

Hundred and forty-sixth Session

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**RECENT DECISIONS AND ACTIVITIES
OF THE ORGANIZATIONS OF THE UNITED NATIONS
SYSTEM OF RELEVANCE TO THE WORK OF UNESCO**

SUMMARY

In accordance with paragraph 3 of 103 EX/Decision 6.1-6.2 and 124 EX/Decision 6.1, the Director-General informs the Executive Board of decisions and activities of the organizations of the United Nations system of interest to UNESCO that have been adopted or have taken place since the 144th session of the Board.

In accordance with paragraph 4(b) of 103 EX/Decision 6.1-6.2, the Director-General has decided to include in the agenda the sub-items mentioned in the introduction to this document. These sub-items are dealt with in Part I of the document. The Board is invited to take note of Part II, which deals with other decisions and activities of relevance to UNESCO but that do not necessitate decision by the Board.

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Annex I List of international days, years and decades

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INTRODUCTION

1. The General Assembly adopted at its forty-ninth session (New York, 21 September-23 December 1994) 295 resolutions, among which several are of particular interest to UNESCO. Therefore, this document contains information on resolutions adopted by the United Nations General Assembly during that session which are of relevance to the work of UNESCO. It also contains information on changes in the organs of the United Nations system and their membership and major appointments to key posts.

2. In accordance with paragraph 4(b) of 103 EX/Decision 6.1-6.2, the Director-General has decided to include the following sub-items relating to questions that were the subject of a resolution of the General Assembly which, in his opinion, should be discussed by the Board, so that the Board may, if appropriate, adopt a decision giving instructions regarding UNESCO's contribution to their implementation:

- A. Implementation of the Programme of Action for the Least-Developed Countries for the 1990s: High-Level Intergovernmental Meeting and the Mid-Term Global Review of the Implementation of the Programme of Action for the Least-Developed Countries for the 1990s.
- B. United Nations Decade for Human Rights Education.
- C. International Decade of the World's Indigenous People.
- D. Follow-up to the United Nations Conference on Environment and Development.
- E. International Year of the Ocean.

3. These five sub-items are dealt with in Part I; Part II reports on resolutions and decisions the Director-General considers should be brought to the attention of the Board for information. In pursuance of 116 EX/Decision 5.1.4, relating to the reduction of the volume of documentation, the Director-General submits observations on UNESCO action only where genuinely new developments have occurred since the previous report. In accordance with the same decision, the following matters are not presented in this document as they are dealt with under separate agenda items at the present session of the Executive Board, namely:

Item 5.1 (146 EX/5)

Joint and co-sponsored United Nations Programme on HIV/AIDS; preparation for the Fourth World Conference on Women: Action for Equality, Development and Peace (Beijing, September 1995).

Item 5.4.1 (146 EX/21)

Report by the Director-General on the development of a joint programme of action for youth (resolution A/49/152, International Youth Year, and resolution A/49/154, Policies and Programmes involving Youth).

Item 5.4.2 (146 EX/22)

Draft proposals of the Director-General concerning a follow-up programme of action for the United Nations Year for Tolerance (resolution A/49/213, United Nations Year for Tolerance).

Item 8.5 (146 EX/40)

Twentieth annual report (1994) of the International Civil Service Commission: Report by the Director-General (resolution A/49/223, United Nations Common System: report of the International Civil Service Commission).

Item 9.1 (146 EX/44)

Report by the Director-General on the possible forms of UNESCO's participation in the endeavours of the international community to promote co-operation in combating the danger of terrorism (resolution A/49/60, Measures to eliminate international terrorism).

United Nations Joint Staff Pension Fund (resolution A/49/224, United Nations pension system). A full report on this subject will be submitted to the General Conference at its twenty-eighth session.

PART I

RESOLUTIONS AND ACTIVITIES FOR CONSIDERATION AND DECISION BY THE BOARD

A. IMPLEMENTATION OF THE PROGRAMME OF ACTION FOR THE LEAST-DEVELOPED COUNTRIES FOR THE 1990s: HIGH-LEVEL INTERGOVERNMENTAL MEETING AND THE MID-TERM GLOBAL REVIEW OF THE IMPLEMENTATION OF THE PROGRAMME OF ACTION FOR THE LEAST-DEVELOPED COUNTRIES FOR THE 1990s

4. In its resolution 49/98 pertaining to the Implementation of the Programme of Action for the Least-Developed Countries in the 1990s, the General Assembly, recalling resolution 48/171 in which it decided to convene a high-level intergovernmental meeting to conduct a mid-term global review on the implementation of the Programme of Action, decided to convene this meeting in New York from 26 September to 6 October 1995. For this purpose, the General Assembly invited relevant organizations of the UNITED NATIONS system to undertake sectoral appraisals in their respective fields on the implementation of the Programme of Action and to submit reports containing a review of this implementation, with special emphasis on areas where commitments have remained unfulfilled, and proposals for new measures as necessary, as further inputs to the preparation for the mid-term global review.

UNESCO action

5. The Programme of Action for the Least-Developed Countries for the 1990s calls upon the least-developed countries *inter alia*:

‘to formulate a strategy with the support of UNESCO and other relevant organizations, where appropriate, for improving the education and training standards of its population, taking into account ongoing educational reforms in many LDCs, specifying both intermediate steps and approximate time-frames for attaining these goals. These strategies should entail measures aimed at redefining educational policies in the light of the country's broad development objectives, improving administrative and financial management of education systems, boosting the quality of vocational training and giving priority to the development of basic education, in particular universal primary education. The recommendations adopted by the World Conference on Education for All in 1990 are particularly relevant in this regard. Special attention should be given to the securing of sufficient resources for recurrent expenditure, particularly on teaching materials and for the training of trainers, and to the designing of curricula which meet the specific needs of all sectors of the population of the least-developed countries’ (para. 79).

6. A questionnaire was sent in 1994 to the National Commissions of the 48 LDCs to obtain their views on the implementation of the United Nations Programme of Action. On 31 January 1995 13 replies had been received. An extension (until the middle of March 1995) was given to the other LDCs, which, at the time of writing, have not yet replied. The LDC Unit, co-operating closely with the sectors concerned, is currently preparing a detailed report on all UNESCO's activities for LDCs and a summary of the replies to the questionnaire. This evaluation document will be accompanied by figures indicating the resources under the regular budget and Participation Programme and

extra-budgetary funds devoted to LDCs from 1990 to 1995. It will be issued in due time, before the evaluation conference.

7. There has not been sufficient time to prepare a comprehensive evaluation report on progress made by all LDCs in education. Evaluation activities are nevertheless under way, particularly as part of the follow-up to the Jomtien Conference. For instance, among other joint activities, UNESCO and UNICEF agreed to sponsor a pilot survey on the situation of primary schools in the least-developed countries. The findings of the survey were sent to the World Summit for Social Development (Copenhagen, March 1995) and will also be sent to the Fourth World Conference on Women (Beijing, September 1995). In addition the findings will be used in the mid-term review of progress made in providing education for all.

8. As regards inter-agency co-operation, UNESCO has extended its full co-operation to UNCTAD by contributing to the Secretary-General's Report to the General Assembly on the state of South-South co-operation and by producing Part Two, Chapter I.A of UNCTAD's 1993-1994 report on LDCs which focused on education and health. It is worth noting, in this respect, that the Programme of Action emphasizes the importance of strengthening the human capital base, through ensuring that people have access to basic and adequate social services with special priority being given therein to education and health.

9. The UNCTAD report concluded that LDCs as a group suffer from persistently low levels of services in both areas of the social sector. It underlined the need, both economic and social, to focus on the delivery of free of charge primary education and to achieve a broader spread of funding methods for the more sophisticated higher education, considered as a crucial factor in increasing human capacity in LDCs. Finally the report also concluded that the role of NGOs and the international community in securing funding for all segments of the education system of LDCs remains important.

10. At the time of drafting this document, consultations were under way between UNCTAD and UNESCO with a view to taking the necessary steps towards commencing activities relating to the sectoral appraisal by UNESCO of the implementation of the Programme of Action and providing technical assistance and advisory services to LDCs in the form of a document evaluating progress in the implementation of the Paris Declaration and Programme of Action in the area of education and training.

11. The Executive Board may wish to adopt a draft decision along the following lines:

The Executive Board,

1. Having taken note with satisfaction of the report by the Director-General on recent decisions and activities of the organizations of the United Nations system of relevance to the work of UNESCO (146 EX/32, Part I.A),
2. Underlines the importance of the high-level intergovernmental meeting which will be held in New York from 26 September to 6 October 1995 to conduct, in accordance with paragraph 140 of the United Nations Programme of Action for LDCs for the 1990s, a mid-term global review of the implementation of the Programme of Action;
3. Requests the Director-General to arrange in due time for appropriate in-depth participation by UNESCO in the preparation and carrying out of the global mid-term review;

4. Encourages the Director-General to pursue and enhance co-operation with UNCTAD, in particular with a view to undertaking activities related to the sectoral appraisal by UNESCO of the implementation of the Programme of Action for LDCs;
5. Requests the Director-General to submit to it, at its 149th session, a report on the progress made in the application of this decision.

B. UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION

12. In its resolution 49/184, the General Assembly proclaimed the ten-year period beginning on 1 January 1995 the United Nations Decade for Human Rights Education. Recognizing the efforts and actions undertaken by UNESCO in promoting human rights education, as well as the World Plan of Action on Education for Human Rights and Democracy adopted by the International Congress on Education for Human Rights and Democracy convened by UNESCO and the Centre for Human Rights of the United Nations at Montreal from 8 to 11 March 1993, the General Assembly invited the Specialized Agencies and United Nations programmes to contribute, within their respective spheres of competence, to the implementation of the Plan of Action for the United Nations Decade for Human Rights Education (1995-2005) (A/49/261 Add.1).

UNESCO action

I. Background

13. Given its widely recognized experience in this field, UNESCO will play a key role in the implementation of this Plan of Action in close co-operation with the United Nations High Commissioner and the Centre for Human Rights.

14. By 144 EX/Decision 5.1.2 relating to the Implementation of and Follow-up to the Vienna Declaration and Programme of Action, the Executive Board invited the Director-General:

- (a) to continue the implementation of the World Plan of Action on Education for Human Rights and Democracy, of Montreal, and contribute to the application and follow-up of the Declaration and Programme of Action, adopted by the World Conference on Human Rights (Vienna, June 1993);
- (b) to set up a comprehensive system of education for peace, human rights and democracy, respecting the Montreal Plan of Action as well as the Vienna Declaration and Programme of Action, and drawn up in pursuance of the recommendations of the International Conference on Education (ICE) at its 44th session;
- (c) to develop co-operation with the Member States, the High Commissioner for Human Rights, the United Nations Centre for Human Rights, Specialized Agencies, regional intergovernmental and international and national non-governmental organizations and institutions;
- (d) to ensure the highest possible standard of UNESCO's activities aimed at implementing the Vienna Declaration and Programme of Action and the preparation of a plan of action for the United Nations Decade for Human Rights Education.

15. UNESCO's work relating to human rights education is being intensified, so as to direct education towards strengthening respect for human rights, democracy and peace. Following the

recommendations of the International Conference on Education at its 44th session (Geneva, October 1994), the Organization will develop innovative educational programmes for giving new direction to its human rights education so that human rights values may become more effectively integrated throughout society. At the same time, in keeping with its constitutional mandate and educational mission, the Organization is expected to mobilize efforts of the international community for this purpose, and to play a leading role in this field in the United Nations system.

16. The Executive Board may recall that the Director-General, while addressing the World Conference on Human Rights (Vienna, June 1993), had put forward the idea that the Conference should, *inter alia*, explore the advisability of launching a World Decade for Human Rights Education. The United Nations General Assembly resolution 48/127 of 20 December 1993, reflecting the suggestion in the Vienna Declaration and Programme of Action, provided for the proclamation of a United Nations Decade for Human Rights Education. It expressed the conviction '... that human rights education is a universal priority in that it contributes to a concept of development', and that it 'is a comprehensive lifelong process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect within a democratic society'.

II. United Nations Decade for Human Rights Education (1995-2005): contribution by UNESCO

17. In order to reinforce human rights education and to follow up the decision of the Executive Board taken at its 144th session mentioned above for contributing to the Plan of Action for the United Nations Decade for Human Rights Education (1995-2005), UNESCO prepared a set of proposals for the Decade and conveyed these to the United Nations Centre for Human Rights. These proposals form part of the consultations on the subject carried out by the United Nations High Commissioner for Human Rights, in keeping with United Nations General Assembly resolution 48/127 of 20 December 1993.

18. By these proposals, UNESCO conveyed to the Centre for Human Rights its readiness to participate fully in the work of the United Nations Decade for Human Rights Education, notably by making available the Organization's specialized networks for the implementation of the activities to be undertaken during the Decade.

19. UNESCO had also offered its services for training in human rights education as well as for providing documentation and information for the wide dissemination of knowledge of human rights. More importantly, UNESCO had proposed that action undertaken as part of any programme for the Decade should be directed so as to assist Member States to elaborate as appropriate a set of policies and national plans, for which the Organization would provide advisory services and specialized assistance.

20. In accordance with the Statutes adopted by the Executive Board during its 144th session, an Advisory Committee on Education for Peace, Human Rights and Democracy has been established in order to institutionalize the provision to the Organization of high-level expertise in this field for elaborating a broad framework of strategies for appropriate and effective national, regional and international action and for their implementation.

21. UNESCO submitted a proposal on networking to the United Nations Centre for Human Rights, so that during the Decade, efforts of the international community should be mobilized through recourse to specialized networks of institutions, especially those of UNESCO.

III. Obligations of UNESCO foreseen by the Plan of Action for the United Nations Decade for Human Rights Education (1995-2005)

22. A key role has been assigned to UNESCO and to the Centre for Human Rights for the design, implementation and evaluation of projects under the Plan of Action for the United Nations Decade for Human Rights Education (1995-2005) (A/49/261 Add.1). The Plan recognizes that UNESCO, by reason of its long experience in education, educational methodology and human rights and through its special networks (UNESCO Associated Schools, Clubs, Human Rights Chairs and National Commissions), can play a central role in this process. Accordingly, UNESCO will be called upon to co-operate closely with the High Commissioner and the Centre for Human Rights in the implementation of the Plan of Action.

23. The Plan of Action for the Decade stipulates that governments should play an active role in the implementation of the programme of the Decade through the introduction or strengthening of national human rights curricula in their formal education system.

24. UNESCO, working closely with the United Nations Centre for Human Rights, is expected to be at the forefront in planning and initiating the process of implementation of the activities during the Decade.

25. The Plan of Action for the United Nations Decade for Human Rights Education provides that the High Commissioner for Human Rights, with the assistance of the Centre for Human Rights and UNESCO, shall conduct, in 1995, a preliminary survey and evaluation of existing human rights education programmes and initiatives at the international, regional and national levels, and shall issue a report on the results of that survey and evaluation.

26. These provisions give UNESCO the possibility to contribute to the enhancement of existing human rights education programmes and the creation of new programmes and to give them new orientations so that human rights values may become more effectively integrated throughout society, at all levels in the educational and teaching programmes.

27. In several substantive matters, the Plan of Action for the Decade will draw upon collaboration between UNESCO and the United Nations Centre for Human Rights.

28. The Programme of Implementation relating to the Strengthening of International Programmes and Capacities, stipulates that the Centre for Human Rights, in co-operation with UNESCO, will develop model human rights curricula - pedagogical techniques and teaching materials for primary and secondary schools.

29. The Executive Board may wish to adopt a draft decision along the following lines:

The Executive Board,

1. Having examined document 146 EX/32 (Part I.B),
2. Recalling 144 EX/Decision 5.2.1 relating to the implementation of and follow-up to the Vienna Declaration and Programme of Action,
3. Noting the contribution made by UNESCO to the formulation of the Plan of Action for the United Nations Decade for Human Rights Education (1995-2005) as a follow-up to the above decision,

4. Expressing its appreciation to the United Nations High Commissioner for Human Rights and the United Nations Centre for Human Rights for the preparation of the Plan of Action for the Decade, specially for the consideration given to the proposals made by UNESCO,
5. Takes note of the key role assigned to UNESCO in the Plan of Action for the Decade;
6. Urges Member State to extend full support to the Secretariat in the design, implementation, evaluation and review of programmes of education for human rights, peace and democracy, as foreseen in the Plan of Action for the United Nations Decade for Human Rights Education (1995-2005) and in particular to encourage the National Commissions for UNESCO actively to participate in developing, as appropriate, national plans of action for human rights education, for an effective implementation of the activities of the Organization, as foreseen in the Plan of Action for the Decade;
7. Invites the Director-General to ensure fullest possible implementation of the obligations and responsibilities devolving upon the Organization through the Plan of Action for the Decade; in particular, to undertake all educational activities foreseen in the Plan and for that purpose to ensure the full utilization of the services of the Advisory Committee on Education for Peace, Human Rights and Democracy;
8. Appreciates voluntary contributions made by certain Member States to the UNESCO Voluntary Fund for the Development of the Knowledge of Human Rights through Education and Information, and requests the Director-General to take further steps aimed at the reinforcement of the Fund, notably through voluntary contributions;
9. Requests the Director-General to report on the implementation of this decision to the Executive Board at a future session.

C. INTERNATIONAL DECADE OF THE WORLD'S INDIGENOUS PEOPLE

30. In its resolution 49/214, the General Assembly, while deciding that the International Day of the World's Indigenous People shall be observed every year during the Decade on 9 August, recommends that special attention be given to the participation of indigenous people in planning and implementing the activities of the Decade (proclaimed in General Assembly resolution 48/163) and invites the United Nations financial and development institutions, operational programmes as well as Specialized Agencies: (1) to give increased priority and resources to improving the conditions of indigenous people, with particular emphasis on the needs of these people in developing countries, including the preparation of specific programmes of action for the implementation of the goals of the Decade within their areas of competence; (2) to launch special projects, in collaboration with indigenous people; and (3) to designate focal points for co-ordination with the Centre of Human Rights of activities related to the Decade.

UNESCO action

31. Through its programme 'Amerindia', launched in 1989, UNESCO has developed specific programmes for indigenous people mainly focusing on promoting mechanisms of dialogue and consultations for mutual understanding among indigenous and non-indigenous people (San Cristobal de Las Casas 1991, Ottawa 1991, Oaxaca 1993, Campeche 1993).

32. UNESCO's pilot project on the Maya World concentrated on the preservation of the Maya heritage and the cultural development of populations of Maya origin with particular emphasis on local communities in the field of cultural tourism.

33. Activities devoted to the intangible cultural heritage of indigenous groups were also carried out through the publication of grammars of traditional endangered languages such as Nahuatl, Guarani and Quechua.

34. The 1993 International Year of the World's Indigenous People provided UNESCO with a renewed opportunity to consolidate its activities in this area, through the establishment of a network of relations and consultations between indigenous and non-indigenous groups, governments and NGOs on a regular basis. UNESCO's work reflected the changes which modify international relations and bring about social transformations within societies at all levels and the importance of dialogue and equal exchange in multicultural societies.

35. The International Decade of the World's Indigenous People proclaimed by the General Assembly of the United Nations in December 1993, brings to the fore the need for equal consultation between indigenous and non-indigenous. In this context, a plan of action embracing all the Organization's fields of competence is being drawn up, taking into account public information and awareness-raising activities to improve knowledge of the cultures, ways of life and aspirations of indigenous people.

36. To mark the launching of the Decade, UNESCO hosted at its Headquarters the 'Second Assembly of the Indigenous Initiative for Peace' presided by 1992 Nobel Prize Winner Rigoberta Menchu Tum, gathering a hundred indigenous representatives from Latin America, Asia, Australia, Canada, Northern Europe and the United States. The meeting issued specific recommendations to the United Nations bodies for implementation mainly in the fields of education and human rights.

37. UNESCO's action in this context will be devoted to the reinforcement of the endogenous capacities of indigenous people by lending active support to their initiatives. Among the major actions, particular efforts will be devoted to the development of bilingual and multicultural education curricula, the safeguarding and promotion of their tangible and intangible heritage, and the support to specialized training for craftworkers in the field of management and marketing of their own production. Technical assistance will also be provided to indigenous communities for the protection of their cultural heritage.

38. Moreover, in the scientific field special attention will be focused on the environmental expertise of indigenous people in the preservation of their ecological systems through initiatives under UNESCO's programmes MAB, UNU, UNAMAZ.

39. In addition, UNESCO will participate fully in inter-agency consultations in order to strengthen collaboration on a common agenda for the Decade.

40. The Executive Board may wish to adopt a draft decision along the following lines:

The Executive Board,

1. Recalling United Nations General Assembly resolution 48/163 proclaiming the International Decade of the World's Indigenous People (1994-2004) and resolution 49/214 on the Programme of Action of the Decade,

2. Bearing in mind 145 EX/Decision 5.1 which expressed UNESCO's deep concern for intercultural dialogue among people,
3. Recognizing the inestimable value and the diversity of cultures among the world's indigenous people,
4. Inspired by the message of tolerance and peace conveyed by Nobel Prize Winner Rigoberta Menchu Tum during the Second Assembly of the Indigenous Initiative for Peace, convened at UNESCO Headquarters in February 1995,
5. Invites Member States to ensure that activities for the Decade receive adequate funding and are planned and implemented on the basis of full consultation and collaboration with indigenous organizations;
6. Requests the Director-General:
 - (a) to encourage international co-operation for the solution of problems faced by indigenous people within UNESCO's fields of competence with a view to the development of endogenous capacities;
 - (b) to promote and support activities carried out by the Specialized Agencies of the United Nations system, co-ordinated by the Centre for Human Rights, and to work with other intergovernmental and non-governmental organizations, such as the Fund for the Development of Indigenous People in Latin America and the Caribbean (La Paz), in order to ensure that the Decade makes a positive contribution towards a culture of peace and tolerance.

D. FOLLOW-UP TO THE UNITED NATIONS CONFERENCE ON ENVIRONMENT AND DEVELOPMENT

Overview of UNCED follow-up activities and issues

41. The General Assembly at its forty-ninth session adopted several resolutions directly related to agreements reached and recommendations made at the 1992 Earth Summit at Rio de Janeiro. Before summing up these resolutions and relevant UNESCO action for the benefit of the Executive Board, the Director-General would like to inform the Board of the latest developments concerning follow-up to UNCED.

42. The third session of the intergovernmental Commission on Sustainable Development (CSD) is to be held in New York from 11 to 28 April 1995. The Commission has been charged by the General Assembly with promoting and monitoring the implementation of Agenda 21 and of other UNCED agreements. In conformity with its multi-year thematic programme of work for the years 1994-1997 agreed upon by the Commission at its first session in 1993, the 1995 session is to focus its work on a number of cross-sectoral chapters of Agenda 21 (combating poverty; demographic dynamics and sustainability; changing consumption patterns; trade, environment and sustainable development; transfer of environmentally sound technology; science for sustainable development; information for decision-making). As regards topical chapters of Agenda 21, the Commission is to review at its 1995 session the sectoral cluster dealing with 'land' issues including desertification, mountains, forests, biodiversity and biotechnology. This session includes a ministerial-level segment. Co-ordination of the United Nations system-wide input to the preparation of the third session of

CSD was the responsibility of the ACC Inter-Agency Committee on Sustainable Development (IACSD). IACSD held its fourth session from 1 to 3 February 1995 in New York.

43. In order to facilitate the preparation of its third session, the Commission established at its second session two ad hoc intersessional working groups. The first working group on the 'land' issues referred to above met in New York from 27 February to 5 March 1995. The second working group on finance met also in New York from 6 to 10 March 1995.

UNESCO action

44. It is recalled that the Executive Board in decision 5.1.3 adopted at its 144th session, invited the Director-General, among others, (i) to continue to give priority importance to UNESCO activities concerned with the follow-up to UNCED, both in the present biennium and in preparing the Medium-Term Strategy (1996-2001); and (ii) to report periodically to the Board on all matters related to UNCED follow-up.

45. In conformity with this decision of the Board, the Draft Medium-Term Strategy for 1996-2001 (28 C/4) was based on revised strategies for UNESCO's major scientific bodies and programmes in the field of environment and sustainable development (IOC, MAB, IHP, IGCP), taking into account the results and recommendations of UNCED and the international leadership role entrusted to these scientific undertakings in their respective fields. In the same vein, the interdisciplinary project on 'Environment and development in coastal regions and in small islands' proposed in 28 C/4 constitutes a major response by UNESCO to both UNCED and the Global Conference on the Sustainable Development of Small Island Developing States (Barbados 1994). Furthermore, it is proposed in the Draft Medium-Term Strategy that the transdisciplinary and inter-agency co-operation project 'Environment and population education and information for development' (EPD), approved by the General Conference at its twenty-seventh session, will continue to be UNESCO's tool in its task of leading international efforts aimed at fostering environmental and population education and communication as mandated in Agenda 21 and the action plan of the United Nations Conference on Population and Development.

46. As regards CSD and enhanced inter-agency co-operation and co-ordination in UNCED follow-up, the Organization has actively participated in the work of the ACC Inter-agency Committee on Sustainable Development (IACSD) functioning as the main mechanism within the United Nations system to implement and co-ordinate the follow-up to UNCED. In particular, in its role as inter-agency task manager for Chapter 35 'Science for sustainable development', UNESCO has prepared the draft Secretary-General's report on Chapter 35 to the third session of CSD, based on inputs received from relevant organizations within the United Nations system and from several non-governmental international scientific organizations, in particular the International Council of Scientific Unions (ICSU). UNESCO's task manager role for Chapter 35 will in the future focus on establishing a system of regular information exchange among participating organizations, defining common strategies, and developing, whenever appropriate, joint programmes and activities.

47. UNESCO has also been given the task manager function for Chapter 36 (Promoting education, public awareness and training). This chapter will be reviewed at the 1996 CSD session. To this end UNESCO (EPD) has started an inter-agency process for preparing the draft Secretary-General report on this item.

48. IOC has been entrusted by ACC with the responsibility for providing the secretariat to the ACC Subcommittee on Oceans and Coastal Areas. Chapter 17 of Agenda 21 dealing with oceans and coastal areas will also be reviewed at the 1996 CSD session. The Subcommittee with the assistance of IOC has started the preparation of the comprehensive report on Chapter 17 including

detailed strategies on how best to enhance implementation of this chapter. In a similar vein, UNESCO (International Hydrological Programme (IHP)) belongs to the core group of United Nations organizations participating in the ACC Subcommittee on Water Resources. The Subcommittee in co-operation with the Government of Sweden is in charge of preparing the comprehensive assessment of the freshwater resources of the world, pursuant to a decision taken by CSD at its 1994 session.

49. Moreover, the Organization has actively contributed to the preparation of the draft Secretary-General reports for the 1995 CSD session on the following items: transfer of environmentally sound technologies; combating poverty; changing consumption patterns; demographic dynamics and sustainability; combating deforestation; combating desertification and drought; sustainable mountain development; conservation of biological diversity and environmentally sound management of biotechnology.

Resolutions of the General Assembly concerning specific chapters of Agenda 21 or other specific UNCED results.

50. The General Assembly at its forty-ninth session adopted several resolutions directly related to the implementation of decisions and recommendations of the United Nations Conference on Environment and Development. These resolutions are summarized below.

Report of the Commission on Sustainable Development on its second session

51. In resolution 49/111, the General Assembly endorsed the recommendations contained in the report of the Commission on its second session (New York, May 1994). The General Assembly expressed deep concern that overall official development assistance has decreased since UNCED and that the current availability of financial resources for sustainable development will constrain the effective implementation of Agenda 21. The General Assembly also stressed the role of the Commission as a unique international forum for fostering multilateral negotiations and promoting action in the area of changing consumption and production patterns.

UNESCO action

52. Overall UNESCO support to the work of the Commission has been described above. As regards the work on consumption patterns which are often unsustainable, particularly in the developed countries, UNESCO's contribution to the relevant draft report by the Secretary-General to the third session of the CSD (1995) has focused on the important role of education and awareness creation in trying to change consumption patterns, as one of three major tools to address this issue. The two other major tools are economic instruments and direct regulations. The interdisciplinary and inter-agency co-operation project on environmental and population education and information for human development (EPD) is about to launch a few pilot activities in developed countries aimed at giving greater attention to the issue of consumption patterns in education for sustainable development.

Support to the Global Learning and Observations to Benefit the Environment (GLOBE) Programme

53. In resolution 49/112, the General Assembly welcomes the Global Learning and Observations to Benefit the Environment (GLOBE) Programme initiated by the Government of the United States on 22 April 1994, and encourages governments, organs, organizations and programmes of the United Nations system to take part as appropriate in its development and implementation. UNESCO is explicitly cited in this context. GLOBE is intended to bring schoolchildren, teachers,

and scientists from around the world together to: enhance environmental awareness of individuals worldwide; increase scientific understanding of the earth; and support higher standards in science and mathematics education.

UNESCO action

54. UNESCO has participated in the development of the GLOBE programme since it was launched in April 1994. UNESCO was represented at the GLOBE Science and Education Workshop held in Boulder (July 1994) and at the Workshop on the Development of Educational Materials held in Washington (November 1994). A representative of GLOBE visited UNESCO in October 1994 to explore links with various education, science and communications programmes in UNESCO undertaking work at the international level relevant to the GLOBE objectives. UNESCO programme specialists have provided comments from an international perspective on draft GLOBE educational materials (January 1995). A presentation and demonstration of GLOBE will be held at the twenty-eighth session of the General Conference.

Dissemination of the principles of the Rio Declaration on Environment and Development

55. In resolution 49/113, the General Assembly, reiterating that the Rio Declaration adopted by the United Nations Conference on Environment and Development (Rio de Janeiro, 1992) contains a listing of the fundamental principles for the achievement of sustainable development, based on a new and equitable global partnership, urged all governments to promote widespread dissemination at all level of the Rio Declaration and requested the Secretary-General to ensure that the Declaration is also widely disseminated by the competent organs and bodies of the United Nations system and that its principles are incorporated in their programmes.

UNESCO action

56. The Rio Declaration on Environment and Development has been distributed widely within UNESCO's relevant programmes. More importantly, these programmes have incorporated the principles of the Declaration in their action plans and activities as already reflected in the Programme and Budget for 1994-1995 (27 C/5 Approved). Furthermore, the Declaration has provided the guiding principles for UNESCO's programmes related to environment and sustainable development in preparing the Draft Medium-Term Strategy for 1996-2001 and the Draft Programme and Budget for 1996-1997 (28 C/5).

Observance of World Day to Combat Desertification and Drought

57. In its resolution 49/115, the General Assembly recognizing the importance and necessity of international co-operation and partnership in combating desertification in those countries experiencing serious drought and/or desertification, particularly in Africa, in accordance with the provisions of the Convention, adopted by the Intergovernmental Negotiating Committee in Paris on 17 June 1994, decided to proclaim 17 June World Day to Combat Desertification and Drought, to be observed beginning in 1995.

UNESCO action

58. Measures have been taken with a view to organizing, at UNESCO Headquarters, various events (exhibitions, conferences, etc.) as contributions to the World Day to Combat Desertification and Drought. A special brochure will be published on that occasion. It is planned to link these

events with the Sahara and Sahel Observatory (OSS) and various other bodies concerned with combating drought and desertification.

Elaboration of an international convention to combat desertification in those countries experiencing serious drought and/or desertification, particularly in Africa

59. In its resolution 49/234, the General Assembly noted the arrangements made by the Secretary-General and the contributions of the United Nations Development Programme, including the United Nations Sahelian Office, the United Nations Environment Programme, the Food and Agriculture Organization of the United Nations, the International Fund for Agricultural Development, the United Nations Conference on Trade and Development, the United Nations Educational, Scientific and Cultural Organization, the World Meteorological Organization, the World Bank and other relevant international organizations active in the fields of desertification, drought and development to the work of the Intergovernmental Negotiating Committee in pursuance of its mandate, and invites them to intensify and expand such support in the future.

UNESCO action

60. UNESCO was represented at all the meetings of the Convention's Intergovernmental Negotiating Committee and those of the international group of experts which assisted the Committee's Secretariat throughout the negotiating period.

61. The scientific and technical aspects of the Convention are taken into account in UNESCO programmes connected with arid and semi-arid zones in various regions of the world and particularly in Africa (MAB, IHP, IGCP). The educational objectives are supported by EPD and other educational programmes of the Organization.

62. With regard to Africa, close co-operation has been established with the Sahara and Sahel Observatory (OSS), which UNESCO houses in its premises.

Unauthorized fishing in zones of national jurisdiction and its impact on the living marine resources of the world's oceans and seas

63. In its resolution 49/116, the General Assembly invited all members of the international community, particularly those with fishing interests, to strengthen their co-operation in the conservation and management of living marine resources in accordance with international law as reflected in the United Nations Convention on the Law of the Sea.

UNESCO action

64. The joint IOC-FAO Programme on Ocean Science and Living (marine) Resources (OSLR) is addressing the scientific questions related to ocean production and distribution of marine living resources in relation to ocean conditions. Such information forms a basis in fisheries management.

65. The Living Marine Resources module of the Global Ocean Observing System (GOOS) aims at providing the basic systematic observations required for national and international fisheries management. This also falls under the framework of the United Nations Convention on the Law of the Sea (UNCLOS) and follow-up to UNCED. The OSLR and the GOOS module also aim at providing assistance to developing countries with respect to research and living resources assessments in zones under national jurisdiction and Exclusive Economic Zones (EEZ).

Convention on Biological Diversity

66. In its resolution 49/117, the General Assembly decided to consider at its fiftieth session under an item entitled 'Environment and sustainable development', the progress achieved in the implementation of the Convention on Biological Diversity and invited the Executive Secretary of the Convention on Biological Diversity to report, through the Commission on Sustainable Development and the Economic and Social Council, on the results of the first meeting of the Conference of the Parties to the Convention.

UNESCO action

67. UNESCO is closely involved in the Convention on Biological Diversity. It has participated in the drafting of its text, as part of the Ecosystem Conservation Group, as requested by the UNEP Governing Council Resolution. Between the signature and the entry into force of the Convention, UNESCO has been associated with the work of the Interim Secretariat, as requested by the Nairobi Final Act. At the first Conference of the Parties of the Convention, it was decided that UNESCO will be asked to provide support to the Secretariat, through secondment of one professional staff member. Furthermore, UNESCO has invited the first session of the subsidiary body for scientific, technical and technological advice to take place at UNESCO Headquarters. This invitation was warmly welcomed by the Conference of the Parties and this first session of the SUBSTTA will take place from 4 to 8 September 1995 at UNESCO Headquarters.

68. It is expected that these contributions will have positive effects on various UNESCO programmes related to biodiversity and natural resources preservation.

Protection of global climate for present and future generations of mankind

69. In its resolution 49/120, the General Assembly requested the promotion of co-operation and co-ordination, in particular, within the United Nations system, in support of the effective implementation of the United Nations Framework Convention on Climate Change.

UNESCO action

70. The Organization's contribution to the implementation of this Convention is mainly channelled through the inter-agency World Climate Programme (WMO, UNEP, UNESCO and its IOC, FAO, and ICSU) and the climate related parts of the global earth observing systems (Global Climate Observing System, Global Ocean Observing System and Global Terrestrial Observing System). During the intersessional period UNESCO and its IOC contributed fully to the process mandated by the Intergovernmental Meeting on the World Climate Programme (Geneva, April 1994) to prepare an Integrated Climate Agenda of relevant international organizations including the World Climate Programme, the global observing systems and the climate related parts of associated international programmes such as, in particular, IHP and MAB. The Intergovernmental Oceanographic Commission's involvement in the World Climate Programme aims at providing an improved understanding of the climate system, including atmosphere-ocean interactions.

71. Through the co-sponsorship of the Global Climate Observing System and the Global Ocean Observing System co-ordination of development is ensured. The ocean observations are necessary for intermediate to longer term forecasting of climate evolutions and variations.

72. IOC participates actively in relevant developments regarding the United Nations Framework Convention on Climate Change (FCCC), including provision of briefings on the role of the ocean in the climate system, sea-level changes and rise and development of related ocean observations.

73. UNESCO and its IOC participated in the first session of the Conference of the Parties to the FCCC, (Berlin, 28 March-7 April 1995).

Global Conference on Sustainable Development of Small Island Developing States

74. In resolution 49/122, the General Assembly reaffirms that small island developing States have limited development options, and that, without the co-operation of the international community, these States will be constrained in meeting the challenges of devising and implementing sustainable development plans. It endorses the Programme of Action of the Global Conference on the Sustainable Development of Small Island Developing States (Barbados, 1994), as well as the Declaration of Barbados. The General Assembly urges governments, the United Nations system and other intergovernmental and non-governmental organizations to take the necessary action for effective implementation of the Programme of Action. It also expresses appreciation for the report of the Secretary-General on initial action taken by the entire United Nations system to implement the Programme of Action. It addresses a specific request to UNDP to assume responsibility as lead agency in organizing the efforts of the United Nations system towards capacity-building in small island developing States, particularly through its system of country offices. In its resolution 49/100, the General Assembly, while appreciating the support given by the Organization and bodies within and outside the United Nations system to respond to the special needs of island developing countries, also reiterates its appeals to the international community to implement all commitments and the recommendations made by the Barbados Conference and to take the necessary action to give effective follow-up to the Programme of Action.

UNESCO action

75. The Programme of Action of the Global Conference and its implications for UNESCO's work have been carefully analysed by the relevant sectors. UNESCO and its IOC have competence in respect of recommendations in many chapters, in particular chapters dealing with human resource development, science and technology, coastal and marine resources, climate change and sea-level rise, biodiversity, freshwater resources, and natural and environmental disasters. During the current biennium all relevant UNESCO programmes have implemented some immediate activities in response to the Barbados Conference. The Organization's future plans related to the implementation of the Programme of Action have been incorporated in the Draft Medium-Term Strategy for 1996-2001 and in the Draft Programme and Budget for 1996-1997 (28 C/5). The main response by UNESCO to the Barbados Conference constitutes the proposal for UNESCO to launch in 1996 a new interdisciplinary project on Environment and development in coastal regions and in small islands. The project will provide a framework for co-operative activities on coastal regions and small islands between all of UNESCO's international and intergovernmental programmes in environmental and social sciences (IOC, MAB, IHP, IGCP and MOST). The project aims at providing the required scientific basis and the trained manpower for sustainable development of coastal regions and small islands as recommended by UNCED (1992) and by the Programme of Action of Sustainable Development of Small Island Developing States (Barbados, 1994).

76. UNESCO's activities in the areas of education, culture, communication and information aimed at addressing the specific problems of small island States will also be strengthened and will be associated with the interdisciplinary project. For example, the recommendations of the expert meeting on higher education in small island States (Praia, Cape Verde, March 1994) will be followed up.

77. As requested in the General Assembly resolution, the Director-General has designated a UNESCO focal point (i) for relations with small island States in the Bureau for External Relations (BRX); and (ii) for co-ordinating the follow-up to the Barbados Conference across all programme sectors and units (Director, Bureau for Co-ordination of Environmental Programmes).

Zone of peace and co-operation of the South Atlantic

78. In its resolution 49/26, the General Assembly requested the relevant organizations, organs and bodies of the United Nations system to render appropriate assistance which States of the zone may seek in their joint efforts to implement the objectives of a Zone of peace and co-operation of the South Atlantic.

UNESCO action

79. IOC/MRI is working in the South Atlantic through the regional subsidiary body of IOC for the Central Eastern Atlantic (IOCEA), through COMAR in Africa and South America, through a subregional programme for the upper South-West Atlantic of Argentina, Brazil and Uruguay and through initiation of a programme for the Benguela Current system, including Namibia and South Africa, and possibly other partners in Africa.

80. In this context South-South co-operation is encouraged. Several activities are carried out jointly with the United Nations Division for Ocean Affairs and the Law of the Sea (DOALOS). IOC has proposed a training centre in West Africa as part of the UN-UNDP Train-Sea-Coast Programme.

Law of the Sea

81. In its resolution 49/28, the General Assembly called upon all States and competent international organizations to co-operate fully with the Secretary-General in the discharge of his mandate and invited the competent international organizations to assess the implications of the entry into force of the Convention in their respective fields of competence and to identify additional measures that may need to be taken as a consequence of its entry into force with a view to ensuring a uniform, consistent and co-ordinated approach to the implementation of the provisions of the Convention throughout the United Nations system.

UNESCO action

82. UNESCO's IOC is addressing its specific responsibilities in relations to UNCLOS as a dedicated 'competent international organization'. These are related to research activities in the concerned region: the International Sea Bed Authority; the International Tribunal for the Law of the Sea and the Commission on the Limits of the Continental Shelf. In addition, IOC is evaluating other implications of the entry into force of UNCLOS for IOC and emphasizing UNCLOS in the Draft Medium-Term Strategy and the Draft Programme and Budget for 1996-1997.

83. The Executive Board may wish to adopt the following draft decision concerning UNESCO's contribution to the follow-up to the United Nations Conference on Environment and Development (UNCED):

The Executive Board,

1. Taking note of the content of document 146 EX/32 (Part I.D), dealing with UNESCO's contribution to the follow-up to the United Nations Conference on Environment and Development (UNCED),
2. Recalling 141 EX/Decision 7.2.1, 142 EX/Decision 7.2 (paras. 14 and 15) and 144 EX/Decision 5.1.3,
3. Invites Member States:
 - (a) to continue to support UNESCO's action in response to UNCED, including the implementation of the relevant United Nations Conventions and the Programme of Action for the Sustainable Development of Small Island Developing States (Barbados, 1994), by ensuring an enhanced role for the sciences, including the social sciences, and education in national action aimed at achieving sustainable development, with the involvement of the national focal points of UNESCO's global programmes of research on and observation of terrestrial and marine environments, and by ensuring appropriate inter-institutional and cross-sectoral co-ordination and co-operation at the national level, considered indispensable for the effective implementation of Agenda 21;
 - (b) to continue to promote and enhance further, within the governing bodies of financing institutions such as UNDP, and mechanisms such as the Global Environment Facility (GEF), a policy of appropriate involvement by Specialized Agencies such as UNESCO;
4. Invites the Director-General:
 - (a) to continue to ensure that UNESCO's relevant programmes contribute fully to the United Nations system-wide mechanisms for implementing Agenda 21, the United Nations Conventions resulting from the UNCED process and the Programme of Action for the Sustainable Development of Small Island Developing States;
 - (b) to ensure in particular UNESCO's active co-operation in the programme of work of the Commission on Sustainable Development, in particular by assuming fully UNESCO's role as inter-agency Task Manager for the Agenda 21 Chapters 35, on Science for sustainable development, and 36, on Education, awareness raising and training, taking fully into account the co-ordination role of the Inter-Agency Committee on Sustainable Development;
 - (c) to continue to devote particular attention to the enhanced role of UNESCO's intergovernmental and international scientific programmes (IGCP, IHP, IOC and MAB) in the follow-up to UNCED as well as to the implementation of the joint UNESCO/UNEP International Environmental Education Programme (IEEP) as part of the transdisciplinary and inter-agency co-operation project on Environment and population education and information for human development (EPD);
 - (d) to pursue efforts to seek funds from relevant funding agencies and mechanisms, including GEF, UNDP's 'Capacity 21' and UNEP, for the implementation of

Agenda 21 and to assist Member States, particularly developing countries, in their national efforts to obtain extra-budgetary funds;

- (e) to report periodically to it on progress made both at the level of UNESCO and at the level of the United Nations system in the implementation of UNCED agreements, in particular Agenda 21.

E. INTERNATIONAL YEAR OF THE OCEAN (1998)

84. In its resolution 49/131, the General Assembly decided to proclaim 1998 as International Year of the Ocean.

UNESCO action

85. The Director-General is pleased to report to the Executive Board that the proposal to declare 1998 as International Year of the Ocean was favourably received by ECOSOC and unanimously adopted, with more than 110 sponsors, by the United Nations General Assembly on 19 December 1994 through resolution 49/131.

86. It is recalled that the twenty-seventh session of the General Conference of UNESCO, in adopting resolution 2.5, requested the Director-General to transmit the proposal to the United Nations. This decision was based on consideration of document 27 C/99 and the rationale for such an international year as first discussed at the seventeenth Assembly of the Intergovernmental Oceanographic Commission and adopted in its resolution XVII-17.

87. In accordance with established practice, UNESCO will present in due course through ECOSOC to the General Assembly, a more detailed proposal, outlining the ways and means by which the United Nations system, intergovernmental and non-governmental organizations and Member States themselves can contribute to the celebration of this international year. Action foreseen in the initial stage of preparation includes:

- (i) establishment within UNESCO, under the direction of the Secretary IOC, of an inter-sectoral task force reflecting all programmes of the Organization;
- (ii) inter-agency consultations through the Intersecretariat Committee on Scientific Programmes Relating to Oceanography (ICSPRO) and with other interested agencies on possible joint activities, e.g., preparation of an ocean atlas, proposals for stamp series, commemoration of major ocean discoveries, heightening of public awareness and collaboration with UNESCO Clubs in this context;
- (iii) mobilization of the global ocean partnership, through special reference in the 1996-1997 programme of work and through the priority to be accorded to proposals received under the Participation Programme, in all fields of UNESCO's competence, which will contribute to the success of this activity.

88. Suggestions for corollary activities will be solicited from intergovernmental and non-governmental organizations, including the time-limited, independent World Commission on Oceans, should such a commission be established. Through close collaboration with the Government of Portugal, as host country to EXPO-98: The Oceans - A Heritage for Mankind, activities that may contribute to the success of both the exhibition and the international year will be encouraged.

89. The proposed new arrangements for IOC are also seen as a means of increasing during a most timely period the visibility of ocean and coastal area concerns, both within UNESCO and beyond, thus also strengthening the lead role of UNESCO in mobilizing interest and participation in the international year.

90. In light of these considerations, the Executive Board may wish to take note of the information brought to its attention and adopt the following draft decision:

The Executive Board,

1. Having examined document 146 EX/32, Part I.E,
2. Recalling that the General Conference at its twenty-seventh session, in resolution 2.5, initiated the submission to the United Nations of the proposal that 1998 be declared International Year of the Ocean,
3. Noting with satisfaction resolution 49/131 adopted by the General Assembly at its forty-ninth session, proclaiming 1998 as International Year of the Ocean,
4. Invites the Director-General to take all measures likely to ensure the success of this activity, including during its preparatory phase and, accordingly, to prepare for the attention of the fifty-first session of the General Assembly practical proposals for celebration of the Year on the basis of consultations with Member States, the organizations of the United Nations system and intergovernmental and non-governmental organizations.

PART II

OTHER RESOLUTIONS, DECISIONS AND ACTIVITIES FOR THE INFORMATION OF THE BOARD

A. RESOLUTIONS AND DECISIONS OF A GENERAL CHARACTER

1. Composition of the organs of the United Nations

Election of five non-permanent members of the Security Council

91. On 20 October 1994, the General Assembly elected Botswana, Germany, Honduras, Indonesia and Italy as non-permanent members of the Security Council for a two-year term of office beginning on 1 January 1995.

92. As a result, the Security Council in 1995 is composed of the following 15 Member States: Argentina, Botswana, China, Czech Republic, France, Germany, Honduras, Indonesia, Italy, Nigeria, Oman, Russian Federation, Rwanda, United Kingdom and United States.

Election of eighteen members of the Economic and Social Council

93. The General Assembly elected on 7 November 1994 18 States as members of the Economic and Social Council for a three-year term of office beginning on 1 January 1995. As a result of these elections, the Economic and Social Council is composed of the following 54 States as of 1 January 1995: Australia, Bahamas, Belarus, Bhutan, Brazil, Bulgaria, Canada, Chile, China, Colombia, Congo, Costa Rica, Côte d'Ivoire, Cuba, Denmark, Egypt, France, Gabon, Germany, Ghana, Greece, India, Indonesia, Ireland, Jamaica, Japan, Libyan Arab Jamahiriya, Luxembourg, Malaysia, Mexico, Netherlands, Nigeria, Norway, Pakistan, Paraguay, Philippines, Poland, Portugal, Republic of Korea, Romania, Russian Federation, Senegal, South Africa, Sri Lanka, Sudan, Thailand, Uganda, Ukraine, United Kingdom, United Republic of Tanzania, United States, Venezuela, Zaire and Zimbabwe.

2. Elections and appointments to posts within the United Nations system

94. Meeting on 1 February 1995, the Bureau of ECOSOC elected Ahmad Kamal, Permanent Representative of Pakistan to the United Nations as the President of ECOSOC for 1995.

95. On 15 July 1994, the Secretary-General of the United Nations announced the appointment of Benon V. Sevan, a national of Cyprus, as Assistant Secretary-General for Conference and Support Services in the Department of Administration and Management as well as United Nations Security Co-ordinator.

96. On 29 July 1994, the General Assembly decided that an Office for Internal Oversight Services should supersede the Office for Inspections and Investigations created in September 1993 and, on 24 August 1994, it approved the appointment of Karl Theodor Paschke (Germany) as Under-Secretary-General for Internal Oversight Services for one fixed term of five years effective 1 October 1994.

97. On 5 August 1994, Rafeeuddin Ahmed (Pakistan), Executive Secretary of the Economic and Social Commission for Asia and the Pacific since April 1992, was appointed Associate Administrator of UNDP.

98. On 15 November 1994, the Secretary-General announced the appointment of Major General Manfred Eisele (Germany) as Assistant Secretary-General for Planning and Support in the Department for Peace-Keeping Operations.

99. Furthermore, the Secretary-General decided to make the following changes at the senior level, effective 1 January 1995:

100. Alvaro de Soto, who had been serving as one of the Secretary-General's Special Advisers, moved to the position of Assistant Secretary-General in the Department for Political Affairs while Mrs Rosario Green, Assistant Secretary-General for Political Affairs moved to the Executive Office of the Secretary-General as Special Adviser to the Secretary-General.

101. On 6 February 1995, the Secretary-General appointed three high officials:

102. Hazem Abdel El-Beblawi (Egypt) as Executive Secretary of the Economic and Social Commission for Western Asia (ESCWA) effective 1 February 1995; Adrianus Mooy (Indonesia) as Executive Secretary of the Economic and Social Commission for Asia and the Pacific (ESCAP) effective 1 April 1995 and K.Y. Amoako (Ghana) as Executive Secretary of the Economic Commission for Africa (ECA) as of 1 May 1995.

103. James P. Grant (United States), Executive Director of UNICEF died on 28 January 1995. Pending the appointment of a successor, Richard Jolly (United Kingdom), Deputy Executive Director, will be in charge of UNICEF.

104. Mr Botto de Barros completed his second, non-renewable mandate of 5 years as Director-General of the Universal Postal Union (UPU), on 31 December 1994. The UPU Congress elected Thomas E. Leavey (United States) to the post of Director-General starting on 1 January 1995.

105. On 1 January 1995, the World Trade Organization (WTO-OMC) officially replaced the General Agreement on Tariffs and Trade (GATT). Renato Ruggiero (Italy) was appointed as Director-General for a four-year term of office effective 1 May 1995.

3. International years, decades and days

106. At its forty-ninth session, the General Assembly of the United Nations proclaimed the following years, decades and days:¹

The World Year of People's Commemoration of the Victims of the Second World War 1995 (resolution 49/25)

The International Year of the Ocean 1998 (resolution 49/131)

The United Nations Decade for Human Rights Education, 1995-2005 (resolution 49/184)

The World Day to Combat Desertification and Drought, 17 June (resolution 49/115)

The International Day for the Preservation of the Ozone Layer, 16 September (resolution 49/114)

The International Day for Biological Diversity, 29 December (resolution 49/119).

¹ See Annex I for a full list of international days, years and decades.

4. Co-operation with other organizations

(a) Co-operation between the United Nations and the Organization of American States (OAS)

107. In its resolution 49/5, the General Assembly recommends that a third general meeting between representatives of the United Nations system and the Organization of American States be held in 1995 to continue to review and appraise progress in co-operation, and that sectoral and focal point meetings be held on areas of priority or mutually agreed issues.

UNESCO action

108. The Director-General of UNESCO and the Secretary-General of OAS met on 22 February 1995 to discuss ways of strengthening co-operation between both organizations.

109. UNESCO continues to be represented by an observer at the annual General Assemblies of OAS. Relations are also maintained with certain specialized bodies of OAS such as the Inter-American Economic and Social Council, the Inter-American Children's Institute, the Inter-American Commission of Women, the Inter-American Telecommunication Commission and, in particular, the Inter-American Council for Education, Science and Culture (CIECC), the counterpart of UNESCO in OAS.

110. It is to be underlined that during the XXVIth Regular Meeting of the CIECC, which took place in Buenos Aires (13-15 February 1995) and where UNESCO was represented as an observer, special attention was given to the theme 'Function of culture in integrated development with special emphasis on its contribution to overcoming poverty in the context of education, science and technology'.

111. UNESCO participated actively in the Third General Meeting between representatives of the United Nations system and OAS (New York, 17-18 April 1995).

112. The UNESCO Representative in Haiti continues to maintain close co-operation with United Nations and OAS representatives in that country.

(b) Co-operation between the United Nations and the Latin American Economic System (SELA)

113. In its resolution 49/6, the General Assembly urges the Specialized Agencies and other organizations and programmes of the United Nations system to continue and intensify their support for, and co-operation in the activities of the Latin American Economic System.

UNESCO action

114. In September 1994, the Director-General granted SELA a financial contribution of US \$55,000 under the Organization's Participation Programme to support: the 'Programa de América Latina y el Caribe ante los escenarios de cambio mundial', the 'Programa sobre políticas sociales integradas' and the 'Programa de apoyo a la instrumentación del sistema integral de servicios de información del SELA'.

115. The Director-General also decided to grant SELA financial assistance of US \$15,000 for the preparation of a book entitled 'Desafíos de América Latina ante el nuevo siglo', which will include

contributions from 15 distinguished specialists in the region and will be published jointly by both organizations.

116. UNESCO also organized with SELA a Regional Meeting of Experts for the World Summit on Social Development with the participation of 147 decision-makers, specialists and NGO representatives from 17 countries (Caracas, 17-18 November 1994).

(c) Co-operation between the United Nations and the League of Arab States (LAS)

117. In its resolution 49/14, the General Assembly requested the Secretary-General to continue his efforts to strengthen co-operation and co-ordination between the United Nations and other organizations and agencies of the United Nations system and the League of Arab States and its specialized organizations in order to enhance their capacity to serve mutual interests in the political, economic, social, humanitarian, cultural and administrative fields; calls upon the Specialized Agencies to follow up multilateral proposals as well as to improve the mechanism of consultation and to inform the Secretary-General, not later than 15 May 1995, of the progress of their co-operation with the League of Arab States and its specialized organizations, in particular the follow-up action taken on the multilateral and bilateral proposals adopted at the previous meetings and decides that a general meeting between the United Nations system and the League of Arab States should take place once every two years.

UNESCO action

118. Efforts continue to be made to strengthen co-operation with the Arab League Educational, Cultural and Scientific Organization (ALECSO), one of the Specialized Agencies of the League of Arab States. ALECSO has been invited to participate in the UNITWIN/UNESCO Chairs Programme. UNESCO is ready to launch a network of UNESCO/ALECSO Chairs in the Arab region.

119. A number of activities have also been implemented by UNEDBAS since 1993 with the active co-operation of ALECSO and ARLO, notably regional seminars and expert meetings related to women's literacy, adult education and ARABUPEAL. ALECSO was also involved in the preparatory work for MINEDARAB V and the second session of the Advisory Committee of ARABUPEAL which took place in Cairo from 11 to 14 June 1994.

120. ROSTAS continues to take part in the Arab League Workshop on Appropriate Technologies for the Utilization of Groundwater. It is worth noting that a ROSTAS staff member participates as a member in the following two committees of the Arab League:

the main steering committee for regional and international organizations working in the area of environment, and its subcommittees;

the joint committee for environment and development for the co-ordination and promotion of environmental activities in the Arab region.

121. These committees are mainly concerned with the follow-up of programmes and activities of Agenda 21 in the region.

(d) Co-operation between the United Nations and the Caribbean Community (CARICOM)

122. In its resolution 49/141, the General Assembly urges the Specialized Agencies and other organizations and programmes of the United Nations system to co-operate with the Secretary-General of the United Nations and the Secretary-General of the Caribbean Community in order to initiate, maintain and increase consultations and programmes with the Caribbean Community and its associated institutions in the attainment of their common objectives.

UNESCO action

123. UNESCO and the Caribbean Community (CARICOM) signed a co-operation agreement in 1980.

124. In 1994, UNESCO was represented at the tenth Standing Committee of CARICOM Ministers Responsible for Education and Culture (Belize, 12-13 September), during which several areas in which UNESCO-CARICOM co-operation is likely to be strengthened in the future were discussed, particularly environmental education, educational responses to structural adjustment, technical and vocational education, and cultural issues.

125. UNESCO organized, with the collaboration of CARICOM, a regional workshop (Guyana, 13-17 March 1995) aimed at assisting the Caribbean Member States in building and improving national capabilities for the systematic production and dissemination of education statistics and the development of common education indicators.

(e) United Nations University (UNU)

126. In its resolution 49/124, the General Assembly requests the Secretary-General to consider innovative measures to improve the communication and interaction between the University and the other agencies of the United Nations system and to ensure the integration of the work of the University into all relevant activities of the United Nations system, so that the latter may draw more extensively upon the work of the University.

UNESCO action

127. Efforts have been made to establish effective interaction between UNESCO and UNU programmes, notably with regard to the UNITWIN/UNESCO Chairs Programme where many linkages are possible. To this end a UNESCO/UNU Action Plan for UNITWIN has been drawn up and a UNESCO/UNU Chair in Global Economics will be established in 1995.

128. Moreover, Japan provides US \$120,000 annually under a fund-in-trust agreement for joint UNESCO/UNU activities. In 1994, these were (i) UNU/UNESCO/IOC Asia/Pacific mussel watch workshop; (ii) environmentally sound socio-economic development in humid tropics; and (iii) environmental monitoring.

5. Commemoration of the fiftieth anniversary of the United Nations

129. In its resolution 49/12, regarding the work of the Preparatory Committee for the Fiftieth Anniversary of the United Nations the General Assembly expressed its appreciation to the Secretariat of the fiftieth anniversary of the United Nations for its efforts to make this a global commemoration involving, *inter alia*, national committees, non-governmental organizations and the

United Nations system and staff and welcomed the continuation of the work of the Preparatory Committee on the draft declaration for the fiftieth anniversary.

UNESCO action

130. UNESCO participates actively in the meeting of the inter-agency working group for the United Nations fiftieth anniversary. The Organization has foreseen throughout 1995 a number of activities commemorating the fiftieth anniversary of the United Nations which have been included in the programme of activities commemorating the fiftieth anniversary of UNESCO. In this context, an International Encounter for Students and Teachers: 'A project in honour of UNESCO and the United Nations Fiftieth Anniversary' was held at the United Nations Headquarters in New York from 28 February to 6 March 1995. This encounter enabled the students and teachers to see for themselves the United Nations in action and to reflect about its future.

6. Question of Palestine

Assistance to Palestine refugees and to the Palestinian people

131. The General Assembly adopted a number of resolutions on assistance to the Palestinian people. Two among these resolutions are of particular relevance to UNESCO.

132. In its resolution 49/21 N, the General Assembly, called upon relevant organizations and agencies of the United Nations system to intensify their assistance in response to the urgent needs of the Palestinian people in accordance with the Palestinian priorities set forth by the Palestinian Authority, with emphasis on national execution and capacity-building.

133. In its resolution 49/35 D, the Assembly appealed to, *inter alia*, Specialized Agencies and the United Nations University to contribute generously to the Palestinian universities in the Palestinian territory occupied by Israel since 1967, including, in due course, the proposed University of Jerusalem 'Al-Quds'. It further appealed to the Specialized Agencies to contribute towards the establishment of vocational training centres for Palestine refugees.

UNESCO action

134. The Executive Board was informed at its 144th session (document 144 EX/16, para. 199) of the signing, on 9 December 1993 of a Memorandum of Co-operation between PLO and UNESCO to assist the Palestinian Authority to develop a number of aspects of the education system and activities within UNESCO's fields of competence (culture, social and human sciences, science and communication). Subsequently, on 30 April 1994 in Tunis, a Plan of Action was signed setting out different priorities in the Organization's fields of competence. Since the signing of the first implementation agreements of the Declaration of Principles on Interim Self-Government Arrangements, namely the agreement on the Gaza Strip and the Jericho area and the agreement on Preparatory Transfer of Powers and Responsibilities of 29 August 1994, implementation of the following projects of the Plan of Action has already started:

technical assistance for the establishment of the Ministry of Education (human resources, training and equipment);

establishment of the Curriculum Centre, rehabilitation of schools and kindergartens and restoration of the archaeological site of Jericho.

135. In a circular letter dated 12 January 1995, the Director-General requested Member States to contribute to a special UNESCO fund for fellowships for Palestinian students and to consider as well sponsoring fellowships for them. The letter reflected paragraph 12 of 145 EX/Decision 5.2.1, which invited Member States and international organizations and institutions concerned to make the financial contribution necessary to carry out the projects recommended in document 145 EX/9 Rev.

136. In 1994-1995, 40 fellowships in science, education and culture were awarded to Palestinian students. Of these, 19 fellowships came under the regular programme, 15 fellowships under the Participation Programme, and the remaining six were financed by the fund-in-trust project 420/RAB/10 (Scholarship Fund for Higher Education of Students of the Occupied Arab Territories).

137. In September 1994, a consultant was sent to assist the Palestinian Council for Higher Education in elaborating the operational budget for higher education for the 1995-2000 period. The mission concluded that the Council would require external donor funding amounting to \$76.3 million for emergency aid for general operating support during the five-year transitional period (1994-1999).

138. An International Conference on Academic Co-operation with Palestinian Higher Education Institutions was organized by the Steering Committee of the PEACE programme and the Catholic University of Louvain and sponsored jointly by UNESCO and the Commission of the European Communities. The meeting took place at Louvain-la-Neuve, Belgium on 19-20 November 1994. It was attended by some 150 participants representing 55 universities, higher education NGOs and 13 intergovernmental organizations, including UNESCO, the European Union, the World Bank, the World Health Organization, several foundations and bilateral donor agencies. The result of the Conference was very promising for the second phase of the PEACE programme, the elaboration of concrete proposals and the mobilization of financial commitments from donors. The Director-General has appointed a special adviser for this programme.

139. Due to recent developments in the peace process, UNESCO and UNRWA are currently discussing ways and means to respond promptly to new realities; a meeting was held for this purpose in July 1994 in Vienna between the two organizations and another one took place on 20 February 1995 at Headquarters.

140. UNESCO has started the preparation of a data base of Palestinian professionals and experts. This data base is the first step towards mobilizing Palestinian expatriates to participate in the reconstruction and development of institution-building in the West Bank and Gaza Strip.

141. An interdisciplinary mission visited the West Bank and Gaza Strip in November 1994 and prepared a feasibility study for the establishment of a marine station for the monitoring of the Marine Environment and Coastal Zone Management.

142. A comprehensive study on unemployed science graduates in the Gaza Strip and the West Bank has been conducted. A proposal for their retraining has been elaborated including proposals for the required curricula and total cost estimates.

143. In co-operation with other partners, UNESCO is providing assistance for the establishment of the Palestinian Broadcasting Corporation (PBC). Apart from the advisory services to PBC, UNESCO has contributed in the form of a television transmitting system and technical assistance for a total amount of US \$250,000. The second phase of the project to be launched soon will include the installation of a television production unit and related technical assistance.

144. UNESCO is co-funding the Seminar on Assistance to the Palestinian People in the Field of Media Development (Madrid, Spain, 29-31 March 1995), organized by the United Nations Department of Public Information.

145. Al-Quds University (Jerusalem) received a financial contribution for the setting up of a computer training unit. Furthermore, Al-Quds University participated in a joint project supported by UNESCO on speech synthesis for Arabic and Hebrew which also involves the Hebrew University of Jerusalem, the University of Bordeaux (France), Rabat University (Morocco) and Tunis University (Tunisia).

146. As a result of a survey mission in the Gaza Strip and the West Bank (14-23 November 1994), a comprehensive programme for the development of Palestinian crafts has been prepared for submission to funding sources. The programme would provide specialized training courses in production adaptation, skills training for young apprentices, assistance to existing craft co-operatives and associations and better marketing of craft products both locally and internationally. The programme has a strong socio-economic component while at the same time contributing to the preservation of the Palestinian cultural heritage.

147. Two evaluation missions to establish the state of the cultural heritage were carried out in Bethlehem, Gaza and Jericho. An action plan for safeguarding the Palestinian archaeological and historical heritage has been drawn up and will be submitted to potential donors.

7. International Decade for Natural Disaster Reduction (IDNDR)

148. In its resolution 49/22 A concerning the International Decade for Natural Disaster Reduction, the General Assembly commended those organizations that contributed to the International Decade for Natural Disaster Reduction (IDNDR, 1990-2000), and called upon the United Nations Specialized Agencies to participate in the implementation of the Plan of Action contained in the Strategy for a Safer World, adopted in Yokohama, Japan, on 27 May 1994 by the World Conference on Natural Disaster Reduction.

UNESCO action

149. UNESCO is actively engaged in the IDNDR programme. The Organization contributed to and participated in the World Conference on Natural Disaster Reduction which was held in Yokohama from 23 to 27 May 1994 and was one of the seven major United Nations conferences and events during the 1994-1995 biennium, which required special contributions on the part of UNESCO. The Organization has already initiated action in order to adapt its programme to the Yokohama Strategy.

150. In its resolution 49/22 B on early warning capacities of the United Nations system with regard to natural disasters, the General Assembly requested all bodies of the United Nations system to make proposals on how early-warning capacities could be improved and better co-ordinated in order to provide for an adequate response to natural disasters and similar disasters with an adverse impact on the environment and, in this context, also to make concrete proposals on the transfer of technologies related to early warning, in particular to developing countries, taking into account Chapter 34 of Agenda 21, as well as the Principles of the Yokohama Strategy for a Safer World, adopted by the World Conference on Natural Disaster Reduction.

UNESCO action

151. For more than 30 years, UNESCO has been actively engaged in the mitigation of risks arising from natural hazards such as earthquakes, volcanic eruptions, landslides, tsunamis, floods, storms, drought, wildfire, etc. UNESCO co-operates closely with other United Nations bodies, notably WMO, and international scientific and cultural institutions in the improvement of early warning capacities with regard to natural disasters. UNESCO was co-organizer, with WMO, during the World Conference on Natural Disaster Reduction, of the Technical Committee on 'Warning Systems', which was one of the Conference's seven technical committees.

8. The Olympic ideal

152. In its resolution 49/29, the General Assembly, *inter alia*, invited the President of the International Olympic Committee to mobilize the Olympic Movement in support of the forthcoming celebration of the fiftieth anniversary of the United Nations and of the United Nations Year for Tolerance in 1995.

UNESCO action

153. At its twenty-seventh session, the General Conference of UNESCO adopted resolution 5.17 on young people and sports activities. In implementation of this resolution, a teaching module on the Olympic ideal, which will be tested in Mozambique, has been prepared by UNESCO and financed jointly by the International Olympic Committee (IOC).

154. UNESCO has focused attention on the Olympic ideal at many meetings, in particular those of the Bureau of the Intergovernmental Committee for Physical Education and Sport (CIGEPE) and the Governing Board of the International Fund for the Development of Physical Education and Sport (FIDEPS) in Tbilisi, Republic of Georgia, November 1994, and at the regional forums on physical activity and sport, especially the one held for the Euro-Mediterranean region in Padua-Venice in October 1994.

155. The Director-General drew particular attention to this subject at the award ceremony for the Fair-Play Trophy in Stuttgart (January 1995), when he spoke in the presence of the King of Norway, the Grand Duke of Luxembourg, the Minister-President of the Land of Baden-Württemberg, the Mayor of Stuttgart and many eminent personalities.

9. Peaceful uses of outer space

156. In its resolution 49/34, the General Assembly requested all organs, organizations and bodies of the United Nations system and other intergovernmental organizations working in the field of outer space or on space-related matters to co-operate in the implementation of the recommendations of UNISPACE II of 1982 and requested the Specialized Agencies and other international organizations to continue and, where appropriate, enhance their co-operation with the Outer Space Committee and to provide it with progress reports on their work relating to peaceful uses of outer space.

UNESCO action

157. UNESCO co-operates closely with United Nations bodies and international scientific and cultural institutions in the implementation of the recommendations of the UNISPACE II Conference. The Organization participated in the most recent ad hoc inter-agency meeting on outer space matters (Vienna, 3-5 October 1994) and will also be represented at the forthcoming meetings

of the subsidiary bodies of the Committee on the Peaceful Uses of Outer Space which will take place in Vienna in the course of 1995.

158. UNESCO continues to strengthen its remote sensing programmes on earth sciences, ecological and hydrological sciences, marine sciences and oceanography, environmental studies and projects related to culture (space archaeology) and the use of space technology for distance education and for communication.

10. Questions relating to information

159. In its resolution 49/38 A on information in the service of humanity, the General Assembly sought the general support of Member States of the United Nations for the work of the Organization in the fields of freedom of the press and of the media, independence, pluralism and diversity of the media, and particularly the strengthening of communication infrastructures and capabilities in developing countries. The resolution thereby echoes the ongoing work of UNESCO under Major Programme IV.

UNESCO action

160. There has been close co-operation over the last several years between the Communication Division of UNESCO and the Department of Public Information of the United Nations, which jointly organized three regional seminars on promoting independent and pluralistic media in Africa (Windhoek, 1991), Asia (Alma Ata, 1992) and Latin America and the Caribbean (Santiago de Chile, 1994). This co-operation was also one of the main factors which led to the decision by the General Assembly of the United Nations in 1993, to proclaim 3 May 'World Press Freedom Day'.

161. As to the development of communication, the support of the United Nations is essentially moral. Every year, the General Assembly reiterates its 'full support for IPDC'. Unfortunately, no concrete action is taken by the United Nations to follow up on this recommendation. Regarding training programmes, each organization is working independently. One should note nevertheless that UN/DPI has associated UNESCO in the organization, in March 1995, in Madrid, of a 'Seminar on assistance to the Palestinian people in the field of media development'.

B. SUSTAINABLE DEVELOPMENT AND INTERNATIONAL ECONOMIC CO-OPERATION

1. Cultural development

162. After considering a report submitted by UNESCO, the General Assembly adopted resolution 49/105 inviting all States, intergovernmental and non-governmental organizations and the organizations and agencies of the United Nations system, within the framework of the World Decade for Cultural Development, to concentrate efforts on interdisciplinary projects of regional and interregional scope.

163. It also invited those same agencies to find appropriate ways of integrating cultural factors into all endeavours aimed at social and economic development.

UNESCO action

164. The mid-term evaluation of the World Decade for Cultural Development (1988-1997) was able to report that more than 2,100 projects had been implemented under the Decade, of which more than 1,000 had been awarded the Decade label and 325 had received financial support.

165. Project themes link culture with a particular aspect of development such as education, the environment, architecture, health or crafts, or are concerned with particular groups such as women, children, rural populations, or questions connected with cultural identity and multicultural societies.

166. The preparation of a World Report on Culture and Development by the World Commission on Culture and Development and the project on the methodology for including cultural factors in development policies constitute the two flagship projects of the Decade.

167. Interdisciplinary projects of regional scope have been implemented as from 1993-1994, and number two to three per region. Some examples are 'The culture of maintenance', in Africa, 'Culture, tourism and development', in the Arab States, 'Environmentally sound and sustainable life-styles', in Asia, 'The cultural information system', in Latin America and the Caribbean, and 'The Blue Danube' project in Europe.

168. Several major intercultural projects such as the 'Silk Roads: Roads of Dialogue', 'The Baroque World', 'The Maya World' and 'The Slave Route' lay particular emphasis on dialogue and relations among cultures.

169. Various organizations of the United Nations system are taking part in the programme for the Decade, for example, in the celebration of the World Day for Cultural Development (21 May), which has a different theme every year. In 1993, ILO was associated with the theme 'Culture, education and work'. In 1995, FAO is participating in the preparation of the World Day on the theme 'Culture and agriculture'.

170. The Decade's Plan of Action for the years ahead lays emphasis on better understanding of the relationship between culture and development, the concentration of activities on the Decade's first objective - acknowledgement of cultural factors in development, and greater involvement of the agencies of the United Nations system.

2. Integration of the economies in transition into the world economy

171. In its resolution 49/106, the General Assembly invited the United Nations system to continue its support for the efforts of economies in transition as they transform their economies and integrate them into the world economy through, *inter alia*, adoption of the international standards and practices of market economy countries.

UNESCO action

172. In line with its mandate, UNESCO's contribution to the economic development of transitional societies does not lie in direct financial assistance, or in the planning and management of economic change, but rather in assessing its implications in relation to social conditions and behaviour, education and training, and cultural impact.

173. UNESCO's activities in the countries with economies in transition focus on (education) curriculum development and renewal, environmental and peace education, the reconstruction of higher education, and the creation of new teaching tools; (natural sciences) environmental

programmes, science and technology policy, and efforts to combat the scientific brain drain; (social sciences) protection of human rights and minorities, and contribution to peace building; (culture) preserving the cultural heritage, cultural management and financing, cultural identity and the renaissance of traditional culture, promoting creativity under a new order, technical assistance for legislation and the implementation of cultural conventions; (communication, information and informatics) media independence and pluralism, informatics development, and the preservation and modernization of libraries and archives.

174. UNESCO attempts to plan its activities within the framework of overall United Nations system assistance, especially in conjunction with UNDP initiatives at the country level and (in CIS) with emerging interim United Nations offices. In relation to Central and Eastern Europe and the Newly Independent States of the Former Soviet Union, UNESCO is participating fully in the current round of consultative group meetings. Since UNESCO is primarily concerned with the need to manage change within the social and education system, the Organization's programme can only operate effectively in a co-ordinated United Nations system.

3. United Nations Conference on Human Settlements (Habitat II)

175. In its resolution 49/109, the General Assembly noted with interest the call by the Secretary-General of the United Nations to give the Conference the dimensions of a 'City Summit', reaffirmed its decision that the Conference should be held at the highest possible level of participation and decided to hold at United Nations Headquarters early in 1996 a third substantive session of the Preparatory Committee to complete the preparatory work for the Conference, which will meet in Istanbul in June 1996.

UNESCO action

176. UNESCO is co-operating closely with the Secretariat of Habitat II and is currently preparing several activities as a contribution to the 'City Summit'. A focal point and an intersectoral working group have been set up for that purpose. The most significant activities will be (i) a position paper stating UNESCO's views on human settlements, urban and rural, at the end of the twentieth century with particular emphasis on the city as a social fabric and on those aspects related to citizenship, urban life, social integration and solidarity; (ii) an expert meeting on 'The Future of Cities: Citizenship, Tolerance and Solidarity', the results of which will be submitted to the City Summit in the form of a brochure; (iii) a document on urban revitalization for which five or six examples of cities (Beirut, Berlin, Fes, Hanoi, etc.) will be chosen in order to show different strategies and management patterns; (iv) an exhibition on 'The Wisdom of Traditional Cities' showing the quality of life of traditional cities and those urban elements which contribute to it.

4. International co-operation for the eradication of poverty in developing countries: International Year for the Eradication of Poverty

177. In its resolution 49/110, the General Assembly invited all States, organizations of the United Nations system, relevant international organizations, concerned national organizations, non-governmental organizations and interested groups to give the necessary attention to the preparations for and observance of the International Year for the Eradication of Poverty (1996) which will be launched at the fiftieth session of the General Assembly.

UNESCO action

178. Activities for the International Year for the Eradication of Poverty will be developed in 1995 and 1996, in conformity with the Programme of Action of the World Summit for Social Development held in Copenhagen in March 1995.

5. Report of the International Conference on Population and Development

179. In its resolution 49/128, the General Assembly calls upon the organs and organizations of the United Nations system and the Specialized Agencies to undertake the actions required to give full and effective support to the implementation of the ICPD Programme of Action.

180. It further requests the Specialized Agencies and all related organizations of the United Nations system to review and, where necessary, adjust their programmes and activities in line with the Programme of Action on Population and Development and take appropriate measures to ensure its full and effective implementation, taking into account the specific needs of developing countries. The General Assembly acknowledges that population, health, education, poverty, patterns of production and consumption, empowerment of women and the environment are closely interconnected and should be considered through an integrated approach and reflected in the follow-up to the Conference.

181. This resolution also indicates that the General Assembly should undertake a regular review of the implementation of the Programme of Action.

UNESCO action

182. The ICPD Programme of Action makes far-reaching proposals in high priority areas for UNESCO. First and foremost, an overarching importance is given to education and investment in human development in the chapter of the Programme of Action on education (Chapter XI). Another area of priority, in particular for the transdisciplinary project 'Environment and population education and information for human development' (EPD), are the interlinked issues of development, population and environment articulated in Chapter III. Recommendations concerning gender equity and empowerment of women are well reflected in Chapter IV and in the guiding principles of the Programme of Action. Other areas which are of concern for various UNESCO activities include urbanization trends and mega-cities (Chapter IX); issues related to international migration, refugees and displaced persons (Chapter X); technology, data collection, research and development (Chapter XII).

183. As an active partner in inter-agency follow-up action, UNESCO participated in the first meeting of the 'Inter-Agency Task Force on the Implementation of the ICPD Programme of Action' convened in December 1994 in New York at the request of the Secretary-General. This newly established IATF is to develop a co-ordinated approach for the implementation of the ICPD Programme of Action with a focus on country-level co-operation. At its first meeting, the Task Force decided, *inter alia*, to establish four working groups on (i) basic education, with special attention to gender disparities, (ii) policy related issues, (iii) empowerment of women, and (iv) common data system. UNESCO is the lead agency for the inter-agency 'Working Group on Basic Education, with Special Attention to Gender Disparities', which held its first meeting with the participation of the representatives of UNFPA, UNDP, UNICEF, the Department for Economic and Social Information and Policy Analysis (DESIPA) the Statistical Division, FAO, WHO, ILO and the World Bank in March, 1995 at UNESCO Headquarters.

6. United Nations New Agenda for the Development of Africa in the 1990s (UN-NADAF)

184. In resolution 49/142, the General Assembly, reaffirming its resolution 48/214 of 23 December 1993 on the United Nations New Agenda for the Development of Africa in the 1990s which has already been brought to the attention of the Executive Board at its 144th session (144 EX/16, paras. 269 to 272), again urged all organs, organizations and programmes of the United Nations system to incorporate the priorities of the New Agenda in their mandates, to allocate sufficient resources for their operation and to improve further the use of available resources. The General Assembly recommends also that, as part of capacity-building assistance, interested African countries be assisted in monitoring the impact of the work being undertaken in the context of the implementation of the New Agenda and in ensuring the participation of community-based groups, particularly women. The Assembly renews its call upon the international community to pursue vigorously its responsibilities and commitments under the New Agenda in order to provide full and tangible support to African efforts.

UNESCO action

185. The Consultative Group on Africa established by the Director-General in 1992 within the framework of the 'Priority: Africa' programme held its first meeting at UNESCO Headquarters on 3 November 1992. This advisory panel shares the objectives of the United Nations New Agenda for the Development of Africa in the 1990s (UN-NADAF). The recommendations put forward by the Group at the first meeting were in line with the objectives of the third Medium-Term Plan of UNESCO, which stressed the need for 'an analysis of the implications of structural and sectoral adjustment policies on human resources development'.

186. Responding to the suggestions made by the Group, the Director-General secured the agreement of the General Conference at its twenty-seventh session to a proposal to make 'Priority: Africa' a transverse programme in order to strengthen, at both the regional and subregional levels, the implementation of intersectoral plans of action, the mobilization of resources and the co-operation of partners for the purpose of sustainable development.

187. At its second meeting on 6 June 1994, convened in order to make recommendations to the Director-General concerning the holding of Audience Africa, the Group discussed a number of problems concerning the continent in the fields of competence of UNESCO and made suggestions which were adopted in relation to the organization of Audience Africa.

188. Within the framework of the follow-up to the Jomtien Conference, UNESCO has continued to co-operate with non-governmental organizations, particularly in the following activities:

- (i) the eleventh collective consultation of international NGOs on education for all held from 14 to 18 October 1994 in Nairobi on the theme 'basic education in the service of marginalized families', in which 23 international and 31 local NGOs participated;
- (ii) the Dakar meeting from 5 to 8 December 1994 on the theme 'education as the key to development in Africa', organized by the International Co-ordinating Committee for the NGO Network (composed of the four agencies that sponsored the Jomtien Conference, the UNESCO NGO Standing Committee and UNICEF). It was attended by representatives of many national and regional NGOs from West Africa.

189. UNESCO participated in and chaired the fifth meeting of the United Nations Inter-Agency Task Force on African Economic Recovery and Development (UN-IATF) held in Addis Ababa, from 23 to 25 November 1994. The meeting was convened to consider required follow-up actions

to the implementation of the revised United Nations System-Wide Plan of Action for African Economic Recovery and Development, taking into consideration the conclusions and recommendations thereon of the Joint Meetings of the Committee for Programme and Co-ordination (CPC) and the Administrative Committee on Co-ordination (ACC) in October 1994. Six priority areas were established by the revised Plan, and UNESCO is lead agency for priority area 1, pertaining to human resources development and capacity-building, including education, health and training.

190. Audience Africa, convened in Paris from 6 to 10 February 1995, provided the opportunity to hear the different components of society on that continent - governments and educational, scientific, cultural and other representatives of civil society - define for themselves the priorities for social development in Africa and the strategies for their implementation in the fields of competence of UNESCO.

191. This exercise of listening to Africa was organized around five main themes: training and sharing of knowledge; science, technology and sustainable development: Africa and the world; regionalization and development; communication and development in the rural environment; democratization in everyday life and development; the culture of peace.

192. As UNESCO had been designated lead agency for the United Nations System Support to Africa in the area of human resources development and capacity-building, it was around this timely inter-agency theme that Audience Africa focused all the other themes. It interpreted human resources development in its broadest sense, that is to put humankind at the centre of sustainable development, and to create the socio-economic, cultural and political environment for capacity-building and utilization.

193. The Director-General is reporting separately to the Executive Board, at its current session, on this major event.

C. STRENGTHENING OF THE CO-ORDINATION OF HUMANITARIAN AND DISASTER RELIEF ASSISTANCE OF THE UNITED NATIONS INCLUDING SPECIAL ECONOMIC ASSISTANCE

1. Strengthening of the co-ordination of emergency assistance of the United Nations

194. In resolution 49/139 A, the General Assembly, recognizing the need to further strengthen co-ordination of humanitarian assistance, in particular in the field, urged all concerned operational and humanitarian organizations and agencies to co-operate and participate fully in the preparation of the consolidated appeals for humanitarian assistance in order to ensure the prompt launching of such appeals based on specific priorities.

UNESCO action

195. UNESCO has participated actively in the preparation of the Department of Humanitarian Affairs Appeal Exercises for countries in post-conflict situations and the newly independent countries in the former Soviet Union and in the former Yugoslavia. The first DHA Appeal mission in which UNESCO participated was in Tajikistan in the former USSR. Though the Department of Humanitarian Affairs was not able to mobilize funds for UNESCO proposed projects in the field of education, a momentum was built up thanks to this mission. UNESCO was able to attract the attention of NGOs to such emergency assistance projects. In the case of countries in the Caucasus,

UNESCO not only participated in the preparation of the DHA Appeal projects but also allocated a modest amount of seed money to appeal - with the Organization's commitment - to potential donors. The UNESCO intersectoral mission to the Caucasus and a consultancy mission for health education for Armenia and Tajikistan could be considered as complementary actions to the United Nations co-ordinated efforts to enhance the rapid-response capability of the system as a whole. The UNESCO Unit for the Education of Refugees and the Reconstruction and Rehabilitation of Education Systems Unit (ED/RER) issued a brochure on educational reconstruction in English, French and Portuguese with a view to increasing awareness of the danger of armed conflict and outlining the framework of UNESCO's programme of reconstruction of education systems in post-conflict situations.

196. Furthermore, UNESCO established co-operation with other United Nations organizations and NGOs for its educational emergency operations in Somalia and Rwanda. It also has ensured co-ordination with UNICEF in the preparation of the United Nations Inter-Agency Consolidated Appeal for Rwanda for 1995 by submitting a joint appeal component for basic education.

197. In the case of Rwanda, UNESCO allocated some US \$500,000 from its regular budget and fielded a permanent educational specialists' team. Following a meeting between the Director-General of UNESCO and the Rwandan Ministers of Education, UNESCO sent two consultants to Rwanda in order to help organize a national planning seminar for educational reconstruction as well as to assess the immediate needs in basic equipment and materials to enable the national educational authorities better to supervise and co-ordinate national efforts and international assistance for the rehabilitation and reconstruction of the education system in Rwanda.

198. In its resolution 49/139 B on the strengthening of the co-ordination of emergency humanitarian assistance of the United Nations in particular participation of the 'White Helmets' in United Nations humanitarian relief activities, the General Assembly, welcoming national initiatives, such as the establishment of a national volunteer corps called 'White Helmets', undertaken in order to strengthen the stand-by capacity of developing countries and to support United Nations activities in the area of humanitarian emergency assistance, as well as in the promotion of a smooth transition from relief to rehabilitation, reconstruction and development, requested the Secretary-General to submit a report to the Economic and Social Council at its next substantive session incorporating the views expressed by governments and appropriate intergovernmental organizations and relevant entities within the United Nations system on ways and means of strengthening national and regional stand-by arrangements, including the establishment and full utilization of national volunteer corps, in the area of emergency humanitarian assistance.

UNESCO action

199. UNESCO has initiated discussions with the United Nations Volunteers in order to establish a special sub-roster of stand-by volunteers for UNESCO's emergency operations. In addition, the Organization has established agreements with the Jesuit Refugee Service for secondment of specialized personnel to UNESCO's emergency operations in Somalia and in Rwanda as well as agreements with the Norwegian Refugee Council for the secondment of specialized personnel to UNESCO's emergency operations in Somalia and in Rwanda.

2. Emergency assistance and special economic rehabilitation programme

200. In its resolution 49/9 concerning the necessity of ending the economic, commercial and financial embargo imposed by the United States against Cuba, the General Assembly requested the Secretary-General, in consultation with the appropriate organs and agencies of the United Nations system, to prepare a report on the implementation of that resolution in the light of the purpose and

principles of the Charter and international law which, *inter alia*, reaffirm the freedom of trade and navigation.

UNESCO action

201. UNESCO is continuing its efforts to offset the effects of the embargo in its fields of competence: its action has made it possible, owing to the participation of Cuban specialists in events organized in the countries of Latin America and the Caribbean and meetings held in Cuba itself, to build a bridge between the island and the region.

202. Recent examples of co-operation include the Organization's financial and technical contribution to 'Pedagogia 95', an important congress of educators held in Cuba in February 1995, and the establishment of four UNESCO Chairs in the fields of higher education, information technology, teacher training, and the cultural heritage.

203. Furthermore, the German Foundation Tias-Gesellschaft Nürnberg has awarded a grant of more than \$200,000 for the manufacture of 3 million exercise books for children in Cuban schools. These exercise books will bear the UNESCO logo, a quotation from the poet José Martí and the words '1995-United Nations Year for Tolerance'.

204. In addition, a large-scale project of the World Decade for Cultural Development - the Cultural Information System of Latin America and the Caribbean (SICLAC) - enables Cuba to stay in touch with other countries of the region on cultural matters.

205. In resolutions 49/16, 49/21 A, C, D, E, F, G, H, I, J, K, L, and 49/140 concerning special economic assistance to the following countries or regions: Nicaragua, States affected by the implementation of Security Council resolutions imposing sanctions against the Federal Republic of Yugoslavia (Serbia and Montenegro), Burundi, Mozambique, Liberia, Djibouti, Croatia, Central America, El Salvador, Somalia, Sudan, Front-Line States and other neighbouring States, and Afghanistan, the General Assembly expressed its appreciation of the efforts made by the international community, including the organs and organizations of the United Nations system, in emergency humanitarian assistance rendered to these countries and requested them to continue to provide, as appropriate, the financial, technical and other assistance for their economic rehabilitation and reconstruction as well as the consolidation of peace.

UNESCO action

Assistance to Nicaragua

206. UNESCO's Culture of Peace Programme (CPP) complies with resolution 49/16 through its national Culture of Peace Programme in Nicaragua, begun in 1994. This programme focuses on activities of social reconstruction and recovery in the country. So far, eight project areas have been identified, amounting to a preliminary assessment of around US \$14,103,950 for three years, covering issues such as education for peace, civic education and gender issues, among others. CPP intends to assist the country in seeking the necessary funds for the implementation of activities promoting peace-building.

Assistance for the rehabilitation and reconstruction of Liberia

207. To facilitate the transition from emergency assistance to reconstruction and prepare the ground for the resettlement and reintegration of affected communities, UNESCO, in association with UNDP, the Liberian National Transitional Government, international, national and local NGOs

and, in particular, with national education career professionals, prepared a diagnosis of the situation, identified problems and their possible origins, and drew up a rehabilitation-reconstruction strategy for the basic education and pre-service training sector.

208. This strategy aims at progressively rehabilitating and reconstructing the basic education and pre-service technical training sector through the realization of detailed first priorities within a cluster of ten modules targeted as follows: streamline management of education and training services at ministry of education and local levels; strengthen consultation and collaboration with non-governmental structures in the management of schools and learning centres; reduce workload in schools under the formal curriculum and introduce opportunities to adjust educational activities to specific local needs (including needs resulting from the conflict); rehabilitate the primary school teacher-training institution for crash teacher-training programmes and strengthen the teaching profession; restructure and rehabilitate formal basic education services and restructure and rehabilitate non-formal basic education services; rehabilitate technical education at post-primary level; reconstruct and rehabilitate general junior high schools; promote the participation of girls and women; rehabilitate and promote the use of media in education programmes.

209. UNESCO/BREDA and the Liberian Government jointly prepared the document 'An Education and Training Sector Reconstruction Programme (1995-2000)'. Owing to the unstable situation in Liberia, this report has still to be presented officially to UNDP and the Liberian Government. However, the Liberian National Transitional Government has already invited the Director-General to personally attend a pledging conference arranged for April 1995 to mobilize funds and increase awareness of this programme.

Assistance to Mozambique

210. UNESCO established an office in Maputo in October 1994 for the express purpose of mobilizing international support for the reconstruction of the country in all fields covered under UNESCO's mandate but with particular emphasis on education. A number of projects have already been identified and are being developed for future discussion with donors, in particular, the project on curriculum reform and implementation of an emergency programme for education; the project on the formulation of a cultural policy and rehabilitation for the Island of Mozambique; and lastly, the Culture of Peace Programme prepared in conjunction with the Mozambican Steering Committee and the Mozambican National Commission and submitted for funding in 1995. The programme emphasizes participation of both governmental and non-governmental organizations representing all perspectives in the planning and implementation of projects which combine aspects of education, communication and science with development and conflict management. Emphasis is placed on youth, women, demobilized soldiers and community, and elected leaders.

International co-operation and assistance to alleviate the consequences of war in Croatia and to facilitate its recovery

211. At the invitation of the Zagreb authorities, the Director-General made a brief official visit to Croatia in December 1994 and had talks with President Tudjman, the Deputy Prime Minister Mr I. Kostovic and other senior officials of Croatia. During his visit, he participated in a round table on the protection of the cultural and natural heritage - world heritage in danger in Dubrovnik and opened the primary school of Cilipi. Eighty per cent of this school was destroyed during the war and it has been almost entirely rebuilt under the SHARE programme, which aims to improve the quality of refugee education in Croatia and Slovenia. Furthermore, with the assistance of the German National Commission for UNESCO and initiatives taken by the goodwill Ambassador, Ms Ohoven, a sum of US \$750,000 was raised to rebuild schools and supply textbooks and

teaching materials in Croatia during 1993-1995. As a result, in March 1994, the primary school in Osijek (US \$58,000) was reopened and another was opened at the refugee centre in Gasinci (US \$93,500), both in Slovenia, in Eastern Croatia. An education specialist, who was transferred to Zagreb in August 1993, is in charge of co-ordinating SHARE activities. The programme for 1995 provides *inter alia* for the organization of workshops and symposia on the educational needs of refugees, school management and administration, and the training of instructors. As regards the cultural heritage, UNESCO is providing assistance to the Zagreb authorities for the establishment of a centre in Dubrovnik to co-ordinate the action undertaken to restore the old city. At its recent meeting, the World Heritage Committee decided to allocate the sum of US \$50,000 for this purpose and to extend the site of the old city of Dubrovnik to include a protection zone. Furthermore, financial assistance (US \$39,000) was provided to Croatian authorities for the purchase of microfilm to meet the archive requirements of Dubrovnik.

Special plan of economic co-operation for Central America

212. Central America has shown particular commitment to strengthening the peace processes in the region, in collaboration with civil society and the United Nations family. UNESCO's Culture of Peace Programme (CPP) is contributing to the successful implementation of the peace accord in El Salvador by means of a complementary action programme in the field of post-conflict peace-building. In Nicaragua, UNESCO (CPP) is drawing up a national programme for the consolidation of peace. In Belize, contacts are being developed by CPP to strengthen national efforts for peace. In Guatemala, a large programme for assistance in resettlement is being launched.

213. UNESCO (CPP) is also supporting in its resolution initiatives which build up confidence, dialogue and mutual trust, such as the project on 'the participation of youth in the construction of a culture of coexistence, solidarity and peace in Central America', which consists of a series of seminars to be held in 1995 in El Salvador, Guatemala, Honduras, Costa Rica, Panama and Nicaragua with the participation of political and social youth organizations, youth NGOs, IGOs responsible for youth policies and student organizations. About 50 organizations will participate in this regional initiative for the consolidation of peace. Another culture of peace initiative in the subregion is the promotion of youth festivals. UNESCO's Culture of Peace Programme (CPP) and the Associated Schools Project (ASP), together with the El Salvador national authorities are organizing a culture of peace festival with the participation of 50 children from the following countries within the subregion: Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama. This Festival, which will take place in June 1995, is part of a series of seven identical subregional events which will be held during the year, and will contribute to the celebration of the fiftieth anniversary of UNESCO and of the United Nations Year for Tolerance. The main objective of this activity is to promote the educational process of awareness-raising and reflection among children, enabling them to better assume the role that they can play in the promotion of a culture of peace. Children aged between 11 and 13 years from different countries will come together to reflect upon, discuss and by means of a series of role plays, draft an Appeal. This Appeal will be presented at the twenty-eighth session of the General Conference, within the framework of ceremonies held to celebrate the fiftieth anniversary of UNESCO.

Assistance for the reconstruction and development of El Salvador

214. At its twenty-seventh session, the General Conference adopted an action programme for a culture of peace (CPP), by means of which UNESCO is contributing to the reconstruction and development of El Salvador. The Culture of Peace Programme in El Salvador calls for the participation and concerted action of both civil society and government bodies to consolidate the peace process in the country. The programme has designed 23 project profiles, of which seven have

already become projects involving a total amount of US \$11,849,629 over three years, covering the areas of democratic citizenship and human development, recovery and development of national identity and learning and living in a culture of peace. UNESCO's Culture of Peace Programme responds also to A/RES/49/21 I by assisting El Salvador to mobilize the financial resources needed to build peace in the country in the fields of competence of the Organization.

Emergency international assistance for peace, normalcy and reconstruction in war-stricken Afghanistan

215. UNESCO's activities in Afghanistan have concentrated on education. Programmes on literacy, basic education, life skills and the printing of posters on school construction for local villages are currently being implemented, funded primarily by UNOCHA (United Nations Office for the Co-ordination of Humanitarian Assistance to Afghanistan) and UNDP.

216. To implement these programmes, UNESCO involved Afghan NGOs, as well as several United Nations agencies. Since it was found that broadcasting services had a great impact both inside Afghanistan and in refugee camps outside the country, UNESCO fielded a consultant mission in 1991 to prepare a plan on interactive distance education for all. The consultant's recommendations included a proposal to mount a soap opera with the BBC World Service with the overall strategy to 'educate by stealth' - through first-rate entertainment drama for listeners who are starved of entertainment. Education through soap operas has worked in many areas of the world, and the media environment in Afghanistan makes this approach particularly appropriate for Afghan listeners. The 'New Home, New Life' project aims more specifically at increasing the audience in Afghanistan for educationally based drama programming.

217. UNESCO contributed to the training of Afghan women script writers and to the evaluation of the project, and further introduced an innovation with a literacy element in the radio programme by publishing a monthly cartoon journal also entitled 'New Home, New Life'. In addition to continuing the radio and cartoon programmes, the following activities are planned for the forthcoming months: introduction of measures to make newspaper publishing self-sustainable; handbook on brick making; handbook on solar energy cookery; handbook for natural dye; three video films: 'Basic Education in Herat', 'Cultural Monuments in Herat', 'How "New Home, New Life" is produced'; provision of school supplies to schools built by local village people; publication of well known poems as literacy materials; organization of a competition for poems for peace.

218. In its resolution 49/23 concerning emergency international assistance for a solution to the problem of refugees, the restoration of total peace, reconstruction and socio-economic development in war-stricken Rwanda, the General Assembly urged *inter alia* United Nations Specialized Agencies to provide all possible financial, technical and material assistance with a view to facilitating the restoration of basic services, rehabilitating the economy and ensuring the reconstruction of the social and economic infrastructure of Rwanda and the return and resettlement of refugees and internally displaced persons in Rwanda as well as to facilitate their reintegration into society and the completion of the democratization process with a view to the restoration of lasting peace in Rwanda.

UNESCO action

219. UNESCO has been implementing programmes for emergency basic education in the refugee camps in the Ngara district of the United Republic of Tanzania. The educational programmes have been based on the principle of preparing for repatriation.

220. UNESCO started in September to assist the Rwandese Ministry of Primary Education to implement a programme for emergency basic education in order to offer children basic educational facilities as rapidly as possible.

221. At the request of the Rwandese Minister of Higher Education, UNESCO will, in the course of 1995, study the possibilities of establishing a UNESCO House for Culture for Peace in Kigali.

222. In its resolution 49/24 on special assistance to countries receiving refugees from Rwanda, the General Assembly urged all States, intergovernmental and non-governmental organizations and called upon the international financial and development institutions to provide all the financial, technical and material assistance necessary to facilitate the restoration of the basic services destroyed in the countries receiving Rwandese refugees.

UNESCO action

223. There have been regular contacts for the co-ordination of work between UNESCO and UNHCR in the field of refugee education through UNESCO's Liaison Office at Geneva. A UNESCO field staff member accompanied Ms Frauke Riller during her visit to refugee camps in the United Republic of Tanzania and Zaire. In recognition of the need for a coherent overall strategy and co-ordination mechanism for the provision of education to those with refugee status, UNESCO has proposed to sign a Memorandum of Understanding between UNESCO and UNHCR. It is intended to serve both as a policy statement and provide a set of working guidelines for the specialist staff in both organizations. UNESCO is presently awaiting the official reaction from UNHCR on this proposal.

3. United Nations Educational and Training Programme for Southern Africa

224. In its resolution 49/17, the General Assembly appealed to all States, institutions, organizations and individuals to offer such financial and other assistance to the United Nations Educational and Training Programme for Southern Africa as will enable it to carry out its programmed activities.

UNESCO action

225. UNESCO's assistance programme for southern Africa is a parallel programme to the United Nations Educational and Training Programme for Southern Africa (UNETPSA).

226. Following the democratic elections of April 1994 in South Africa, UNESCO's programme of assistance to national liberation movements is coming to an end. The majority of the 425 South Africans who continued to receive assistance under the ANC and PAC projects during 1994 have returned to South Africa. Fifty-one fellowship holders are expected to complete their studies by mid-1996. The final phase of this programme will be reviewed with UNDP and South African authorities in March-April 1995.

227. The Organization also took part in the 'International Donors' Conference on Human Resources Development in the Reconstruction and Development Programme of South Africa' held from 28 to 30 October 1994 in Cape Town. It submitted to it a working document, greatly appreciated by the other organizations represented, entitled 'Perspectives for International Co-operation in Education and Training in South Africa'. The Education Sector and IIEP have also developed projects, programmes and training courses in South Africa. Since South Africa's return to UNESCO on 12 December 1994, overall co-operation in the Organization's fields of competence, particularly in connection with training, has increased.

4. The situation in Bosnia and Herzegovina

228. In its resolution 49/10, the General Assembly expressed its concern over the situation in the region, which continued to be a threat to international peace and security, condemned all violations of human rights and international law against the people of Bosnia and Herzegovina and encouraged the international community to enhance its support for the Governments of the Republic of Bosnia and Herzegovina and of the Bosnian Federation.

UNESCO action

229. Co-operation between UNESCO and Bosnia and Herzegovina has continued and been consolidated. The visit on 3 May 1994 to Sarajevo of the Director-General, accompanied by the Chairperson of the Executive Board and the President of the General Conference, was an important step in that direction. During the talks they held with several leading officials of Bosnia and Herzegovina, it was decided to strengthen and broaden co-operation, notably by opening a UNESCO Office in Sarajevo.

230. Following that visit, several UNESCO staff members and experts went to Bosnia and Herzegovina to make an initial assessment of the condition of the cultural and architectural heritage of Mostar and Sarajevo, contribute to the rehabilitation of the education system, assist the authorities in restoring the National and University Library, in particular by finding a new site to store the collections of books and manuscripts that were saved after the major fire of August 1992.

231. In August 1994 the Director-General appointed a UNESCO representative in Bosnia and Herzegovina, who took up duties in September 1994. The activities of the Office have been directed initially at reconstructing the education system, restoring cultural monuments and promoting cultural and scientific exchanges in close co-operation with UNHCR, UNPROFOR, the United Nations Special Co-ordinator for Sarajevo, the Special Representative of the United Nations Secretary-General in the former Yugoslavia, several United Nations Specialized Agencies, numerous NGOs and with the Bosnian authorities.

232. Regarding education, at the time of writing, the Organization has been able to construct three prefabricated schools, in Grude, Nevesinje and East Mostar, under the programme entitled SHARE (Scheme of Humanitarian Assistance for Refugee Education). The project involving the construction of these schools in places with large numbers of refugees and displaced persons was carried out thanks to the assistance of the German Commission for UNESCO which mobilized considerable funds, and the close co-operation established with UNHCR and UNPROFOR. The cost of each of these schools was about \$300,000.

233. At the request of the Sarajevo authorities, and in collaboration with UNPROFOR, UNESCO has helped to break the cultural and intellectual isolation of Bosnia and Herzegovina by facilitating cultural exchanges, funding travel abroad for almost 200 researchers, scientists and artists coming from and going to Sarajevo in the operation known as 'cultural air bridges'. Beneficiary bodies, institutions and individuals, from Sarajevo, include:

the Winter Festival, International Film and Theatre Festival, Philharmonic Orchestra, several painters from Bosnia and Herzegovina, the National and University Library and the University;

from France: the Compagnie Quarks, the International Philosophy College, the Dia Association, the Théâtre du Radeau and the National Theatre of Brittany;

from the United States of America: the National Peace Foundation;

from the United Kingdom: the actress Vanessa Redgrave.

234. UNESCO made possible the visit to Paris of the 'Sarajevo Festival Ensemble' drama group and the organization of a European tour in September 1994. The Organization has recently funded travel to Sarajevo for several Croat, French, Romanian and German musicians and artists to take part in the Sarajevo Winter Festival.

235. In the field of communication, for several months UNESCO has been co-ordinating assistance for the project NTV 99, raising funds from the international community (\$400,000) for the purchase and transport of equipment for journalists and technicians. On 1 February 1995 the first independent television station in Bosnia and Herzegovina, NTV 99, began broadcasting with UNESCO's help.

236. Regarding cultural heritage and relations with the Council of Europe, UNESCO has appointed a cultural heritage specialist, who is attached to the Sarajevo Office. Based in Mostar, the specialist is responsible for designing a pilot project for the restoration and rehabilitation of the old town. For the moment his work is focused on protecting the cultural and architectural heritage in collaboration with representatives of the European Union, which is in charge of the administration and reconstruction of Mostar.

237. As for information, UNESCO helped the Sarajevo authorities choose the new site for the National and University Library as part of the programme for its reconstruction which includes provisions for:

training courses for Bosnian librarians;

mobilizing funds (\$170,000 in French and Turkish donations) to equip the building;

the purchase of books;

participation of Bosnian representatives in international meetings;

a solidarity campaign with the launch of an appeal for aid to Sarajevo librarians;

measures to safeguard the archives of Bosnia and Herzegovina.

5. The situation of democracy and human rights in Haiti

238. In its resolution 49/27, the General Assembly requested the Secretary-General to ensure the co-ordination of the efforts of the United Nations system towards an appropriate response capable of providing humanitarian aid and of meeting the development requirements of Haiti.

UNESCO action

239. Between October and December 1994 UNESCO, in collaboration with a local NGO, organized ten human rights training workshops for groups of women from working-class inner-city and suburban areas of the Port-au-Prince region. More than 1,200 women have attended these workshops. Financial support was also given for a competition on 'human rights or for young people's rights' organized by the NGO 'Centre Pétiou-Bolivar', which was held in February 1995 with the participation of Haitian artists and over 2,000 people. In addition, UNESCO plans in 1995 to provide technical assistance for the formulation of a culture of peace programme based on the

country's educational and cultural situation and encouraging the promotion of and respect for the universal values of democracy, tolerance and respect for the rights of the individual.

240. In addition, UNESCO was invited to participate in the first International Donors Meeting held in Paris under the chairmanship of the World Bank (30-31 January 1995). During that meeting UNESCO indicated its readiness to formulate proposals and implement projects in its fields of competence; it should be noted also that the Director-General during his visit to Haiti in January 1995 signed a Memorandum of Understanding envisaging co-operation under UNESCO's regular programme. To this end, a UNESCO Office established in Port-au-Prince since 1993 is likely to be reinforced with staff and facilities as co-operation increases. At present UNESCO has excellent local relations with UNICEF with which it currently co-operates in the field of emergency programmes for children and in teacher training at primary level. UNESCO is also an executing agency for a USAID-financed programme (funds-in-trust) for about US \$300,000 which is under way and aims at assisting the government in preparing the National Education Plan.

6. The situation in Central America

241. In its resolution 49/137, the General Assembly requested the institutions of the United Nations system to mobilize the necessary resources to set in motion new national and regional programmes in support of commitments assumed by the Central American Presidents at the conferences mentioned below,¹ in order to prevent progress made in Central America from being reversed and to ensure that peace is consolidated in the region by means of integrated sustainable development.

UNESCO action

242. UNESCO's action on this resolution is reflected in paragraphs 212, 213, 214, concerning the Special Plan of Economic Co-operation for Central America.

D. SOCIAL, HUMANITARIAN AND CULTURAL QUESTIONS

1. Questions relating to human rights

243. In its resolution 49/144 regarding the Status of the International Convention on the Elimination of All Forms of Racial Discrimination, the General Assembly reaffirmed once again its conviction that ratification of or accession to the Convention on a universal basis and implementation of its provisions are necessary for the realization of the objectives of the Third Decade to Combat Racism and Racial Discrimination and for action beyond the Decade.

244. In its resolution 49/146 concerning the Third Decade to Combat Racism and Racial Discrimination, the General Assembly, in adopting the revised Programme of Action for the Third Decade to Combat Racism and Racial Discrimination (1993-2003), urged United Nations bodies and Specialized Agencies to participate fully in its implementation and invited UNESCO in

¹ The commitments assumed by the Central American Presidents at the Esquipulas II Summit meeting on 7 August 1987 and at their subsequent summit meetings, especially the Guatemala Summit (October 1993), the Summit held at Guacimo, Costa Rica (August 1994), the Central American Environmental Summit for Sustainable Development (Managua, October 1994), and the International Conference on Peace and Development in Central America, held at Tegucigalpa, Honduras (October 1994), at which a framework of priorities for the formulation and implementation of an integrated strategy for sustainable development covering political, moral, economic, social and ecological matters was established.

particular to expedite the preparation of teaching materials and teaching aids to promote teaching, training and educational activities against racism and racial discrimination with particular emphasis on activities at the primary and secondary levels of education.

UNESCO action

245. The Director-General of UNESCO will submit to the twenty-eighth session of the General Conference (October-November 1995) a comprehensive report on the implementation of the UNESCO Declaration on Race and Racial Prejudice (1978), for which he has invited Member States, other organizations of the United Nations system and other IGOs and NGOs to supply him with information.

246. Under its programme to promote and disseminate international human rights instruments, UNESCO has undertaken the translation of the Universal Declaration of Human Rights (1948) into three languages used in South Africa: Zulu, Xhosa and Sotho. There is no question but that knowledge of this text in their own language will help the populations concerned to defend their rights and combat more effectively any residual racism in South Africa. Activities to promote human rights, democracy, non-violence and tolerance also contribute to combating racism.

247. In its resolution 49/175 on the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families, the General Assembly expressed its deep concern at the growing manifestations of racism and xenophobia directed against migrant workers and invited the organizations and agencies of the United Nations system to intensify their efforts with a view to disseminating information on and promoting understanding of the Convention.

UNESCO action

248. UNESCO and the Centre for Studies on Turkey (Germany) organized, in co-operation with the National Commissions for UNESCO of Germany and Turkey, an international workshop on 'Migrants in the European Union: Between Integration and Xenophobia' in Bonn, Germany, on 14 and 15 November 1994.

249. During this international workshop, integration approaches that can be used, and ways of combating discrimination against foreigners who are threatened by hostility and brutal aggression, were discussed against the background of developments in the European Union. The workshop adopted a multi-perspective approach in order to maintain a plurality of views. The papers of eminent scholars from Sweden, France, Belgium, Turkey, United Kingdom, Germany, the United States and Australia provided stimulating inputs and made for an interesting discussion. Major emphasis was placed on the development of different approaches for the protection and integration of migrants in the countries of the European Union, particularly in view of the increasing violence against these groups.

250. Another workshop, on New Forms of Discrimination: Migrants, Refugees, Minorities (Olympia, Greece, 13-14 May 1994) co-organized by UNESCO and the Marangopoulos Foundation for Human Rights (an NGO based in Greece with long-standing links with UNESCO), brought together experts from 12 countries (Bulgaria, Hungary, France, Germany, Greece, Israel, Norway, Poland, Romania, Switzerland, Ukraine, United Kingdom), and representatives of leading intergovernmental organizations active in the struggle against discrimination.

251. The meeting concentrated on three major items: discrimination against migrants, protection of refugees and prevention of discrimination against minorities.

252. In its resolution 49/179 regarding human rights and extreme poverty, the General Assembly, reaffirming that extreme poverty and exclusion from society constitute a violation of human dignity and that urgent national and international action is therefore required to eliminate them, again called upon States, the Specialized Agencies, United Nations bodies and other international organizations, to give the necessary attention to this problem.

253. In its resolution 49/183 on the right to development, the General Assembly supported the initiatives being taken by the United Nations High Commissioner for Human Rights, within his mandate, to consult with all relevant bodies, funds, programmes and Specialized Agencies of the United Nations system on how they could promote the right to development.

UNESCO action

254. The concerns expressed in these two resolutions are interconnected and constitute a follow-up to the Vienna Declaration and Programme of Action (1993), recognizing that elimination of widespread poverty and social exclusion and the enjoyment of human rights are interrelated. A study on the right to development which was initiated by UNESCO's Social Science Sector in December 1994, will constitute a substantive contribution to this issue and may provide proposals which would enable Member States to adopt appropriate measures for the alleviation of extreme poverty.

255. In its resolution 49/208 on the comprehensive implementation of and follow-up to the Vienna Declaration and Programme of Action, the General Assembly recognized the urgency of eliminating the denial and violation of human rights, as expressed in the Vienna Declaration and Programme of Action (25 June 1993). It underlined the importance of concerted action by the United Nations system to translate this programme into action.

UNESCO action

256. UNESCO attaches great importance to the follow-up and implementation of the Vienna Declaration and Programme of Action in its fields of competence, as already indicated in the report submitted to the Executive Board at its 144th session (144 EX/16, Part I.C). UNESCO is in the process of developing a comprehensive system of education for peace, human rights and democracy, and actively collaborates with the United Nations Centre for Human Rights and the High Commissioner for Human Rights in work relating to the United Nations Decade for Human Rights Education (1995-2005). UNESCO also disseminates widely knowledge and information on human rights.

Protection of the rights of children in difficult situations

257. In its resolution 49/209 regarding the protection of children affected by armed conflicts, the General Assembly expressed grave concern about the tragic situation of children in many parts of the world as a result of armed conflicts, and requested Member States and United Nations agencies, within the scope of their respective mandates, to undertake appropriate measures to facilitate the extension of humanitarian assistance and relief and humanitarian access to children in situations of armed conflict and the immediate aftermath of such conflict, and to contribute to the comprehensive study to be undertaken by an expert on the situation of children affected by armed conflicts.

UNESCO action

258. UNESCO is helping to initiate the United Nations Group Study on the Impact of Armed Conflict on Children, which has been requested by the Committee on the Rights of the Child

(cf. Article 45.c of the Convention on the Rights of the Child). The purpose of the Study is to mobilize the United Nations and its Specialized Agencies to improve the situation of children in conflict situations and to obtain as much information on this subject from the agencies as possible. The Group is chaired by Ms Gracia Machel and its final report is due in September 1996.

259. This report will be based on inputs from the Specialized Agencies, field visits and regional consultations. UNESCO will contribute through providing substantive papers, e.g. on education in situations of armed conflict, educating for peace and tolerance; operational activities, namely keeping education functioning during hostilities (schools open, distance education, etc.), in reconstructing education systems as soon as possible after hostilities, in making peace education a permanent feature of school curricula; and through participation of Headquarters or field staff in field and regional consultations organized by the Study Group. The Director-General has recently established a Secretariat Unit to deal with education in emergency situations, as in Somalia, Bosnia and Rwanda. Such action is at the heart of Article 28 of the Convention which guarantees the right to education to all children.

260. In addition, UNESCO is also developing a programme targeting those suffering from various forms of post-traumatic stress disorder (PTSD). The programme contains three components: targeted vocational training, life skills education and psycho-social education. UNESCO has sought to develop this programme in the Former Yugoslavia, especially in Sarajevo and in Dubrovnik and other regions in collaboration with the German National Commission for UNESCO, the Austrian NGO HOPE'87, and other humanitarian NGOs. It seeks to extend this programme by emphasizing conflict reduction, anger management and non-violent communication. In the case of Angola, UNESCO has implemented two UNESCO/UNDP projects for the victims of war and special education in close collaboration with the Italian Government and Portugal.

261. In its resolution 49/211 on the implementation of the Convention on the Rights of the Child, the General Assembly requested bodies and organizations of the United Nations, within the scope of their respective mandates, to intensify their efforts to disseminate information on the Convention, promote understanding of it and assist governments in its implementation.

UNESCO action

262. UNESCO promotes the Convention on the Rights of the Child in several areas: (i) through co-operation with the Committee on the Rights of the Child: UNESCO regularly attends the pre-sessional working group of the Committee and provides its technical assistance especially in monitoring the education articles of the Convention; (ii) through the adoption of international instruments on the rights of children: UNESCO Member States have adopted some 20 conventions or declarations in the realm of education and culture. Recently, the Organization, at the behest of the Director-General, has been working on the formulation of instruments on the cultural rights of minorities, the rights of future generations, and against sexual exploitation; (iii) through programming the teaching of human rights: for many years, UNESCO has been a major convener of international meetings on human rights teaching and research. Recently, it has initiated:

the United Nations Year for Tolerance: A significant programme has been drawn up by UNESCO in this field, and part of this programme will be to ensure that the ideals of tolerance are included in school curricula and actively taught in schools;

the International Conference on Education, Geneva, October 1994: In the Declaration adopted by this meeting, the participating countries pledged themselves to promote the values of tolerance and non-discrimination throughout their education systems;

(iv) through publications and research: UNESCO publishes extensively in the field of human rights, many titles having some bearing on children's rights; (v) through its general programmes promoting human or children's rights and reading, the International Programme for the Development of Communication (IPDC) which aims at developing communication infrastructures and at promoting access to information and the right to freedom of expression, both emphasized by the Convention on the Rights of the Child. UNESCO will also support the international Newspapers in Education Conference on the Rights of the Child, to be held in September 1995 in Stockholm. Although UNESCO has shown on many occasions its concern about the exposure of children to violence, pornography, stereotyped roles and the corruption of values in the media, it lays emphasis not on imposed government edicts but on the responsible regulation of the media by their own governing bodies. The Secretariat is currently preparing a study on regulations adopted by various television channels on the screening of violence - a study which will be widely disseminated.

263. In 1995, a subregional programme 'Educating for the convention: empowering the child through the school' is foreseen. The aim of this initiative is to work with education ministries, school administrations, teachers' unions and NGOs to ensure that the Convention is reflected in school legislation, regulations, management, curricula, programmes, teaching styles and child participation, and that the education community is actively mobilized for the promotion and implementation of the Convention.

264. In its resolution 49/212 on the plight of street children, the General Assembly, deeply concerned about the growing number of street children worldwide and the squalid conditions in which these children are often forced to live, invited, *inter alia*, United Nations bodies and organizations, to co-operate with each other to ensure greater awareness and more effective action to solve the problems of street children by, among other measures, initiating and supporting development projects that can have a positive impact on the situation of street children.

UNESCO action

265. A specific project on street children, which started in 1990, has continued in 1994 to focus on advocacy work with governments and the general public, technical and financial support for grass-roots level projects, and fund-raising and partnership-building in Member States to meet the priority needs of street children, their educators and programme managers.

266. UNESCO is giving greater attention to work in favour of street children and working children. Special grants from the German Government have made funds available to enable research and intervention in Brazil (Rio - courses for police and street educators in census work, approach, laws, teaching materials), Mexico (Puebla - intervention and census work), Romania (Bucharest - intervention) Viet Nam, Palestine, Philippines (Manila - street education, census work, prevention). Work on child labour has begun in one State in India where a pilot project to deal with bonded labour is being established in collaboration between the Government of Bihar in India, the representatives of child employers, parents of working children, trade unions and educators, ILO, UNESCO and UNICEF.

2. Questions relating to women

267. In its resolution 49/161 concerning the implementation of the Nairobi Forward-Looking Strategies for the Advancement of Women, the General Assembly urged all relevant bodies of the United Nations system to co-operate effectively with the Commission on the Status of Women in promoting the implementation of the Forward-Looking Strategies up to the year 2000, based on the goals of the United Nations Decade for Women: Equality, Development and Peace and the sub-theme 'Employment, health and education'. The General Assembly also urged strongly that

particular attention be given by competent United Nations organizations and governments to the special needs of women with disabilities, elderly women and also women in vulnerable situations such as migrant and refugee women and children; and urged that more attention be given to the sharp increase in the incidence of poverty among rural women. The General Assembly invited *inter alia* United Nations Specialized Agencies to consider making concrete commitments and specifying action to meet the global priorities for the advancement of women by the year 2000 which will be reflected in the Platform of Action of the Beijing Conference.

UNESCO action

268. The implementation of the Nairobi Strategies will be the subject of a global report from the Specialized Agencies, to which UNESCO has contributed, which will be one of the basic documents for the Fourth World Conference on Women (Beijing, 1995).

269. Taking as an overall frame of reference the 'Nairobi Forward-Looking Strategies for the Advancement of Women', which remain valid until the year 2000, UNESCO's action has been developed through an interdisciplinary approach within each major programme area, in the form of activities of specific concern to women, both as beneficiaries and as active participants.

270. In the Organization's third Medium-Term Plan (1990-1995), women, together with the least-developed countries and Africa, were identified as a priority beneficiary group. The programme 'The Status of Women' became a transverse theme 'Women', to be centrally co-ordinated and stimulated. This ensured an interdisciplinary and intersectoral approach to the design and implementation of the programme, and has contributed to more effective co-operation with national authorities, the international scientific community, the Specialized Agencies of the United Nations, funding institutions and non-governmental organizations.

271. In the Medium-Term Strategy (1996-2001) and the Draft Programme and Budget for 1996-1997, the proposals concerning women and gender issues will take into account the Nairobi Forward-Looking Strategies and the Beijing Platform of Action for Equality, Development and Peace. UNESCO will, within its fields of competence and in co-operation with the rest of the United Nations system, Member States, NGOs and civil society, promote as top priorities: equality between women and men; capacity-building; self-empowerment of women; and women's human rights. For this purpose a triple approach to the priority 'women' will be pursued: (a) mainstreaming of a gender perspective in all policy planning, programming, implementation and evaluation; (b) making full use of women's insights, competence, creativity and experience; (c) implementing specific programmes, projects and activities for the benefit of girls and women.

272. In its resolution 49/164 concerning the Convention on the Elimination of All Forms of Discrimination against Women, the General Assembly urged the relevant organs and organizations of the United Nations system to support the initiatives taken to provide regional training courses in the preparation and drafting of reports from States Parties for government officials, and training and information seminars for States considering acceding to the Convention.

UNESCO action

273. Together with the Committee on the Elimination of Discrimination against Women (CEDAW) UNESCO organized from 2 to 4 November 1994 a working group to prepare a background document on education as a means of promoting a culture of equality between men and women.

274. This Declaration, entitled CEDAW/UNESCO MANIFESTO, will be set before the Fourth World Conference on Women (Beijing, 1995) and will also be the subject of a debate during a round table organized by CEDAW and UNESCO at the Conference's NGO Forum.

275. In its resolution 49/166 on traffic in women and girls, the General Assembly, convinced of the need to eliminate all forms of sexual violence and sexual trafficking, which are violations of the human rights of women and girl children, encouraged, *inter alia*, relevant bodies and Specialized Agencies of the United Nations system, to gather and share information on all aspects of trafficking in women and girl children, to facilitate the development of anti-trafficking measures and to adopt appropriate measures to create a better public awareness of the problem.

UNESCO action

276. UNESCO has set up an NGO network with a view to proposing to the international community during the Fourth World Conference on Women (Beijing, 1995) ways of reinforcing international action against trafficking in human beings. An evaluation meeting has been arranged for Seoul from 17 to 20 April 1995 in conjunction with the Korean National Commission for UNESCO so as to plan a draft convention and a strategy to institute within the United Nations system a working group with a view to revising international standards.

277. In its resolution 49/167 on the improvement of the status of women in the Secretariat, the General Assembly urged the Secretary-General, in accordance with the Charter of the United Nations and consistent with the strategic plan, to accord greater priority to the recruitment and promotion of women in posts subject to geographical distribution, particularly in senior policy-level and decision-making posts and within those parts of the United Nations system and its Specialized Agencies where representation of women is considerably below the average, in order to achieve the goals set in its resolution 45/125 and 45/239 C of an overall participation rate of 35 per cent and a rate of 25 per cent in posts at the D-1 level and above by 1995. It also urged him to examine further existing work practices within the United Nations system with a view to increasing flexibility so as to remove direct or indirect discrimination against staff members with family responsibilities, including consideration of such issues as spouse employment, job-sharing, flexible working hours, child-care arrangements, career-break schemes and access to training.

UNESCO action

278. UNESCO has made considerable progress in the employment of women in posts which call for decision-making. Since 1988, the percentage of female professionals has been constantly improving (in 1988, 25.41 per cent and in 1994, 33.90 per cent). In 1994, at levels P-1/P-2/P-3, women staff are more than 50 per cent, two ADGs are women, and more than 10 per cent of D-1 posts are held by women, but we still have to reach the target of 30 per cent for level P-4 and above by 1995, as requested by the General Conference.

279. In order to increase the representation of women at all levels in the Professional category and above the Director-General has requested Member States to include the name of at least one female candidate for every three male candidates submitted for vacant posts.

280. In 1989, the Young Professionals Programme was re-activated and since then 50 per cent of the young professionals recruited by UNESCO have been women. This programme is also planned to improve geographical distribution and it is open only to nationals of non-represented or under-represented countries.

281. To contribute to the increase of Professional posts held by women in UNESCO, the Bureau of Personnel has drawn up a Roster of potential women candidates with data concerning their educational background, work experience and competence.

282. The Director-General has repeatedly stressed the importance of equality of men and women in the Secretariat and indicated that 'at UNESCO every effort must be made to avoid assumptions based on stereotypes about the capacity of men or women to be effective in certain jobs ... discrimination based on stereotypes results in a waste of talent: UNESCO cannot afford to waste the talents and skills of any staff member.'

283. In its resolution 49/205 concerning the rape and abuse of women in the areas of armed conflict in the former Yugoslavia, the General Assembly strongly condemned the continuing abhorrent practice of rape and abuse of women and children in the areas of armed conflict in the former Yugoslavia, which constitutes a war crime. It urged all States and relevant organizations to give immediate and serious consideration to the recommendations of the Special Rapporteur in his reports, in particular the recommendation for the provision for the continuation of necessary medical and psychological care of victims of rape within the framework of programmes to rehabilitate women and children traumatized by war.

UNESCO action

284. In 27 C/Resolution 11.1 the General Conference requested the Director-General to continue the study undertaken in accordance with 141 EX/Decision 9.3 on the use of rape as a tool of war, its causes and consequences, by focusing the study, in view of the situation in Bosnia and Herzegovina, on the preparation, in co-operation with WHO and UNICEF, of a rehabilitation plan for Bosnian women who have been the victims of systematic rape and for their children.

285. There have been consultations to that end with the competent authorities in the matter of refugees, with the UNICEF Office in Zagreb and with representatives of voluntary organizations and qualified persons who are in direct contact with rape victims. On the initiative of the President of the NGO (UNESCO) Standing Committee consultations have been held with the representatives of world associations and ad hoc NGO groups set up for that purpose.

286. A working group which met at UNESCO Headquarters on 23 and 24 June 1994 was attended by psychotherapists, psychoanalysts, anthropologists, historians and legal experts from Bosnia and Herzegovina, Croatia, Serbia and France. Several observers representing permanent delegations to UNESCO and NGOs were also present.

287. UNESCO and the Ministry of Health of Croatia have published a leaflet in Croatian addressed to women and various socio-professional groups in hospitals entitled 'It can be difficult becoming a mother in wartime'. Opportunities for self-expression and creative activities will be offered to children so as to lower the level of violence and deconstruct hatred between communities and against women.

288. In accordance with the Executive Board decision and the General Assembly's resolution UNESCO will participate in the endeavours of the international community to make clear the consequences of using rape as a tool of war and to identify the preventive and educational measures necessary for the construction of a peace which recognizes and respects the dignity of women and all human beings.

3. Preventive action and intensification of the struggle against malaria in developing countries, particularly in Africa

289. In its resolution 49/135, the General Assembly appealed, among others, to Specialized Agencies of the United Nations system to provide developing countries, in particular African countries, with technical, medical and financial assistance for preventive action and the intensification of the struggle against malaria, and to elaborate a plan of action detailing the co-ordination of all related activities in this field as well as to contribute to the preparation of the report of the Secretary-General to the fiftieth session of the General Assembly on action taken.

UNESCO action

290. The recommendations of the United Nations Social and Economic Council (ECOSOC) concerning co-ordination within the United Nations system on preventive action for malaria control and the World Health Organization's Global Strategy for Malaria Control call for collaboration with UNESCO, notably in the field of education. Specifically, Recommendation 16 of the ECOSOC report (1993) concerns the mission of UNESCO. It states: 'Health and education, especially of women, are particularly important areas for improved co-ordination at both international and national levels. Health promotion is an important component of educational efforts. All means of communication, including the media, should be used to inform and educate target populations, especially women, in health matters'.

291. UNESCO as part of its work in community based education for health is focusing on the development, testing and evaluation of community education on malaria prevention and control. This includes: (i) design and testing of locally derived health education materials for use in existing community education (e.g. adult, post-literacy, etc.) programmes for women. These educational materials are sensitive to local causes of malaria, effective diagnosis and treatment, socially and economically feasible personal protection measures (e.g. impregnated bednets, coils, etc.) and cost-effective and sustainable community-based vector control activities; (ii) development of school-based health promotion/education programmes that respond to the particular health conditions of schoolchildren and what schools can do to support community malaria control efforts (e.g. environmental measures to control mosquito breeding, personal protection measures that are affordable and applicable in children's homes, etc.); (iii) testing the use of low-cost media (e.g. rural radio, newspapers, folk media, etc.) as a means of informing women on health issues (such as signs and symptoms, diagnosis and prompt treatment) and reinforcing other channels of education on malaria control.

292. An important concern is to find ways to link various educational activities to community health services and to create operational ties between these social services to support community mobilization for malaria control and, more generally, primary health care.

293. In addition to the above action, in the field of the basic sciences, a high-level jointly sponsored UNESCO/WHO Technical Meeting on 'Combating Malaria' was held at UNESCO Headquarters in Paris from 19 to 21 January 1994. The purpose of the meeting was to share scientific research and information on malaria control and to identify avenues for co-operation between the World Health Organization, UNESCO and other concerned agencies. The meeting covered a wide spectrum of research activities which ranged from drug development, vaccine research, vector control, national capacity-building, and social science research to health education. A UNESCO publication containing high-level technical contributions to the meeting is in preparation and scheduled for release in early 1995. Collaboration between UNESCO, UNDP and the Government of the Islamic Republic of Iran in a project 'Pilot Scale Production of Biological Insecticides'

resulted in an antibacterial biocide from *Bacillus Thuringiensis* which has been used successfully against malaria in Baluchistan and Southern Iran. This environment-friendly product has now reached the preliminary phase for eventual commercialization and is awaiting a patent award. Nine years of research work and the bio-insecticidal product have been dedicated to UNESCO. Two UNESCO Biotechnology Action Council (UNESCO/BAC) fellowships have been awarded to Iranian scientists for training in China and Canada, concerning production of the bio-insecticide.

4. Programme of action concerning disabled persons

294. In its resolution 49/153 on the full integration of persons with disabilities in society: implementation of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities, and of the Long-Term Strategy to Implement the World Programme of Action concerning Disabled Persons to the Year 2000 and Beyond, the General Assembly encouraged the Secretary-General and the United Nations agencies concerned to finalize, in consultation with Member States, the development of a global disability indicator, and also encouraged the Special Rapporteur to make use of it, where appropriate, in his future work.

UNESCO action

295. UNESCO has promoted and continues to promote the Standard Rules on the Equalization of Opportunities for Persons with Disabilities. The Standard Rules have been taken into account in the preparation of the Salamanca Statement adopted at the World Conference on Special Needs Education: Access and Quality, Spain, 1994. The document was disseminated widely at the Conference and subsequently.

296. UNESCO has taken upon itself the task of monitoring developments with respect to education provision for children and young people with special educational needs. An update of the situation in 65 Member States was completed in 1994 and the final report is due to come out in May 1995. Concurrently a study on legislation pertaining to special needs education in 52 Member States will be completed in August 1995. The above-mentioned activities comply with the standard rules monitoring exercise. Furthermore, UNESCO intends to intensify its input to the development of special needs education. The Medium-Term Strategy for 1996-2001 will be to endeavour to provide support for national action within the framework of the Salamanca World Conference on Special Needs Education: Access and Quality.

5. International drug control

297. In its resolution 49/168, the General Assembly called upon the relevant United Nations bodies, the Specialized Agencies, international financial institutions and other intergovernmental and non-governmental organizations concerned to co-operate with and assist States in their efforts to promote and implement the Global Programme of Action. While endorsing the agreed conclusions adopted by the Economic and Social Council at its co-ordination segment of 1994, regarding co-ordination by the United Nations International Drug Control Programme of drug control related policies and activities of the United Nations system, including international financial institutions, the General Assembly urged the governing bodies of the United Nations organizations associated with the United Nations System-Wide Action Plan on Drug Abuse Control to help ensure effective follow-up by including drug control in their agendas with a view to assessing the activities undertaken in accordance with the Plan and examining how the drug problem is addressed in relevant programmes.

UNESCO action

298. Within the United Nations International Drug Control System, UNESCO contributes its specific expertise in the field of drug abuse prevention through education. In April 1993 UNESCO and the European Commission jointly undertook a project called PEDDRO (Prevention-Education-Drugs) for the networking of information in the field of drug abuse prevention through education. This project is designed to respond to the growing number of requests for multilateral exchanges, not only regarding activities, projects and aids to prevention but also in respect of specialists responsible for adapting such projects and supports to different local contexts.

299. In April 1994, a Memorandum of Understanding was signed between UNDCP and UNESCO to achieve appropriate co-operation in drug abuse control.

300. UNESCO regularly contributes to the System-Wide Action Plan on Drug Abuse Control, which contains each agency's specific implementation plan, and to other system-wide reports on the drug issue.

301. In the context of the United Nations Decade against Drug Abuse 1991-2000, UNESCO's programme of preventive education against drug abuse will be issuing in 1995 a poster and a flyer which are aimed at mobilizing the public at large in favour of preventive education. UNESCO will also pursue the implementation of projects financed by UNDCP in the Africa region (Ghana, Senegal); Mediterranean region; Asia region (Myanmar); Latin America and the Caribbean region (Andean countries, Eastern Caribbean States).

302. In another area of abuse control, UNESCO co-operates with WHO in the celebration of Anti-Tobacco Day (31 May each year). In this regard, a new policy concerning the regulation of smoking on UNESCO premises will take effect in June 1995. A position paper on the tobacco issue as well as a poster and a leaflet were issued in preparation of the 9th Conference on Tobacco and Health which was held in Paris in October 1994.

6. Commemoration of the millennium of the Kyrgyz national epic Manas

303. In its resolution 49/129, the General Assembly welcomed UNESCO's assumption of the role of lead organization for the commemoration of the millennium of the Manas epic and encouraged the Organization, in co-operation with the Government of the Kyrgyz Republic and other interested international organizations, to take all appropriate measures to observe 1995 as the year commemorating the millennium of the Manas epic.

UNESCO action

304. Several events are planned in the framework of the research programme 'Epics along the Land/Maritime Silk Routes'. In particular, an international seminar being organized in Bishkek will contribute to this programme which involves a network of scholars working on Central Asian epics. The names of several scholars have been proposed to the Kyrgyz National Commission. The programme for the Manas millennium celebration includes two expeditions along the Silk Roads in the Kyrgyz Republic organized by the Kyrgyzstan Silk Road Foundation in the framework of the UNESCO/WTO cultural tourism programme in Central Asia. UNESCO is also preparing to implement a UNDP project on Tourism and the Manas.

E. LEGAL QUESTIONS

United Nations Decade of International Law

305. By its resolution 49/50, the General Assembly adopted the programme for the activities for the third phase (1995-1996) of the United Nations Decade of International Law and invited all States and international organizations to undertake the relevant activities outlined in this programme and to provide information in this respect to the Secretary-General for transmission to the General Assembly at its fiftieth session or, at the latest, its fifty-first session.

UNESCO action

306. This programme of activities hinges on the five following points: (i) promoting acceptance and observance of the principles of international law; (ii) promoting means and methods for the peaceful settlement of disputes between States, including resorting to the International Court of Justice and full respect for that institution; (iii) encouraging the progressive development of international law and its codification; (iv) encouraging the teaching, study, dissemination and broader comprehension of international law; (v) aspects of procedure and organization.

307. As part of its implementation of this programme, UNESCO published in 1994: (i) *Human rights: major international instruments - (Status as at 31 May 1994)* which lists the instruments adopted by the United Nations, its Specialized Agencies and other international organizations; (ii) the third edition of the *World Directory of Teaching and Research Institutions in International Law*; (iii) the fourth edition of the *World Directory of Peace Research and Training Institutions*; (iv) *The Universal Declaration of Human Rights: 45th Anniversary, 1948-1993*; (v) the second edition of *Access to Human Rights Documentation: Documentation, Bibliographies and Data Bases on Human Rights*.

ANNEX I

INTERNATIONAL DAYS

(observed by the United Nations system)

8 March	International Women's Day
21 March	International Day for the Elimination of Racial Discrimination
22 March	World Day for Water
23 March	World Meteorological Day (WMO)
7 April	World Health Day (WHO)
3 May	Sun Day (UNEP) World Press Freedom Day (UNESCO)
15 May	International Day of Families
17 May	World Telecommunication Day (ITU)
21 May	World Day for Cultural Development (UNESCO)
25 May	Africa Liberation Day
31 May	World No-Tobacco Day (WHO)
5 June	World Environment Day (UNEP)
17 June	World Day to Combat Desertification and Drought
26 June	International Day against Drug Abuse and Illicit Trafficking
11 July	World Population Day (UNFPA)
9 August	International Day of Indigenous People
8 September	International Literacy Day (UNESCO)
16 September	International Day for the Preservation of the Ozone Layer
3rd Tuesday September	International Day of Peace (opening of the General Assembly)
Last week September	World Maritime Day (IMO)
1 October	International Day for the Elderly
1st Monday October	Universal Children's Day World Habitat Day
2nd Wednesday October	International Day for Natural Disaster Reduction
5 October	International Teachers' Day (UNESCO)
9 October	World Post Day (UPU)
16 October	World Food Day (FAO)
17 October	International Day for the Eradication of Poverty
24 October	United Nations Day World Development Information Day
20 November	Africa Industrialization Day
29 November	International Day of Solidarity with the Palestinian People
1 December	World AIDS Day (WHO)
3 December	International Day of Disabled Persons

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5 December
10 December
29 December

International Volunteer Day for Economic and Social Development
Human Rights Day
International Day for Biological Diversity

INTERNATIONAL YEARS

(proclaimed by the United Nations General Assembly)

- | | |
|------|---|
| 1994 | International Year of the Family |
| | International Year of Sport and the Olympic Ideal |
| 1995 | United Nations Year for Tolerance |
| | World Year of People's Commemoration of the Victims of the Second World War |
| 1996 | International Year for the Eradication of Poverty |
| 1998 | International Year of the Ocean |
| 1999 | International Year of the Elderly |

INTERNATIONAL DECADES

(proclaimed by the United Nations General Assembly)

1985-1994	Transport and Communications Decade for Asia and the Pacific
1988-1997	World Decade for Cultural Development
1990-1999	International Decade for Natural Disaster Reduction
1990-1999	Third Disarmament Decade
1990-1999	United Nations Decade of International Law
1990-2000	Decade for the Eradication of Colonialism
1991-2000	Fourth United Nations Development Decade
1991-2000	Second Transport and Communications Decade in Africa
1991-2000	United Nations Decade against Drug Abuse
1993-2002	Asian and Pacific Decade of Disabled Persons
1993-2002	Second Industrial Development Decade for Africa
1993-2003	Third Decade to Combat Racism and Racial Discrimination
1994-2004	International Decade of the World's Indigenous People
1995-2005	United Nations Decade for Human Rights Education

ANNEX II

COMPILATORY INDEX OF THE ACRONYMS

ALECSO	Arab League Educational, Cultural and Scientific Organization
ANC	African National Congress
ARABUPEAL	Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Adult Illiteracy in the Arab States
ARLO	Arab States Regional Literacy Organization
ASP	Associated Schools Project
CARICOM	Caribbean Community
CEDAW	Committee on the Elimination of Discrimination against Women
CIECC	Inter-American Council for Education, Science and Culture
CIGEPS	Intergovernmental Committee for Physical Education and Sport
COMAR	Coastal Marine Programme
CPC/ACC	Committee for Programme and Co-ordination and Administrative Committee on Co-ordination
CPP	Culture of Peace Programme
DOALOS	Division for Ocean Affairs and the Law of the Sea
EEZ	Exclusive Economic Zones
EPD	Environment and Population Education and Information for Development
FIDEPS	International Fund for the Development of Physical Education and Sport
GEF	Global Environment Facility
GLOBE	Global Learning and Observations to Benefit the Environment Programme
GOOS	Global Ocean Observing System
HCR	Office of the United Nations High Commissioner for Refugees
IACSD	Inter-Agency Committee on Sustainable Development
ICSPRO	Intersecretariat Committee on Scientific Programmes Relating to Oceanography
ICSU	International Council of Scientific Unions

IGCP	International Geological Correlation Programme
IHP	International Hydrological Programme
IEEP	International Environmental Education Programme
IOC	Intergovernmental Oceanographic Commission
IOC	International Olympic Committee
IOCEA	Intergovernmental Oceanographic Commission for Central Eastern Atlantic
MAB	Man and the Biosphere Programme
MINEDARAB	Conference of Ministers of Education and Those Responsible for Economic Planning in the Arab States
MOST	Management of Social Transformations
OAS	Organization of American States
OSLR	Ocean Science and Living (Marine) Resources
PAC	Pan-African Congress
PEACE	Programme of European Palestinian Academic Co-operation in Education
PEDDRO	Prevention Education Drugs
ROSTAS	Regional Office for Science and Technology for the Arab States
SELA	Latin-American Economic System
SHARE	Scheme of Humanitarian Assistance for Refugee Education
SICLAC	Cultural Information System for Latin America and the Caribbean
UNAMAZ	Association of Amazonian Universities
UNCED	United Nations Conference on Environment and Development
UNCLOS	United Nations Convention on the Law of the Sea
UNDCP	United Nations Drug Control Programme
UNDP	United Nations Development Programme
UNEDBAS	UNESCO Regional Office for Education in the Arab States
UNEP	United Nations Environment Programme
UNEPTSA	United Nations Educational and Training Programme for Southern Africa

UNOCHA	United Nations Office for the Co-ordination of Humanitarian Assistance to Afghanistan
UNPROFOR	United Nations Protection Force
UNU	United Nations University
WMO	World Meteorological Organization