460	94.0
3. Bureau of Human Resources Management			
Staff Costs	11 911 600	12 533 111	105.2
Young probationers	1 526 700	1 168 839	76.6
Other Costs	1 524 514	1 521 125	99.8
Contribution towards common charges	14 300	14 300	100.0
Total, HRM	14 977 114	15 237 375	101.7
4. Bureau of Documentation, Informatics Services and Telecommunications			
Staff Costs	4 652 152	6 468 720	139.0
Maintenance and Services	2 491 600	2 494 745	100.1
Enterprise resources planning	6 615 000	6 615 000	100.0
Contribution to common services	48 200	48 200	100.0
SITA cost sharing for 2000-2001	344 890	246 100	71.4
New monitoring system	695 110	664 720	95.6
Total, Activities	10 194 800	10 068 765	98.8
Total, DIT	14 846 952	16 537 485	111.4

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION
	\$	\$	%
5. Bureau for Support and Services			
Staff Costs	7 943 400	8 031 805	101.1
A. General Service Division	49 600	50 123	101.1
B. Medical Services	133 300	131 315	98.5
C. Staff Pension Division	185 700	184 250	99.2
D. Medical Benefits Fund for associate participants	5 182 700	4 768 278	92.0
E. Contribution to common services	6 300	6 300	100.0
Total, Other Costs	5 557 600	5 140 266	92.5
Total, GES	13 501 000	13 172 071	97.6
TOTAL, PART IV			
Staff Costs	34 405 452	36 690 749	106.6
Other Costs	20 083 314	19 152 618	95.4
SUBTOTAL, PART IV	54 488 766	55 843 367	102.5
End-of-biennium adjustment	1 354 601		0.0
TOTAL, PART IV	55 843 367	55 843 367	100.0
Part V - Common Services; maintenance and security			
Staff Costs	15 454 240	14 699 666	95.1
Other costs:			
A. Furniture and equipment	401 000	371 220	92.6
B. Freight and postal expenses	720 000	732 678	101.8
C. Temporary assistance and overtime for safety and security	380 000	433 480	114.1
D. Supplies and materials for maintenance of buildings	5 422 500	5 448 927	100.5
E. Charges, taxes and restaurant	4 795 000	5 000 933	104.3
F. Maintenance of cars, furniture and materials	293 000	294 622	100.6
G. Networks, informatics systems and telecommunications	1 224 400	1 225 489	100.1
H. Public relations and cultural events	60 000	60 070	100.1
I. Requirements for security arrangements at Headquarters	165 260	161 507	97.7
Total, Other Costs	13 461 160	13 728 926	102.0
SUBTOTAL, PART V	28 915 400	28 428 592	98.3
End-of-biennium adjustment	(486 808)		0.0
TOTAL, PART V	28 428 592	28 428 592	100.0
Part VI - Renovation of Headquarters Premises			
A. Renovation and refurbishing of Headquarters premises	7 427 300	7 427 300	100.0
B. Amortization of IBE	275 900	275 862	100.0
C. Less amount to be paid by Permanent Delegations	(179 700)	(179 700)	100.0
TOTAL, PART VI	7 523 500	7 523 462	100.0
End-of-biennium adjustment	(38)		0.0
TOTAL, PART VI	7 523 462	7 523 462	100.0
TOTAL, PARTS I-VI			
Staff costs	315 303 788	313 810 688	99.5
Planned activities	191 692 590	185 507 974	96.8
Indirect programme costs	17 213 390	17 788 750	103.3
Participation Programme	24 830 000	24 216 050	97.5
TOTAL, PARTS I-VI	549 039 768	541 323 462	98.6
Part VII - Anticipated cost increases	289 040	-	-
End-of-biennium adjustment	(289 040)		-
TOTAL, PART VII	0	0	-
TOTAL UNSPENT BALANCE	(8 005 346)		
TOTAL, PARTS I - VII	541 323 462	541 323 462	100.0