



United Nations
Educational, Scientific and
Cultural Organization

2006-2007

Report of the Director-General

35 C/3



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Cultural Organization

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Report of the Director-General
on the activities of the Organization
in 2006-2007, communicated to
Member States and the Executive Board
in accordance with Article VI.3.b
of the Constitution

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Presented in this document is a synthesized version of the 35 C/3, primarily adapted to facilitate decision-making. To ensure that readers can easily consult the full report, chapter-related web addresses are found at the bottom of each page.

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Introduction by the Director-General

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

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

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

During the last four years, UNESCO has made significant strides in strengthening the C/3 report on the activities of the Organization. Understandably, the report is subjected to ongoing improvements, as it is made increasingly results-based. The MLA forms, first introduced with document 33 C/3, have been further refined making provision for details on cost-effectiveness and sustainability, where applicable, as was suggested by the Executive Board and approved by the 34th session of the General Conference (34 C/Resolution 89). Likewise, while the report points out that much has been achieved by UNESCO in 2006-2007, it also identifies areas for improvement in programme design and delivery. These precious indications will serve to improve on current approaches and help steer the Organization’s action in areas where it has a clear comparative advantage.

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

A handwritten signature in black ink, appearing to read 'K. Matsuura', written in a cursive style.

Koïchiro Matsuura

Part I

Programme implementation
and services

Programmes and
programme-related services

A. Programmes

Major Programme I Education

Major trends and developments

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

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

3. In parallel, the increased cohorts of primary school graduates are creating new demands for post-primary education. UNESCO responded to reinforced interest in expanding opportunities for secondary education, technical and vocational education and training, and higher education. In this regard, the role of education in building sustainable and just societies was emphasized, in particular

through the promotion of rights-based approaches, income generation skills, and respect for the environment and sociocultural diversity.

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

Programming framework

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

directions for the five main EFA convening agencies and other partners.

Financing issues

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

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

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

Mainstreaming issues

9. Although a considerable number of countries have achieved gender parity in primary education, achieving full equality remains an important challenge, particularly at the secondary level. In addition to a mainstreamed approach to gender in all of its activities, UNESCO participated in networks such as the United Nations Girls’ Education Initiative (UNGEI) and the Gender in Education Network in Asia (GENIA) in order to promote the capacity development of stakeholders in essential issues linked to gender equity and equality, including the

training of female teachers and addressing obstacles to the transition of girls to secondary education. Best practices and recent findings were also exchanged on education of girls and women, particularly in the science and literacy fields.

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

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

Post-conflict and reconstruction situations

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

Subprogrammes

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

Achievements

- Mid-term progress towards EFA goals monitored and results published in the EFA Global Monitoring Report 2008, informing the Seventh Meeting of the High-Level Group on Education for All (Dakar, December 2007).
- EFA mid-decade assessment processes successfully completed in all regions and national reports prepared for Asia and the Pacific and the Arab States.
- Inter-agency collaboration and commitment among EFA stakeholders and partners strengthened, in particular through the Communiqué of the High-Level Group on EFA and the establishment of the International Advisory Panel as a forum for ongoing consultation among key EFA partners.
- Global review on “New partnerships for EFA: Building on experience” presented at the Forum’s annual meeting in Davos, Switzerland.

Challenges/lessons learned

- Ensuring coordinated follow-up to the recommendations of the High-Level Group, including adequate resource mobilization.
- Adapting EFA coordination mechanisms to the evolving multilateral environment at country level, working together towards harmonization, greater coherence and more effective delivery with United Nations agencies and development partners.
- High relevance of building a solid system of data collection and improving its quality.

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

Achievements

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

- UNESS development process launched in over 60 countries (to date, draft or final UNESS documents are available for 30 countries).
- Establishment of IIEP’s “Planipolis” web-portal, a global resource for education plans and policies from Member States.
- Training material and guidelines on education planning in emergencies and post-conflict situations prepared and used by partners and United Nations organizations.
- Regional and subregional cooperation on EFA galvanized through support to regional conferences, meetings and strengthened networks.

Challenges/lessons learned

- Assert strategic role in supporting national efforts in education, using and implementing the UNESS within the framework of ongoing United Nations country-level reform.
- Strengthening follow-up to regional strategies and coordination mechanisms and maximizing their cost-effectiveness.

Subprogramme I.2.1 – Universal basic education

Achievements

- Studies, assessments and reviews of the current status, policies, programmes and practices of ECCE conducted in approximately 30 countries, in some cases in partnership with UNICEF.
- Increased government interest in ECCE, and access to ECCE improved in many countries, particularly through policy advice and capacity development in 32 countries, including regional training seminars, national workshops and 12 policy briefs.
- Right to free primary education monitored and supported through the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR).
- Innovation and reform of basic education supported in all regions, notably through linkages between formal and non-formal education targeting out-of-school children.
- Regional gender situation analyses and recommendations on the way forward developed in Asia; regional indicators and tools to monitor progress towards gender parity and equality developed in the Arab States.
- Education policies reviewed and monitored in 24 countries to ensure the inclusion of disadvantaged children in basic education, and toolkits on

inclusive learning and policy advocacy on multi-lingual education developed and disseminated.

Challenges/lessons learned

- Further efforts to advocate for the importance of quality ECCE and forge inter-agency and public-private cooperation for its expansion.
- Lack of local awareness of existing policy frameworks on inclusion in education, as well as misconceptions about inclusive education.

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

Achievements

- Inter-country partnerships and networks forged, fund-raising strategies developed and funds mobilized in 11 first-phase LIFE countries.
- National budget allocations to literacy increased in LIFE countries (such as Burkina Faso, India, Mali, Nigeria and Senegal) following support to major literacy programmes, campaigns and initiatives.
- National capacities developed in literacy and non-formal education (NFE), including: NFE facilitators; integrated, community-based and innovative approaches (e.g. Bangladesh, Egypt, Morocco, Niger, Pakistan and Senegal); development of curricula and learning material; and the establishment of monitoring and evaluation systems (including NFE-MIS and LAMP), among others.
- Over 100 innovative programmes analysed, resulting in identification and sharing of good practices (cost-effective literacy policies and programmes; innovative content; use of technology, life-skills development; intergenerational learning and multilingual education).
- Momentum built through the UNESCO Regional Conferences in Support of Global Literacy, and the celebration of International Literacy Day and the awarding of the International Literacy Prizes.

Challenges/lessons learned

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

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

Subprogramme I.2.3 – Teacher education

Achievements

- Needs of teachers, resources and priorities in 17 first-phase TTISSA countries identified and action plans developed.
- New national teacher education policies developed and/or implemented and in-service teacher training, including through distance education, supported in a number of African countries (Democratic Republic of the Congo, Guinea and Sierra Leone).
- Revised pre-service teacher training curricula, integrating cross-cutting issues such as education and HIV/AIDS in TTISSA countries (e.g. Angola, Central African Republic, Nigeria and United Republic of Tanzania) and the active, joyful and effective learning (AJEL) approach in Asia.
- Quality assurance culture promoted and strengthened at the regional and subregional levels via South-South exchanges and studies on comparative indicators on teaching and teacher policies.
- Member States and other stakeholders informed on major issues affecting the status of teaching personnel worldwide through studies published jointly with ILO.
- Member States' capacities enhanced through technical assistance in the application of the 1966 UNESCO/ILO Recommendation concerning the Status of Teachers and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel.

Challenges/lessons learned

- Undertaking TTISSA country analyses in countries with large data gaps and in post-conflict countries.
- Increasing the number of teachers while ensuring their adequate training remains key to achieving EFA goals; significant support to Member States in all regions is required to address issues related to the recruitment, training and retention of teachers.

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

Achievements

- Best practices and knowledge among experts, practitioners and other stakeholders exchanged through workshops and publications on issues such as: peace-building through innovative textbook design, the integration of violence prevention strategies in schools into policy and practices, and guidelines on education in emergencies.
- Youth leaders and school directors from highly vulnerable areas trained in violence mitigation and interconnection between education, media and violence documented in Latin America.
- Coordination mechanisms for DESD (Inter-Agency Committee and the Monitoring and Evaluation Expert Group) established.
- Capacities of ESD stakeholders strengthened in all regions through training of teachers and community leaders, production and dissemination of ESD materials, and actions aimed at sensitizing decision-makers in ministries as well as businesses, NGOs and community organizations.
- Stakeholders in all regions mobilized towards promoting and implementing various dimensions of the DESD through partnerships and joint actions developed with United Nations organizations, in particular UNEP and UN-Habitat, civil society, the private sector, media professionals and faith-based organizations.
- First pilot test of the Literacy Assessment and Monitoring Programme (LAMP) successfully concluded.
- Ministries of education empowered in assessing learning achievements through a methodology developed by UNESCO and the Latin American Laboratory for Assessment of Quality of Education (LLECE) Network.

Challenges/lessons learned

- Mobilizing the various partners and sustaining momentum in implementing the DESD requires concerted efforts. The recommendation of the Inter-Agency Committee to identify a particular topic for consideration at each annual meeting will help to better coordinate the actions of United Nations agencies on the DESD.
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Subprogramme I.3.2 – HIV/AIDS and education

Achievements

- Comprehensive HIV and AIDS education strategies developed and national priority actions identified in a number of countries for continued follow-up through subregional capacity-building workshops.
- National capacity for policy development and programme implementation enhanced in EDUCAIDS countries, particularly on addressing the needs of HIV-positive teachers and strengthening the role of schools in HIV treatment, care and support.
- Key education sector stakeholders informed via wide distribution of state-of-the-art publications on education and HIV and AIDS, including EDUCAIDS Resource Packs.
- Advocacy Toolkit for Ministries of Education and Teacher Training Manual on HIV and AIDS in Asia translated and adapted in 11 countries and distributed widely.

Challenges/lessons learned

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

Subprogramme I.4.1 – Secondary and technical and vocational education

Achievements

- Structure of basic education expanded in 16 sub-Saharan African countries to include lower secondary.
- Decision- and policy-makers informed of best practices in areas of general secondary education reforms, school leadership and secondary education content renewal.

- National TVET policies reviewed in 20 Member States, systems reformed and countries supported in updating and renewing TVET curricula.
- Materials containing updated TVET curricula, including for entrepreneurship, research findings and policy guidelines made available to Member States in all regions.
- Awareness and interest in science and technology education (STE) related issues raised through the production of videos and exhibitions in Africa, and establishment of a science teachers' award in Latin America.
- Policy dialogue on STE enhanced through the International Science Education Policy Forum.
- National science curricula and policies renewed in order to ensure better adequacy with student/community needs in 10 countries in Africa, Asia and Latin America and the Caribbean.
- Capacity of professionals from 20 African countries built on inclusive science education as well as practical science teaching, through partnerships with NGOs such as Forum for African Women Educationalists (FAWE) and the Guidance and Counselling for Youth Development Centre (GCYDC).
- Gender in STE promoted through training of education personnel from 20 African countries and development of policy guidelines and manuals promoting science education, with a particular focus on girls and promoting scientific literacy for all.

Challenges/lessons learned

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

Subprogramme I.4.2 – Higher education for the knowledge society

Achievements

- Higher education policies reviewed in a number of countries in South and South-East Asia as well as in French-speaking African countries.
- Cooperation and information exchange on quality assurance improved through regional frameworks, and Regional Conventions on recognition of qualifications in Africa, Arab States, Asia and the Pacific, and Latin America and the Caribbean reviewed.
- Individual and institutional capacities of some 40 countries and hundreds of higher education institutions in all regions to address various aspects of quality assurance and recognition enhanced through workshops, online courses, networking and development of benchmarks, including through a partnership agreement between UNESCO and the World Bank established in 2007.
- Inter-university and intra-regional cooperation in research and training stimulated through the Asia-Africa University Dialogue for Basic Education, jointly conducted with UNU, University of Hiroshima and JICA.
- Reinforcement of the UNITWIN/UNESCO Chairs programme with an additional 80 UNESCO Chairs and UNITWIN Networks in 45 countries, all with a North-South and/or South-South dimension.
- Cooperation and partnership among UNITWIN members successfully increased on a broad range of higher education-related issues, and other themes such as special education, water and the engineering sciences, and inter-religious and intercultural dialogue.
- Information on ICT-enhanced education made accessible to UNESCO stakeholders and the general public through websites and electronic resources.

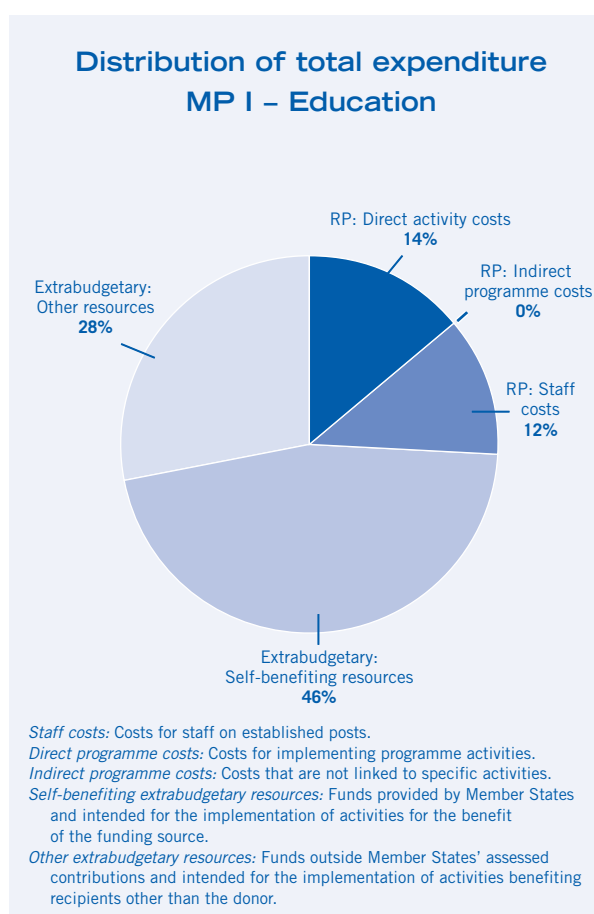
Challenges/lessons learned

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

Resources

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

- Regular programme budget: \$109,583,000
- Extrabudgetary funds: \$310,433,000
- Staff establishment: 256 regular posts, including 197 professionals, 28 of whom are national professional officers (NPOs) located in field offices (excluding staff working in the UNESCO education institutes and in UNESCO-affiliated category 2 centres).



Conclusions and lessons for the future

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

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

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

MP I – Examples of major achievements and challenges in carrying out each of UNESCO’s five functions

Laboratory of ideas	Achievements	<ul style="list-style-type: none"> • Cutting-edge research made available through numerous publications (example: “Education under attack” and IIEP study on corruption in education). • Educational innovations developed through fora and expert meetings (examples: Forum on Higher Education; expert meetings example: Stopping Violence in Schools: What Works?).
	Challenges	<ul style="list-style-type: none"> • Reinforce the potential of increased intersectoral cooperation.
Standard-setter	Achievements	<ul style="list-style-type: none"> • Increased recognition by Member States of the right to education through, for example, the work of the Joint Expert Group UNESCO (CR)/ECOSOC (CESR) on the Monitoring of the Right to Education and the UNESCO Convention against Discrimination in Education.
	Challenges	<ul style="list-style-type: none"> • Translating normative instruments into practice.
Clearing house	Achievements	<ul style="list-style-type: none"> • Establishment of a common HIV and AIDS in education clearing house. • Exchange of best practices in curriculum development through communities of practice (IBE).
	Challenges	<ul style="list-style-type: none"> • Lack of coordination, inconsistencies and problem of duplication of websites and systems.
Capacity-builder in Member States	Achievements	<ul style="list-style-type: none"> • Training of educational planners (IIEP and regional bureaux). • Training in education statistics (UIS with the regional bureaux). • The capacity-building activities of the three core initiatives: LIFE, EDUCAIDS, TISSA.
	Challenges	<ul style="list-style-type: none"> • The need to rethink capacity-building and create common approaches (focus of MLA 2 of document 34 C/5).
Catalyst for international cooperation	Achievements	<ul style="list-style-type: none"> • Strengthening coordination of EFA through: <ul style="list-style-type: none"> – rearranging the sequence of major EFA events; – establishment of the International Advisory Panel (IAP); – development of the Global Action Plan (GAP); – the UNESCO Education Support Strategy (UNESS) process. • Profile of literacy raised through regional literacy conferences.
	Challenges	<ul style="list-style-type: none"> • Translating global commitments into country-level action (e.g. GAP).

Major Programme II

Natural sciences

Major trends and developments

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

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

19. Gender equality: The UNESCO-L'Oréal prizes and scholarships "for women in science" represent initiatives that underline UNESCO's catalytic role in capacity-building and networking to foster gender equality and women empowerment.

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

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

21. ISPs – new strategic approaches: The governing mechanisms of the intergovernmental and international scientific programmes (ISPs) adopted new strategic approaches for their respective undertakings during the period covered by the Medium-Term

Strategy for 2008-2013 (34 C/4), in light notably of the recommendations of the Overall Review Committee for Major Programmes II and III for improved coordination among these programmes and, also, to optimize the use of resources. The **International Basic Sciences Programme** (IBSP) developed a new strategy to build scientific capacity in both national and regional institutions, with a particular focus on forging partnerships and expanding its networking actions. Interventions specifically targeted the strengthening of research capacity through projects approved for implementation in all regions. The **International Geoscience Programme** (IGCP) reoriented its research and capacity-building projects from fundamental geology to themes of direct relevance to sustainable development and society, in line with UNESCO's strategic programme objectives. The Strategic Plan of the seventh phase (2008-2013) of the **International Hydrological Programme** (IHP) was endorsed by the IHP Council with the addition of a new fifth theme on water education as a contribution to the UNESCO-wide strategy for water education at all levels. Additionally, as centres functioning under the auspices of UNESCO are becoming an increasingly utilized modality for programme delivery, particularly for capacity-building in the water sciences, a common strategy is now in place to ensure that all such entities make a substantial contribution to the implementation of UNESCO's strategic objectives and to better coordinate activities of multiple water category 2 centres for enhanced programme delivery. The **Intergovernmental Oceanographic Commission** (IOC) continued to coordinate the establishment of early and other ocean-related hazards in the Indian Ocean, the Caribbean and the Mediterranean and Northeast Atlantic Ocean and connected Seas, including complementary and sustained activities in tsunami hazard risk assessment, tsunami warning training, emergency response, and preparedness as part of the comprehensive tsunami mitigation programmes that extend the tsunami warning systems as end-to-end systems. The IOC Assembly agreed to address also the issue of the mitigation of the impacts and adaptation to climate change and variability as a high-level objective, as reflected in IOC Biennial Strategy for 2008-2009. Lastly, the **Man and the Biosphere Programme** (MAB) approved 25 new site nominations for biosphere reserve designation, including the first intercontinental one, the Intercontinental Biosphere Reserve of the Mediterranean, spanning Morocco and Spain, and highlighted the biosphere reserves' contributions to sustainable urban development. Additionally, the application of the biosphere reserve concept to urban areas was also investigated to present some

of the potential benefits and possible difficulties in the design and management of urban biosphere reserves.

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

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

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

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

- The Fourth World Water Forum (Mexico City, March 2006) and the launch on that occasion of the Second World Water Development Report highlighted the leading work of IHP and WWAP (World Water Assessment Programme) in the field of fresh water and enhanced the Organization's visibility in this area.
- The regional ministerial conference on "The strategic role of renewable energy in sustainable development in Central Asia" (Kazakhstan, May 2006) spurred capacity-building in this field in Central Asia.
- The "Future of Drylands" Conference (Tunis, June 2006), which reviewed the current state-of-knowledge of dryland ecosystems and the socio-economics of dryland development in order to provide scientific and technical advice to decision-makers and for the implementation of the United Nations Convention to Combat Desertification (UNCCD), resulted in the Tunis Declaration that identifies twelve priority themes for promoting application-oriented science for the sustainable development of dryland regions and for reaching the Millennium Development Goals.
- As the convenor of the United Nations inter-agency platform on knowledge and education, UNESCO also actively contributed to the implementation of the Hyogo Framework for Action on Disaster Resilience, in particular with the launch of the world campaign on education for disaster reduction (June 2006).
- UNESCO partnered with the World Bank "Global Forum: Building Science, Technology and Innovation Capacity for Sustainable Growth and Poverty Reduction" (Washington, DC, February 2007) to discuss strategies that will ensure that potential benefits from

globalization of knowledge and technology reach a greater number of developing countries.

- In association with ICTP, Major Programme II led the G8-UNESCO World Forum on "Education, Innovation and Research: New Partnership for Sustainable Development" (Trieste, May 2007), which considered the interconnections between the three components of the so-called "triangle of knowledge" – education, scientific research and technological innovation – from a sustainable development perspective, and identified risks and opportunities both for the industrialized countries as well as the developing and low income countries.
- The Ministerial Round Table on "Science and Technology for Sustainable Development and UNESCO's Role" held during the 34th session of the General Conference called upon UNESCO to assist Member States in their efforts to implement the tenets of sustainable development, especially through policy formulation and capacity-building.
- Side event sponsored at the United Nations Climate Change Conference (Bali, December 2007) to present "UNESCO's strategy for action on global climate change", which seeks to integrate climate change in a coherent manner across UNESCO's work programmes, with particular emphasis on strengthening the social and human science knowledge base, the need for a shared ethical philosophy, and developing better understanding of adaptive and sustainability capacity.

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

Subprogrammes

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

Achievements

- New category 2 water centres established in Australia, the Libyan Arab Jamahiriya, the Netherlands, Pakistan and Paraguay, thus enhancing UNESCO's capacity-building efforts in this field.
- FRIEND (Flow Regimes from International Experimental and Network Data) cross disciplinary networks on specific issues such as drought, floods or basin sedimentation expanded in Central Asia and Africa.
- Global map of groundwater resources showing hydrogeological environments and recharge distribution developed.
- Significant contributions to the knowledge base by G-WADI (global network for water resources management in semi-arid zones) and the groundwater programme through high-quality events on water harvesting and groundwater modelling, which have produced reference case study materials, datasets and modelling tools.
- Awareness of the complex sociocultural interrelations between water and societies for better water management enhanced, especially on indigenous water cultures and transboundary cooperation, through events, publications and capacity-building activities.
- Concept of the International Flood Initiative and mapping of the agencies in the consortium, including ICHARM, implemented.
- Role of water as a major factor for the development and expression of cultural diversity highlighted on World Water Day 2006 under the theme "Water and Culture".
- Water education techniques improved, water educational materials developed and programmes focusing on continuing education and training for selected target groups strengthened.
- Knowledge base for the ecohydrological approach further strengthened through the launch of thematic task forces and the implementation of demonstration projects.

Challenges/lessons learned

- Mobilizing the full range of UNESCO's constituencies (UNESCO science institutes, Chairs, and networks, National Commissions, etc.) and

partners in science (e.g. scientific IGOs, NGOs, international and regional research and training centres) has proved to be an effective modality for programme delivery. The category 2 centres, in particular, have demonstrated their value as avenues for capacity-building in the face of scarce human and financial resources. Many of these centres are also loci for effective South-South cooperation.

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

Achievements

- International conference on humid tropics (Sri Lanka, December 2006) synthesized knowledge on these ecosystems and proposed directions for programme articulation and development for 2008-2013.
- 20 MAB Young Scientist Grants awarded (out of which more than half to women scientists from LDCs).
- 20 research grants on great apes awarded to young African scientists (out of which 15 from LDCs).
- 24 African specialists in integrated land and resources management from 12 countries enrolled in ERAIFT (Regional postgraduate training school, Kinshasa).
- Partnership established with STAR Alliance network (global airline alliance) to promote the role of biosphere reserves as learning laboratories for sustainable development as well as the sustainable use of natural resources throughout their extensive communications distribution systems, including in flights, on websites and through publications, conferences and events.
- Expanded use by Member States of biosphere reserves for achieving environmental sustainability (MDG 7) at the local level: 25 new biosphere reserves extended the World Network to 507 sites in 102 countries, including the first intercontinental biosphere reserve set up by Morocco and Spain and the first ever sites in Qatar, Oman and the United Arab Emirates.
- Importance of scientific cooperation for peaceful dialogue demonstrated through a South and North Korean joint-project to create a marine peace park along the Korean peninsula, as a UNESCO Transboundary Biosphere Reserve.

- Focus of the Open Framework Agreement with space agencies expanded to include biosphere reserves and broader ecosystem and land/sea-scapes in the context of efforts to build capacity for earth systems monitoring among Member States.
- Geoparks as educational sites promoted, particularly in Latin America and Asia.
- Closer cooperation between GEOSS (Global Earth Observation System of Systems), IGOS (Integrated Global Observing Strategy) and CEOS (Committee on Earth Observation Satellites) fostered through a ministerial conference (South Africa, November 2007) for enhanced coherence in earth observation and for strengthening capacity-building in earth observation.
- Strong partnership established with “OneGeology”, an international initiative of the geological surveys of the world and a flagship project of the “International Year of Planet Earth”, to create dynamic geological map data of the world available via the web.

Challenges/lessons learned

- Methodological tools and dynamic approaches tested in biosphere reserves in Africa and in Europe have proven to be effective tools for conflict prevention and for long-term planning.
- The role of biosphere reserves as platforms for dialogue, concertation and conflict prevention regarding biodiversity conservation and sustainable use needs to be communicated.

Subprogramme II.1.3 – UNESCO Intergovernmental Oceanographic Commission

Achievements

- Policy brief prepared on the uncertainties associated with past and future sea-level rise and variability and on the research and observation activities needed for narrowing these uncertainties, as a result of the IOC-sponsored World Climate Research Programme workshop on Understanding Sea-level Rise and Variability that brought together 163 scientists from 29 countries.
- Web service (“State of the Ocean Climate”) on the state and trends of key physical ocean climate indicators that can be connected to major

- patterns of climate variability with significant social impact, such as El Niño events, created.
- Implementation of a GEF-funded regional project on the development of climate change adaptation strategies and measures in five pilot areas of West Africa initiated.
- ICAM (Integrated Coastal Area Management) Programme completed and “Handbook for Measuring the Progress and Outcomes of Integrated Coastal and Ocean Management” published.
- As the ocean component of the Global Climate Observing System (GCOS), the global module of GOOS (Global Ocean Observing System) which is designed to improve weather and climate forecasting, monitoring and research and provide the foundation for global operational oceanography, continued to serve the sustained observing needs of the UNFCCC as well as the climate societal benefit area of the GEOSS initiative under the Intergovernmental Group on Earth Observations (GEO).
- Consolidation of the Indian Ocean Tsunami Warning System (IOTWS) and regional arrangements for coverage in progress after completion of the initial system in July 2006, with a focus on improved data sharing policies to allow for transmission of real-time data to ensure that information is communicated by national authorities downstream to endangered communities.
- Establishment of tsunami intergovernmental coordination groups for the North-East Atlantic and Mediterranean, and Caribbean regions.
- Capacities of marine science institutes strengthened through training workshops conducted in five regions and attended by 102 institutes from 45 countries.

Challenges/lessons learned

- Limited human and financial resources of targeted marine science institutes, insufficient experience or training in leadership of scientific organizations, and lack of individuals experienced in the process of developing and submitting competitive funding proposals.
 - Effective communication of the research and policy-relevant results developed through the broad range of activities remains a challenge and should be a priority in the next biennium.
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Subprogramme II.2.1 – Basic and engineering sciences, renewable energy and disaster mitigation

Achievements

- More strategic approach, guided by the analysis and conclusions of the evaluation of the first phase of the IBSP, adopted to strengthen capacities in the basic sciences in all regions based on existing centres of excellence.
- Science education and careers in science promoted through elaboration and dissemination of active learning techniques in physics, support for science curriculum development and translation, training in the use of microscience experiments, and provision of access to scientific journals to scientists in developing countries through ICTP and the biotechnology programme.
- Programmes aimed at university curricula reforms for the integration of HIV and AIDS into engineering and science courses implemented within the framework of UNAIDS-UBW.
- Daimler-UNESCO Mondialogo Engineering Awards promoting international cooperation among young engineers awarded.
- International Disaster Reduction Conference (IDRC) jointly organized with the Global Alliance for Disaster Reduction (GADR), the Global Disaster Information Network (GDIN) and UN/ISDR (Davos, September 2006), and partnerships for the implementation of the Conference Declaration and recommendations on a broad range of issues including integrated risk management and development, gender and disasters, environmental vulnerability, as well as education, knowledge and awareness, actively supported and promoted.

Challenges/lessons learned

- Cooperation with ICSU regional offices has proved very successful. This cooperation will assume a new dimension in view of ICSU's recent involvement in disaster mitigation and prevention.
 - Investigations and actions following natural disasters require stimulating multidisciplinary and intersectoral partnership as well as collaborative inter-agency approaches.
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Subprogramme II.2.2 – Science and technology policies for sustainable development

Achievements

- National science policies and reform of science systems formulated in Nigeria, Democratic Republic of the Congo, Lesotho, Mongolia and Ethiopia, and initiated in Swaziland, Namibia, Mauritania and Seychelles.
- International collaboration in the area of policy-relevant S&T indicators enhanced through the organization, in cooperation with UIS, of regional training workshops in Europe, Africa, South-East Asia and Central Asia.
- Development and implementation of training programmes for policy analysts in the area of science policy formulation as well as the mapping of science and innovation systems, in the Africa region.
- Capacities of developing Member States in the area of S&T innovation reinforced through university-industry partnerships and training activities carried out in four regions in the area of the development, operation and management of science and technology parks and incubators.
- Regional Science Policy Forum established in South-Eastern Europe (Romania) and another one initiated in South and South-East Asia.
- Thirty-five projects, including eight on HIV/AIDS awareness-raising, implemented in the three SIDS regions, within the framework of the Youth Visioning for Island Living initiative, in partnership with Lighthouse Foundation (Germany), Youth for a Sustainable Future Pacifica, UNAIDS TakingItGlobal, and local youth organizations, among others.

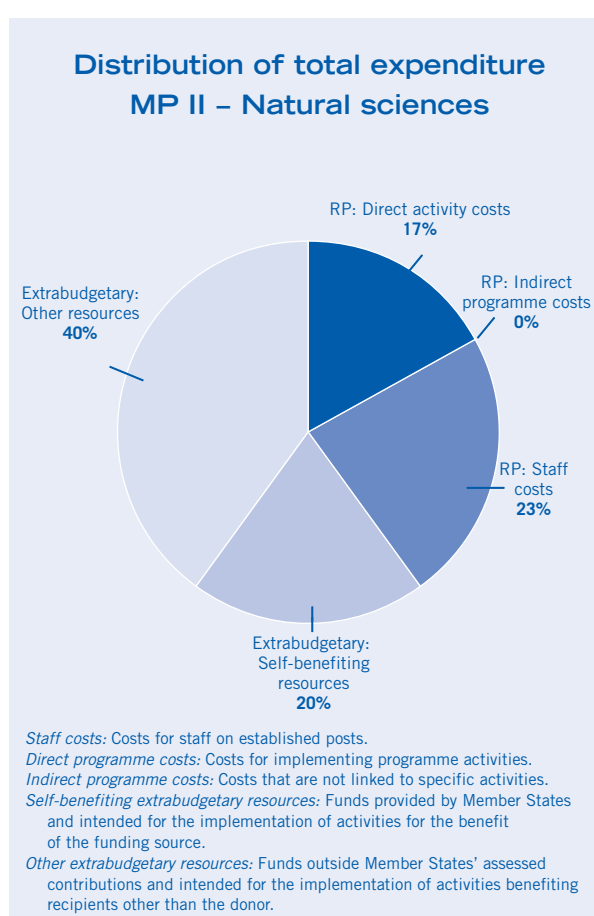
Challenges/lessons learned

- Need to partner more closely with other United Nations agencies working in the area of science, technology and innovation, such as UNIDO and UNCTAD.
 - Difficulty in mobilizing consultants of the highest calibre for policy advice to Member States, as UNESCO's terms of remuneration for consultants are deemed not competitive with those offered by other multilateral organizations.
 - Implementation of youth activities was slowed by their limited experience in project management. As a result, youth capacity-building became a major undertaking in itself and a major outcome of "Youth Visioning for Island Living".
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Resources

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

- Regular programme budget: \$57,145,000
- Extrabudgetary funds: \$85,670,000
- Staff establishment: 160 regular posts, including 105 professionals, nine of whom are national professional officers (NPOs) located in field offices, excluding staff working in the Abdus Salam International Centre for Theoretical Physics (ICTP), the UNESCO-IHE Institute for Water Education and in UNESCO-affiliated category 2 centres.



Conclusions and lessons for the future

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

MP II – Examples of major achievements and challenges in carrying out each of UNESCO’s five functions

Laboratory of ideas	Achievements	<ul style="list-style-type: none"> • UNESCO biosphere reserves promoted as learning laboratories for sustainable development as a contribution to UNDESD. • Ecosystem-based marine spatial management jointly promoted by IOC, MAB and WHC, including through enhanced access of Member States to good practices and innovations. • Joint IOC, MAB, IUCN, Canada, Mexico and Australia initiative on the development of biogeographic classification systems in open ocean and deep seabed areas beyond national jurisdiction.
	Challenges	<ul style="list-style-type: none"> • Inadequate appreciation and understanding of the specificity of the biosphere reserve designation is an impediment to fully realizing the potential of biosphere reserves as learning laboratories for sustainable development.
Standard-setter	Achievements	<ul style="list-style-type: none"> • Cooperation in the GEOSS framework for building the standards to create an operational and harmonized worldwide observation system by 2015. • Establishment of common practices and standards in the development and implementation of ocean-based tsunami warning systems (TWS).
	Challenges	<ul style="list-style-type: none"> • TWS can only work if a common global data policy is implemented. There is a need, in the Indian Ocean, to adhere to the existing policy for emergency application to ensure utmost effectiveness of the system.
Clearing house	Achievements	<ul style="list-style-type: none"> • Several of the 65 National Oceanographic Data Centres affiliated with IOC’s International Oceanographic Data Exchange (IODE) programme manage operational data in real time, and many provide user services. • Data and information about good practices in the use of applied space technologies as support for the conservation and monitoring of UNESCO World Heritage sites and biosphere reserves disseminated worldwide through space partners.
	Challenges	<ul style="list-style-type: none"> • Key challenges for IODE include Member States’ application of “timely, free and unrestricted international exchange of oceanographic data”, actively establishing and maintaining national oceanographic data centres and national oceanographic libraries, and the mobilization of funds for ocean data and information management.

Capacity builder in Member States	Achievements	<ul style="list-style-type: none"> • Water education and capacity-building opportunities for developing countries enhanced through UNESCO-IHE and the expanded network of UNESCO water-related centres and chairs throughout the world. In particular, postgraduate education, professional training and institutional capacity-building programmes in the fields of water, environment and infrastructure were carried out to strengthen water sector organizations. Examples of successful institutional capacity-building projects include “Human Resources Development for the improvement and protection of environment in Asia” or “Capacity-building of a China Groundwater Information Centre”. • Over 30 IBSP projects and activities implemented, along with workshops and summer schools, to increase capacities in the basic sciences at national and regional level. • 62 ICTP scientific training events in a broad array of fields (not limited to theoretical physics) reached roughly 5,000 scientists from 125 countries.
	Challenges	<ul style="list-style-type: none"> • More effective coordination of MP II activities towards increasing capacities to enhance synergies.
Catalyst for international cooperation	Achievements	<ul style="list-style-type: none"> • The PCCP (From Potential Conflict to Cooperation Potential) initiative facilitates multilevel and interdisciplinary dialogues in order to foster peace, cooperation and development related to the management of shared water resources and contributes to the enhancement of water managers’ and decision-makers’ capacities to understand and solve water-related conflicts. • UNESCO/IOC coordinates international cooperation to systematically and sustainably monitor the world’s oceans for climate change and marine and coastal resource management through GOOS and JCOMM. • UNESCO coordinated the United Nations cluster for S&T in support of NEPAD, contributed to the organization of the 8th AU Summit the theme of which was “Science, Technology and Scientific Research for Development” and organized the South-East Europe Ministerial Meeting on Science.
	Challenges	<ul style="list-style-type: none"> • Limited national engagement and contributions for GOOS. • To lead United Nations efforts in science, technology and innovation at country level, notably in common country programming exercises.

Major Programme III

Social and human sciences

Major trends and developments

29. To ensure greater impact of UNESCO's work globally, special emphasis was placed on enhancing the link between social science research and policy-making so that emerging ethical and social challenges and the strategies adopted by UNESCO's governing bodies could be reflected upon and duly taken into account by policy-makers at all levels. In this context, the international forum on research-policy nexus, organized in February 2006, in cooperation with the Governments of Argentina and Uruguay, offered some 2000 social science policy-makers and researchers an innovative space for dialogue at an unprecedented scale.

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

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

Subprogrammes

Subprogramme III.1.1 – Ethics of science

Achievements

- UNESCO, through IBC, IGBC and COMEST, has confirmed its role internationally as the forum for an interdisciplinary, multicultural and pluralist exchange as well as an essential element in programme implementation and promotion of ethical reflection.
- Efforts were pursued to assist countries in the establishment of national bioethics committees (established in two countries with an additional five countries in process) and the introduction of ethics teaching in universities (four teacher training courses in ethics in three regions were conducted. Also, 173 teaching programmes were introduced in GEObs).
- Capacity-building in this field was strengthened by the establishment of the online global ethic observatory which is now available in UNESCO's six official languages and has been considerably expanded with five databases (inclusion of 1,019 experts and 211 institutions into the database as well as the addition of 74 legal instruments from five countries).
- The principles of the declarations in the field of bioethics were further promoted and translated in various languages to encourage their integration in national legislations.
- Special attention was given to Africa through the holding of both COMEST and IBC meetings in Dakar and Nairobi, respectively, which enabled an in-depth debate on critical issues of interest to African societies, and strengthened capacity-building perspectives in the continent. Africa's first bioethics centre, in Egerton University of Kenya, was inaugurated in May 2007. Reflection on emerging ethical issues was pursued tackling mostly the ethical issues of nanotechnology.

Challenges/lessons learned

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

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

Achievements

- Action focused on the implementation of UNESCO's strategies in the field of philosophy and democracy.
- Emphasis on the research-policy nexus was furthered through the celebrations of the World Philosophy Day in Morocco (2006) and in Turkey (2007), the interregional dialogues between Asia and the Arab world and the elaboration of the report "Philosophy – school for freedom" on the state of philosophy education in the world today. Lessons learned are keys for the implementation of the three pillars of the strategy on philosophy in the coming biennium.
- The implementation of the strategy on democracy was pursued through the International Centre for Human Sciences in Byblos.
- In the field of human security, the six-year programme implemented regionally culminated in the elaboration of a report entitled "Human Security: Approaches and challenges" (to be disseminated in 2008) reflecting the Organization's intersectoral and interdisciplinary response to various key challenges in its fields of competence.
- The launch of the Greater Horn Horizon Initiative in November 2007 in Djibouti offered a platform for researchers, opinion leaders and policy-makers to enhance cooperation and exchange with a view to developing mutually agreed responses to the pressing challenges of the Horn of Africa.
- The programme's action made it possible to increase the Organization's capacity to anticipate developments and emerging challenges in UNESCO's fields of competence and to increase its visibility in the Member States and civil

society by implementing four types of projects: (i) holding of international meetings (eight sessions of Twenty-First Century Talks and one session of Twenty-First Century Dialogues); (ii) dissemination of their results in the form of anthologies published in several languages (most recent volume published: *Making Peace with the Earth*); (iii) promotion of the UNESCO World Report: *Towards Knowledge Societies*; (iv) publication in more than 50 leading journals of articles on future-oriented reflection by the Director-General.

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

Challenges/lessons learned

- Elaboration of policy responses by the relevant authorities based on the findings of the reports and conferences undertaken by UNESCO, within its fields of competence, targeting in particular the most vulnerable populations, and concerted action with the United Nations system in this field.
- The main challenges that the foresight programme had to meet concerned, on the one hand, the identification of themes and key personalities likely to enrich the Organization's future-oriented thinking and to contribute to the renewal of its approaches and, on the other hand, the difficulties inherent in initiatives for intersectoral and interdisciplinary cooperation.

Subprogramme III.2.1 – Promotion of human rights

Achievements

- Throughout the biennium, activities focused on implementing the two strategies on human rights and on the fight against racism and discrimination. Within this framework, four policy-oriented research networks were created and further consolidated in the different regions to address the rights within UNESCO's fields of competence including women's rights and research. Outcomes of these activities were widely disseminated.
- Training was delivered in the human rights-based approach to programming to approximately 200 UNESCO staff members.
- Capacity-building initiatives were undertaken, especially in the field of women's rights with the establishment of a Palestinian Women's Research and Documentation Centre and preparatory work for a similar centre in the region of the Great Lakes addressing specifically post-conflict situations.
- The flagship project on the Coalition of Cities against Racism and Discrimination was consolidated with the launch of regional coalitions in Latin America, Africa, and Asia and the Pacific.
- Special attention was given in that context to persistent practices of marginalization of specific groups, ethnical and religious intolerance, the plight of street children and youth, and discriminatory attitudes towards people with HIV/AIDS and other health problems.

Challenges/lessons learned

- Within the context of the commemoration of the 60th anniversary of the Universal Declaration of Human Rights, the focus, in close cooperation with all the other major programmes, will be on the major obstacles identified with respect to the full enjoyment of those human rights that fall under UNESCO's fields of competence and to strengthen action against discrimination given the persistence of discriminatory practices and the emergence of new forms of discrimination resulting from rapid social change in many societies.
- Regarding human rights-based approach to programming, the training of a critical mass of colleagues and other key partners has yet to be achieved to ensure the success and sustainability of this approach especially with a view to enhancing joint United Nations country programming.

Subprogramme III.2.2 – Social transformations

Achievements

- Actions focused on strengthening the exchanges between social science researchers and decision-makers. The international Forum on research-policy nexus (Argentina, Uruguay) and the international symposium on the theme "From research to policy to action", in conjunction with the World Social Forum, held in Nairobi (20-25 January 2007) further reduced the gap between social science and policy.
- The regional forums of Ministers of Social Development in Latin America, Africa, South Asia and in the Arab States contributed to the enhancement of peer-learning and horizontal cooperation.
- Policy-oriented research was pursued in different regions, on the basis of regional priorities. The innovative MOST online policy research tool became operational, thus providing support to policy-makers based on the results of research from numerous international, regional and national sources.
- Cooperation with research networks on migration was intensified and strengthened in all regions.
- Policy recommendations were formulated within the European Union, the African Union and other regional communities, based upon policy-relevant research regarding the United Nations International Convention on Migrant Workers' Rights. UNESCO's role in this field has been further acknowledged through the participation of the Organization in the Global Migration group.
- In cooperation with UN-HABITAT, policies and best practices on social integration in urban settings were developed.
- In the field of youth, five regional youth fora were held for the first time representing a major achievement for the Organization. Results of these fora fed into the fifth Youth Forum at the 34th session of the General Conference, which included the participation of 174 delegates from 116 countries and was made possible through the continued support and cooperation of numerous National Commissions.
- In the field of physical education and sport, emphasis was put on the implementation of the International Convention against Doping in Sport which entered into force on 1 February 2007 and was ratified by 75 Member States as at the end of 2007. The Conference of Parties adopted the

Rules of Procedure and criteria for the expenditure of the Voluntary Fund and agreed on aspects of the monitoring system; several projects have been concluded with the World Anti-Doping Agency.

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

Challenges/lessons learned

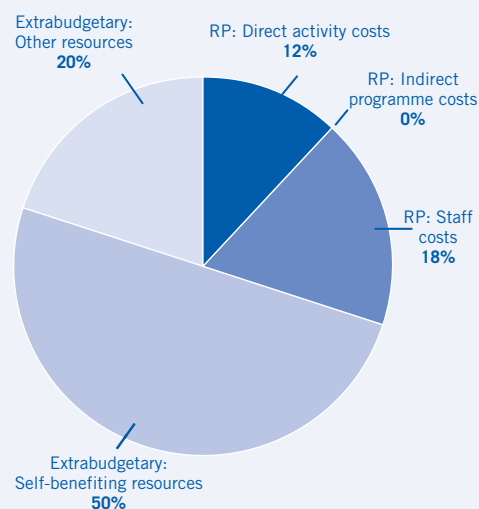
- It will be necessary to continue to sustain the new dynamics of the MOST Programme, in particular with regard to multilateral and regional cooperation and the appropriate dissemination in Member States of policy-oriented research carried out under the MOST Programme as well as on MOST-related issues in UNESCO's fields of competence.
- UNESCO's interdisciplinary approach should be further underlined, namely in its cooperation with UN-DESA, UNRISD, UNU, UN-Habitat and other relevant international and regional programmes, in order to ensure enhanced synergies and avoid undue overlapping.

Resources

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

- Regular programme budget: \$30,841,000
- Extrabudgetary funds: \$70,265,000
- Staff establishment: 86 regular posts, including 61 professionals, five of whom are national professional officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).

Distribution of total expenditure MP III – Social and human sciences



Staff costs: Costs for staff on established posts.
Direct programme costs: Costs for implementing programme activities.
Indirect programme costs: Costs that are not linked to specific activities.
Self-benefiting extrabudgetary resources: Funds provided by Member States and intended for the implementation of activities for the benefit of the funding source.
Other extrabudgetary resources: Funds outside Member States' assessed contributions and intended for the implementation of activities benefiting recipients other than the donor.

Conclusions and lessons for the future

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

MP III – Examples of major achievements and challenges in carrying out each of UNESCO's five functions

Laboratory of ideas	Achievements	<ul style="list-style-type: none"> • Promotion of ethical reflection on science and technology ensured worldwide. • Philosophical reflection fostered with emphasis on issues of relevance to the Organization and philosophical dialogues. • Development of ethical, normative and educational frameworks for human security in the different regions. • Encouragement of future-oriented reflection, dialogue and debate in UNESCO's fields of competence.
	Challenges	<ul style="list-style-type: none"> • Contribute significantly to identify new emerging ethical and social challenges.
Standard-setter	Achievements	<ul style="list-style-type: none"> • Declarations adopted in the field of bioethics and relevant principles disseminated. • International Convention against Doping in Sport.
	Challenges	<ul style="list-style-type: none"> • Sustained translation of principles into national legislations.
Clearing house	Achievements	<ul style="list-style-type: none"> • Operationalization of the Global Ethics Observatory (system of databases that manage operational data in real-time, with many also providing user services). • MOST online policy tool launched and developed.
	Challenges	<ul style="list-style-type: none"> • Upgrading of existing clearing-house mechanisms in particular by giving priority to cutting-edge research and its presentation in different languages.
Capacity-builder in Member States	Achievements	<ul style="list-style-type: none"> • Establishment of national bioethics committees and ethics teaching-training courses carried out. • Establishment of regional research-policy networks on rights within UNESCO's competence. • Palestinian Women Documentation and Research Centre established. • Building national capacities for research and policy analysis on poverty eradication through CCT projects. • Worldwide survey on philosophy education.
	Challenges	<ul style="list-style-type: none"> • Reinforcement of social and human sciences research in national research systems.
Catalyst for international cooperation	Achievements	<ul style="list-style-type: none"> • International forum on the research policy nexus. • Regional fora of Ministers of Social Development. • Regional coalitions of Cities against Racism and Discrimination launched. • Regional youth fora and 34th General Conference Youth Forum.
	Challenges	<ul style="list-style-type: none"> • Stronger cooperation built with United Nations partners and development of joint research programmes.

Major Programme IV

Culture

Major trends and developments

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

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

36. In respect of the Convention on the Protection of the Underwater Cultural Heritage adopted in 2001, efforts were concentrated on its promotion in order to speed up its entry into force. As part of the campaign to combat trafficking in cultural property, an evaluation of the implementation of the 1970

Convention in the Member States was conducted and submitted to the General Conference at its 34th session.

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

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

Programming framework

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

MDG 6 by offering a cultural approach to preventive education.

Mainstreaming issues

40. Implementation of the Approved Programme and Budget took account of Africa's priorities in the sphere of culture as set out by the African Union in the context of NEPAD (decisions adopted by the African Heads of States Summit on culture (Khartoum, 2006), including the Revised Charter for the Cultural Renaissance of Africa, the African World Heritage Fund, the Plan of Action for Cultural Industries, the Action Plan for the Promotion of Cultural Industries for Africa's Development and the Language Plan of Action for Africa). It also took into account needs for updating cultural policies expressed by the African States in the context of "One United Nations", by the African, Caribbean and Pacific Group of States (ACP) (Santo Domingo, 2006) and by the Small Island Developing States (SIDS) (Seychelles, 2007). Action with regard to the gender issue focused primarily on strengthening the training of craftswomen, a field in which UNESCO has acquired recognized experience.

Decentralization

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

Partnerships

42. The World Heritage Partnerships for Conservation Initiative (PACT) was established

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

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

Subprogrammes

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

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

network of partners for the promotion of the 1972 Convention and ensured the coordination of international efforts to safeguard the cultural heritage of Angkor, Iraq and Afghanistan.

Achievements

- Two sessions of the World Heritage Committee have been organized, as well as the 16th session of the General Assembly of States Parties to the World Heritage Convention, and final reports (Decisions and Summary record) of two extraordinary and two ordinary sessions of the World Heritage Committee have been published.
- The World Heritage Committee has examined a total of 294 reports on the state of conservation of properties inscribed on the World Heritage List, including 65 of properties inscribed on the List of World Heritage in Danger. Eight properties were removed from the List of World Heritage in Danger in 2006 and 2007.
- The total number of States Parties to the World Heritage Convention has grown to 185 and since January 2006, 73 nominations were examined and a total of 40 new properties have been inscribed on the World Heritage List.

Challenges/lessons learned

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

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

45. An important activity has been the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. With an unprecedented pace of ratification (87 Member States), the Convention came into force on 20 April 2006. This was followed by the organization of one regular and one extraordinary session of the General Assembly of the States Parties, and two ordinary sessions and one extraordinary session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. Virtually all of the Operational

Directives necessary for the Convention to become fully operational have been developed along with global standards for the effective safeguarding of intangible cultural heritage. Innovative pilot programmes have been launched at the national level, and further supported by national, regional and global workshops and meetings providing further capacity-building opportunities. The small Endangered Languages Programme has been continued and a number of visibility initiatives with broad impacts taken.

Achievements

- Twelve expert meetings at the national, sub-regional, regional and global level concerning diverse aspects of safeguarding intangible cultural heritage.
- Three expert meetings on safeguarding endangered languages, of which two focused on African languages and support to six pilot projects.
- Fourteen projects of assistance to Member States for safeguarding intangible heritage completed.
- Implementation of safeguarding plans for 45 declared Masterpieces, of which 10 were completed by the end of 2007 and 35 were in progress.
- Twenty-one projects of assistance to Member States for inventorying intangible heritage; 12 projects for strengthening transmission of intangible heritage.

Challenges/lessons learned

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

Subprogramme IV.1.3 – Protecting and rehabilitating cultural heritage

46. Ten more States have ratified the 2001 Convention on the Protection of the Underwater Cultural Heritage, thereby bringing the number of States Parties to 16, with 20 being required for its entry into force. An evaluation of the implementation

of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property was conducted and presented to the General Conference. Since 2006, six new States have ratified it. Basic actions concerning cultural objects being offered for sale over the Internet were prepared with the International Council of Museums (ICOM) and Interpol and sent to all Member States. The 14th session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation took place in June 2007. The Committee for the Protection of Cultural Property in the Event of Armed Conflict held its first meeting in two sessions, in October 2006 and in June 2007.

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

Achievements

- Four new States Parties to the 1954 Convention; five new States Parties to the 1954 First Protocol; 11 new States Parties to the 1954 Second Protocol.
- 102 Member States and more than 700 legislative texts on the computerized database.
- 15 subregional training workshops on the 1954, 1970 and 2001 Conventions were held.
- New Object ID Form prepared by UNESCO approved by ICOM, Interpol and the J. Paul Getty Trust and being disseminated.

Subprogramme IV.1.4 – Protection of cultural property

48. Training manuals, in particular for museum professionals in least developed countries (LDCs) and post-conflict and post-natural disaster countries, were prepared, published, disseminated, used, translated and placed online for consultation. A particular effort was made to support trials of community museums and to encourage new approaches to museum studies. Sixteen museum-

to-museum partnerships were established and many training and technical support activities regarding museums in LDCs were implemented, in conjunction with, among others, ICCROM, ICOM, ICOMOS-ICUCH, ILAM, AFRICOM and PIMA. The activities carried out focused on priority groups, with considerable importance given to Africa and the participation of professional women in training activities.

Achievements

- Manuals for museums translated into a dozen or so languages.
- 16 partnerships established between museums; 40 digital inventories of collections made; and 45 training courses organized.
- Some 40 museums equipped with Internet and networked.
- Publication of 8 editions of *Museum International*.

Challenges/lessons learned

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

Subprogramme IV.2.1 – Developing cultural policies

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

Achievements

- 10 feasibility studies on the role and possible operation of observatories on cultural diversity.
- Elaboration of research publications, studies and surveys at regional or international level, reviewing the notion of cultural diversity, establishing a state of the art worldwide as well as indicating evaluation practices.
- Cultural Diversity Programming Lens further developed and updated and regional presentation and training workshop initiated.
- Publication of UNESCO and the Issue of Cultural Diversity – Review and Strategy, 1946-2004.

Challenges/lessons learned

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

Subprogramme IV.2.2 – Promoting intercultural dialogue

50. Priority was given to the need to respect both freedom of expression and sacred beliefs and values and religious and cultural symbols, in the context of the Universal Declaration of Human Rights and the UNESCO Universal Declaration on Cultural Diversity. UNESCO acted alone or with partners (African Union, Council of Europe, ALECSO, ISESCO, Alliance of Civilizations, ASEM, United Nations Permanent Forum on Indigenous Issues, Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures, United Cities and Local Governments, UNESCO Chairs and several NGOs). The finalization of the last volumes of the History of Humanity, General History of Latin America and General History of the Caribbean with a view to completing the whole series of histories was speeded up. In the framework of the Slave Route Project, UNESCO strengthened activities under this project in the Indian Ocean region, Asia and the Arab-Muslim world.

Achievements

- Increased demands for the establishment of new cooperation agreements and UNESCO

Chairs on dialogue, a corollary of cultural diversity (Memorandum of Understanding with the Alliance of Civilizations and with the World Public Forum “Dialogue of Civilizations”).

- Inventorying good intercultural practices, with the assistance of the network of UNESCO Chairs, in particular in the Arab world and Africa.
- Strengthening of capacities, in particular through cooperation with the academic world (training seminars and establishment of UNESCO Chairs on intercultural dialogue).
- Partnerships with NGOs and interfaith associations were strengthened (East Africa).

Challenges/lessons learned

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

Subprogramme IV.2.3 – Sustaining cultural industries and crafts

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

Achievements

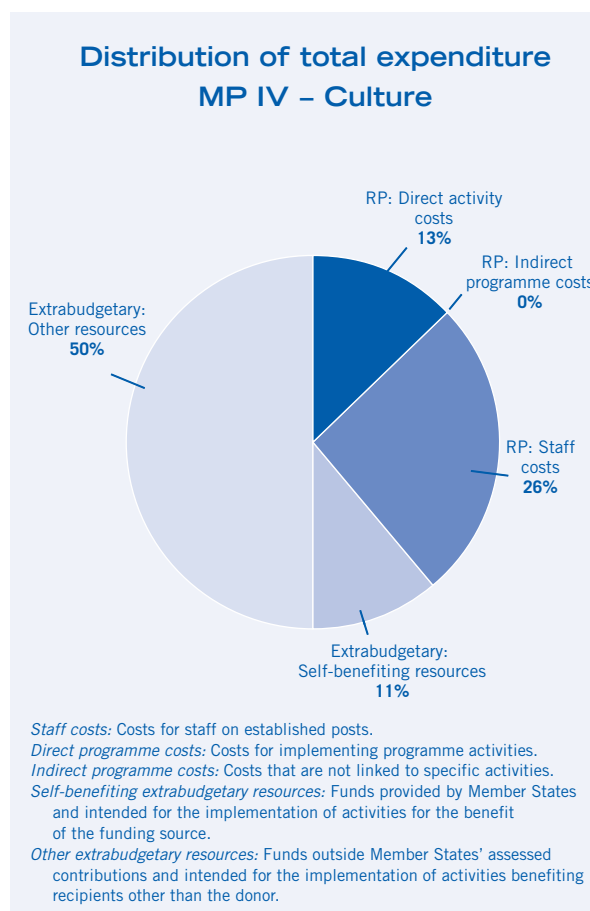
- The priority placed on Africa was extended to South-South cooperation for cultural industries, notably in the context of the support provided to seven festivals and markets.

- Online publication of the Copyright Bulletin in all six languages; growth of the Index Translationum: the number of notices registered and published rose from 1,500,000 to 1,700,000 and the rate of monthly visits rose by an average of 1,400 visits a month.
- Member States' willingness to integrate recommendations aimed at taking into account the artistic dimension in school curricula which was a result of their participation in the Lisbon Conference.
- Promotion of the social status of artists through the World Observatory on the Social Status of the Artist enriched on a regular basis by new contributions.
- Reinforcement of craftspeople's professional capacities, particularly craftswomen, and promotion of young craftspeople and designers through cooperation with trade fairs and salons and the extension of the Seal of Excellence in three regions.

Resources

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

- Regular programme budget: \$52,842,000
- Extrabudgetary funds: \$78,945,000
- Staff establishment: 163 regular posts, including 114 professionals, 12 of whom are national professional officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).



Conclusions and lessons for the future

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

54. Another challenge to meet concerns measurements of the diversity of cultural expressions, where everything must be invented, as was emphasized at the expert meeting on the statistical measurement of the diversity of cultural expressions held at the UNESCO Institute for Statistics, on 27 and 28 September 2007, in Canada. Efforts have been made with a view to the application of the operational directives for the 2003 Convention and, particularly, the first inscriptions on the Lists related to it (Representative List of the Intangible Cultural Heritage of Humanity and List of Intangible Cultural Heritage in Need of Urgent Safeguarding). For the first time, at its 31st session (Christchurch, 2007), the World Heritage Committee carried out the first “de-listing” of a site on the World Heritage List and adopted a mechanism of “reinforced monitoring” aimed at ensuring the proper implementation of its decisions related to the state of conservation of World Heritage properties. The years to come will be a major challenge for the States Parties to the 1972 Convention in ensuring the management and conservation of their inscribed sites in line with the operational guidelines and the decisions of the Committee.

MP IV – Examples of major achievements and challenges in carrying out each of UNESCO’s five functions

Laboratory of ideas	Achievements	<ul style="list-style-type: none"> • The World Heritage List is becoming more representative, balanced and credible; Community participation is now a fifth strategic objective in the World Heritage processes; Impacts of climate change on World Heritage properties, investigated. • UNESCO’s support to innovative pilot programmes in safeguarding intangible cultural heritage (ICH) at the national level, encouraging creative approaches to ensuring the viability of ICH within the communities to which it belongs.
	Challenges	<ul style="list-style-type: none"> • The evolving nature of the concepts related to the protection and conservation of World Heritage. • Safeguarding ICH is a process that does not easily allow for rapid assessment of results or lessons to be drawn quickly.
Standard-setter	Achievements	<ul style="list-style-type: none"> • UNESCO’s leadership in implementing the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage has been confirmed by its rapid ratification and early entry into force. • Adoption by the UNESCO General Conference of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005).
	Challenges	<ul style="list-style-type: none"> • Quantifiable results in this domain are difficult to obtain and efforts to achieve them hamper innovation and experimentation. • To ensure adequate geographical balance of Parties to the 2005 Convention and increase the number of ratifications in the Asia-Pacific and Arab regions.
Clearing house	Achievements	<ul style="list-style-type: none"> • A global database of all statutory documents, World Heritage processes and publications have been developed. • Good intercultural practices and case studies, with the assistance of the UNESCO Chairs network. Organization of information meetings and institutional representation at the highest levels in at least 50 different fora (2005 Convention).
	Challenges	<ul style="list-style-type: none"> • Maintaining and expanding the informational resources available on the 2003 Convention’s website and huge information needs on the political and legal implications of the implementation of the 2005 Convention. • New cooperation agreements and UNESCO Chairs must be harmonized so as to arrive at a typology presenting “good practices” as transposable to many different environments.

Capacity-builder in Member States	Achievements	<ul style="list-style-type: none"> • UNESCO's multiple safeguarding programmes implemented in Member States all focus on enhancing the operational capacity within those States rather than depending on external implementers. • Strengthening of capacities for the inclusion of the principles of cultural diversity and intercultural dialogue in policies for sustainable development and mutual understanding.
	Challenges	<ul style="list-style-type: none"> • Capacity-building is a long-term effort and its achievements are often realized in ways that may not be directly identifiable with a given intervention. • An interdisciplinary approach, based on case studies, is required so as to identify and acquire the skills needed in these new fields of action, in particular with the assistance of the tool "Cultural Diversity Programming Lens".
Catalyst for international cooperation	Achievements	<ul style="list-style-type: none"> • Ratification of the 2003 Convention by 87 Member States from all regions of the world, and their active participation in the General Assembly of the States Parties and the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. • US \$1 million pledged for the future International Fund for Cultural Diversity and partnerships with research centres and organizations in the area of international cultural cooperation.
	Challenges	<ul style="list-style-type: none"> • Increased networking and information exchange is needed to maximize the potential for international cooperation in safeguarding ICH, especially through direct South-South and North-South-South collaboration. • The growing demand for new cooperation agreements and new UNESCO Chairs on dialogue among cultures raises conceptual, logistical and financial problems.

Major Programme V

Communication and information

Major trends and developments

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

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

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

WSIS implementation process was recognition of its contribution as a significant actor in the area of communication and information for development.

Programming framework

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

Mainstreaming issues

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

60. While gender was mainstreamed in all programmes, particular emphasis was placed on activities aimed at women empowerment and gender equality, especially through training of women professionals, increasing women’s participation in decision- and policy-making initiatives, and

promoting their access to and use of ICTs for development. Similarly, participation of young people was encouraged by supporting training and networking initiatives, including through the INFOYOUTH Programme. Priority was also given to enhancing access to information of peoples with disabilities as well as disadvantaged and vulnerable groups.

Decentralization

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

Intersectoral activities

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

Participation in United Nations common country processes

63. The 10th United Nations Inter-Agency Round Table on Communication for Development, hosted by UNESCO in Addis Ababa in February 2007 was an important step in the development of a “Common United Nations system approach for

harnessing communication for development to achieve the Millennium Development Goals”. The approach developed to integrate Communication for Development principles and methodologies into programme planning and execution, monitoring and evaluation will in the long run contribute to ensuring greater coherence and coordination of action by United Nations agencies at the country level.

Partnerships

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

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

Subprogrammes

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

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

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

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

Achievements

- Awareness of the importance of press freedom, freedom of expression, and the safety of journalists raised among decision-makers, media professionals and the public at large through the World Press Freedom Day, international conferences, regional and local monitoring mechanisms on press freedom violations and the World Press Freedom Prize.
- Technical expertise provided on media legislation and regulatory frameworks for public service broadcasting through publications and advisory services to 20 Member States.
- UNESCO’s lead role in implementing the WSIS outcomes – including the facilitation of the implementation of six Action Lines in its areas of competence – clarified and consolidated.
- Broader recognition by policy- and decision-makers of the ethical challenges of emerging knowledge societies achieved through publications and regional consultations.

Challenges/lessons learned

- To raise awareness of national authorities on the need to adapt freedom of information and expression legislation and to address press freedom in cyberspace.
- To promote media accountability, ethical standards and enabling a free, independent and pluralistic media sector.
- To engage more actively Member States and other stakeholders in IFAP through review of its mission, strategic plan, and priority areas taking account of funding considerations and the role of IFAP National Committees.

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

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

69. The development of infostructures, including libraries, archives, community multimedia centres (CMCs) and information service providers and the provision of information processing tools formed another focus of action. Significant progress was achieved through the CMCs programme providing a successful platform for poverty eradication and sustainable development, governance, social inclusion and participative democracy.

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

Achievements

- Institutional and professional capacity of communication training and broadcasting institutions including on basic safety measures and reporting on HIV and AIDS enhanced and more than 1,200 media professionals, including 30% women trained; nine regional training institutions supported.
- Through mapping 96 African media/journalism training institutions, a database, criteria and indicators for defining potential centres of excellence established and model journalism curricula for journalism education launched.
- Guidelines on best practices of PSB legislation and regulatory frameworks published and followed by capacity-building and awareness raising initiatives.
- Over 130 pilot community multimedia centres (CMC) and community radio established or upgraded, in 32 countries, and 950 community volunteers, CMC staff and local leaders trained, including “scale-up” initiatives in Cameroon, Mali, Mozambique and Senegal.
- More than 16,000 requests for information processing tools (CDS/ISIS, Greenstone and IDAMS) fulfilled and information specialists trained in the use of software packages.
- Thirty-nine new items inscribed on the Memory of the World (MoW) Register and human and institutional capacities to safeguard analogue and digital heritage enhanced.
- Quality audiovisual productions from more than 80 developing countries and training modules on AV content supported, produced and distributed through the UNESCO Audiovisual Platform expanded to 4,000 users.

Challenges/lessons learned

- To ensure long-term international cooperation to sustain training institutions and to develop a critical mass of training manuals and material in local languages.
 - To develop better enabling environments and clearer strategies for the implementation of CMC as one of the most effective community access models focusing on increased participation of women and building on intersectoral synergies with other UNESCO community media initiatives, such as community learning centres.
-

Subprogramme V.2.1 – Fostering media development

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

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

Achievements

- UNESCO's role as a major facilitator for international cooperation in the field of media development successfully consolidated through its regular programme and IPDC and 115 media development projects implemented in 80 countries totaling \$2,750,000.
- Media development indicators and indicators for defining excellence in media training developed as a basis for inter-agency collaboration within UNDAF and other common country programming processes.
- Media's role strengthened in peace-building and reconciliation processes, developing dialogue activities with media professionals from conflicting sides and establishing joint exchange production programmes.
- Assistance provided to media in open and post-conflict situations in Afghanistan, Central African Republic, Democratic Republic of the

Congo, Iraq, Liberia, Nepal, Somalia, Sudan and Uganda.

- Framework of the creation of the Power of Peace Network established to utilize the new media tools to enhance cultural self-expression and mutual understanding and tolerance.
- Development and strengthening of news exchange and co-production networks among media outlets and professionals (East Europe, Portuguese-speaking countries in Africa).

Challenges/lessons learned

- To continue to ensure an effective complementary funding of activities and projects by regular programme and extrabudgetary funds.
- To build sustainable local capacity as essential for successful media development in post-conflict situations and the reconstruction of an independent and pluralistic media landscape in post-conflict situations and to ensure that UNESCO remains involved in peace-building activities from the very first outset of international assistance.

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

73. The impact of ICTs on teaching and learning processes has increased steadily, thus providing opportunities for expanding traditional education and enhancing literacy, teacher training and quality education at all levels.

74. By deploying open source solutions for the learning management systems, developing portals for open educational resources, and evaluating the usability of open courseware resources, UNESCO has facilitated the development and availability of high-quality e-education content and resources in local languages, including promoting quality e-education services, open and virtual universities, digital libraries of learning objects, and advancing the use of robust FOSS solutions in education. As the critical lack of high quality science content in the media and on the Internet continued to hamper access to knowledge in many parts in the world, action focused on broadening access to scientific and technological information through media and ICTs.

Achievements

- Complete set of standards for ICT competencies of teachers prepared in collaboration between UNESCO and key private sector partners.
- Miftaah project launched to develop and disseminate FOSS in the Arab region and establishment of a Moodle-based university portal in three universities in Central Asia.
- Forty-six science documentaries acquired through a UNESCO-BBC World Trust Partnership distributed to national broadcasting services in 41 African and nine Asian countries.
- Training needs of science journalists identified, syllabus on science journalism prepared as part of the model curricula for journalism education and science journalism capacities of media trainers and journalists in Africa, Asia and Latin America enhanced.

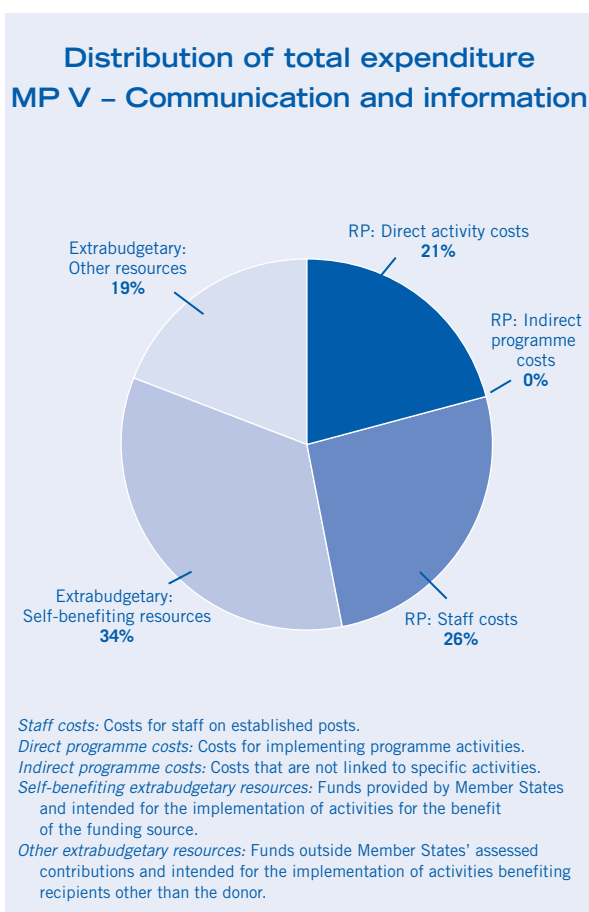
Challenges/lessons learned

- To ensure availability and networking of trained professional science journalists, and adequate financial and human resources for local production of science documentaries.
 - Need of state-funded broadcasting services to consider science communication as a public service remit.
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Resources

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

- Regular programme budget: \$32,955,000
- Extrabudgetary funds: \$36,446,000
- Staff establishment: 88 regular posts, including 63 professionals, 12 of whom are national professional officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).



Conclusions and lessons for the future

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

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

MP V – Examples of major achievements and challenges in carrying out each of UNESCO’s five functions

Laboratory of ideas	Achievements	<ul style="list-style-type: none"> • UNESCO’s proactive position and contribution as well as strengthened cooperation with stakeholders such as the European Commission, Göteborg Clearing House allowed promoting and enhancing media education. • Power of Peace initiative launched to explore the potential of media and ICTs for promoting tolerance and mutual understanding thereby contributing to dialogue and peace.
	Challenges	<ul style="list-style-type: none"> • Media literacy is embryonic in most of the developing countries: introducing it in schools curricula would require appropriate teacher-training strategies. • Power of Peace initiative requires multidimensional strategies, multistakeholder support, and large-scale funding.
Standard-setter	Achievements	<ul style="list-style-type: none"> • Collaboration between UNESCO and key private sector partners resulted in standards for ICT competencies of teachers that is expected to have a global impact on teacher-training practices after undergoing expert review/validation.
	Challenges	<ul style="list-style-type: none"> • Strategic partnerships with key private sector players have significantly boosted ability to both deliver to Member States and impact on the practices of the private sector. However, these require new and innovative modalities regarding the management of private sector partnerships and extrabudgetary funds.
Clearing house	Achievements	<ul style="list-style-type: none"> • As profound violations of the right to free expression and freedom of the press continue around the globe, the International Freedom of Expression Exchange (IFEX) – created in 1992 with initial support and funding from several organizations, including UNESCO, through its IPDC – has emerged as a strong and growing force providing for a rapid, worldwide and coordinated response to these violations. Comprised of 81 organizations – from all geographic regions – IFEX draws together a tremendously diverse and dedicated global community. The Action Alert Network is one of its central components.
	Challenges	<ul style="list-style-type: none"> • Challenges include maintaining relationships with key organizations, supporting and strengthening fledgling freedom of expression organizations in all parts of the world.

**Capacity-builder
in Member States**

Achievements

- More than 1,200 media professionals have been trained in partnership with important stakeholders; UNESCO has finalized a unique mapping of 96 African media/journalism training institutions, a database and a consensus-originated set of criteria and indicators for defining potential centres of excellence among these institutions and launched a model journalism curriculum for journalism education.

Challenges

- A wide range of networking possibilities and other benefits could arise, such as collaborative programmes, curriculum development, textbook development and exchanges. A system of quality assurance for media development and training is an important challenge.
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**Catalyst for
international
cooperation**

Achievements

- UNESCO-led resolution adopted at the 10th United Nations Inter-Agency Round Table on Communication for Development provides that United Nations agencies will promote and enhance a “Common United Nations System Approach for Harnessing Communication for Development to Achieve the Millennium Development Goals”, integrate Communication for Development principles and methodologies into programme planning, execution, monitoring and evaluation, incorporate them into CCA/UNDAF guidelines and engage greater coherence and coordination of Communication for Development at the country level.

Challenges

- The challenge is to further build up and consolidate UNESCO’s position and role in the field of media, to strengthen partnerships with major stakeholders and to internalise the processes of communication for development at country-level United Nations teams and to establish a regular mechanism to coordinate at the Headquarters levels.
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UNESCO Institute for Statistics (UIS)

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

Achievements

- Based on this evaluation and consultations with stakeholders, UIS implemented a series of initiatives developed internally in 2006-2007. This has included centralizing all data-processing activities within a single unit. The streamlining enables UIS to make considerable gains in efficiency by introducing greater standardization and automation in the collection and verification of data across all programme areas.
- As a result, UIS has been able to devote greater resources to improving data quality. The section responsible for educational outputs has been reinforced in order to improve the relevance, comparability, timeliness and completeness of education indicators. For example, UIS data are being analysed in relation to a wide range of data sources to reinforce their consistency and reliability.
- This focus on data quality has also led UIS to seek greater regionalization across key programme areas. Education staff are responsible for specific regions and countries and now link directly to UIS regional advisers in field offices with the objective of forging closer relations with national producers and users of data in order to deliver more relevant data.
- UIS is therefore seeking to expand its network of regional advisers, notably by securing funding for the Arab States with a team based at the UNESCO Regional Bureau in Beirut. This proposal is considered a priority given the growing demand for statistical assistance in the region and for better quality data.
- In response also to problems raised by the evaluation, UIS has adopted a new approach to deliver statistical capacity-building (SCB) projects. UIS also began the completion phase of a major SCB programme undertaken in 11 countries and funded by the European Commission. In addition, detailed needs assessments were produced for 15 countries as well as several tools to monitor progress in statistical capacity-building and data quality.
- A new partnership-based approach has also been applied to the Literacy Assessment and Monitoring Programme (LAMP). While assisting the remaining three out of six pilot countries to complete their field tests, UIS will work with a range of partners to expand the programme.
- The Institute continues to take a proactive approach to data quality by developing new statistical concepts, methodologies and standards. For example, through the World Education Indicators (WEI) Programme, national statisticians designed and completed the first international survey of primary-school conditions. In addition, a new series of reports enables WEI countries to compare their results with data from countries of the Organisation for Economic Cooperation and Development (OECD).
- UIS education and literacy data were featured in reports and international databases, such as the EFA Global Monitoring Report, the World Development Indicators (World Bank), the Human Development Report (UNDP), the State of the World's Children (UNICEF), and the Millennium Development Goals.
- The UIS publication, the annual Global Education Digest, presented new indicators on the mobility of tertiary students (2006) as well as a range of statistics on education finance (2007).
- The UIS report, entitled Teachers and Educational Quality: Monitoring Global Needs for 2015 (2006), continues to spur considerable interest among the international community. A special database is being set up in follow-up.
- To improve the quality of literacy data, UIS introduced a new forecasting model and more consistent methodology.
- More than 800 national statisticians and policy planners were trained on the use of data for education policy-making purposes through regional workshops. In the field of science, more than 200 statisticians from 67 countries were trained on the use and development of international survey instruments.

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

Challenges/lessons learned

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

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

Achievements

- 1,033 requests were approved for 147 Member States and Associate Members, and 63 requests for international non-governmental organizations, representing a total amount of \$18,312,800.
- Fifty-one requests for emergency assistance had been approved for a total amount of \$1,687,200.
- A number of OECD Development Assistance Committee member countries replied positively to the call from the Director-General to

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

Challenges/lessons learned

- To speed up the review and approval processes for the Participation Programme requests.
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C. Programme-related services

Coordination of action to benefit Africa (AFR)

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

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

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

Achievements

- Cooperation with the African Member States strengthened, including at the regional and sub-regional levels, especially through the visits made by the Director-General to the region and through regular meetings held with African officials;

- Closer relations with Permanent Delegations to UNESCO (notably the Africa Group) and our African institutional partners, through regular thematic or sectoral information meetings;
- Recommendations of FOSRASUN (Forum of the Regional and Subregional African Organisations in support of cooperation between UNESCO and NEPAD) and of the UNESCO Committee for NEPAD implemented, helping to make UNESCO a privileged partner of the African Union in the implementation of its programmes related to the Organization's fields of competence.

Challenges/lessons learned

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

Fellowships Programme (FP)

83. UNESCO fellowships remain in high demand.

Achievements

- During the last biennium, UNESCO awarded 336 short-term fellowships in areas closely aligned to its priority programmes and strategic objectives, under both regular and extrabudgetary programmes, for a total value of \$4,975,140, including 271 fellowships awarded through cost-sharing with donors and funds-in-trusts arrangements.
- Progress in coordination with other United Nations agencies to harmonize fellowship administration policies and standards and to share information on best practices.

Challenges/lessons learned

- A significant challenge or difficulty is to have more female candidates designated by Member States, particularly in the Africa region.
 - UNESCO should be represented regularly at the biennial United Nations Senior Fellowships Officers Meeting.
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Public information (BPI)

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

Achievements

- Rationalization of the communication function and enhancement of the Organization's visibility through the adoption of new working methods, utilization of new communication systems and systematic use of the partnerships entered into by the Organization as vectors for UNESCO's image (of its name and emblem), resulting in:
 - a doubling of the number of articles devoted to UNESCO in the international press (112,968 articles in 2007);
 - a growing number of radio and television programmes; and
 - a doubling in two years of the audience of the Internet portal with peaks reaching over 7 million visitors per month.
- Development of performance indicators for the press, television and Internet so as to objectivize the concept of the Organization's "visibility" and monitor its evolution.
- New publications policy initiated, henceforth covering publications for sale and free-of-charge publications subjected to joint programming and to comparable quality criteria.
- Transition from the paper version of the *UNESCO Courier* to its monthly online version in the General Conference's six working languages (with more than 22,000 subscribers).
- New internal communication tools, whose relevance and effectiveness were illustrated by surveys conducted among users, put in place: integrated calendar of events, UNESCOCOMMUNICATION bulletins (266 issues produced and sent by email), "60 minutes" weekly information discussion/meetings (more than 100 meetings held).

Challenges/lessons learned

- Establishment, in each programme sector, of a pole of expertise in information and com-

munication to liaise with BPI in order to exercise quality control on the basis of the standards set for the entire Organization.

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

Strategic planning and programme monitoring (BSP)

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

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

87. In the area of gender equality and women empowerment, one of two global priorities of document 34 C/4, BSP continued to (i) sharpen UNESCO's policies and programmes, (ii) reinforce

UNESCO's capacities, (iii) raise UNESCO's profile and visibility within the United Nations system and with other intergovernmental organizations, (iv) contribute to inter-agency cooperation and coherence, (v) offer gender mainstreaming training to Headquarters, field offices and National Commissions, and (vi) strengthen the political support for gender equality and women's empowerment at the national, regional and global levels.

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

Achievements

- Preparation and development of draft document 34 C/4 and draft document 34 C/5, and of four statutory reports (EX/4 Part I, C/3) on the execution of the approved programme.
- Publication of the first series of UNESCO country programming documents (UCPD).
- Preparation of UNESCO strategic documents on the United Nations reform process, including gender equality issues, and on special themes such as the UNESCO strategy on climate change, and of documents for thematic debates by the Executive Board.
- Delivery of comprehensive training/coaching workshops for Headquarters and field office staff on RBM and results formulation, on United Nations reform, on common country programming with emphasis on UNDAF (202 staff members trained in seven regional, subregional and national workshops) and gender mainstreaming (250 participants) and formulation of related guidelines (such as the newly issued Guiding Principles on Results-Based Programming, Management and Monitoring (RBM) at UNESCO).
- Management of SISTER as part of the Steering Committee, and delivery of training to staff from Headquarters and field offices.
- Gender equality issues integrated more systematically into UNESCO's key policy documents as a result of targeted training.
- Innovative public-private partnership with Sony Ericsson Women's Tennis Association (WTA) Tour established.
- Promotion of women's leadership through international events, such as the International Conference on Women's Leadership for Sustainable Development (Israel, November 2007).
- Promotion and coordination of the intersectoral approach to the dialogue among civilizations, cultures and peoples, including multi-stakeholder involvement and gender dimension, with emphasis given to regional approaches such as the annual summits of presidents from south-east Europe or an African regional conference.
- Resources for the UNESCO/Daimler public-private partnership "Mondialogo" to promote dialogue among students from diverse cultural backgrounds secured through extrabudgetary funding to the end of 2009.
- Coordination of UNESCO's intersectoral contribution to the United Nations Counter-Terrorism Implementation Task Force.
- Awareness raised about the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) and coordination of global progress reports to the United Nations General Assembly on the implementation of the Programme of Action on a Culture of Peace. Peace-building dimensions integrated in DPKO (United Nations Department for Peacekeeping Operations) training guidance and material.
- Coordination of UNESCO's contribution to the implementation of the Programme of Action for the LDCs and organization, jointly with the Education Sector and the Africa Department, of two meetings of education ministers from least developed countries (LDCs) leading to the identification of priority EFA needs.
- Youth concerns and issues promoted and mainstreamed into programmes and monitored, including the provision of practical tools and the organization of five training sessions for staff at Headquarters and in the Arab, Africa, Latin America and Caribbean regions.

Challenges/lessons learned

- Intensification of intersectoral approach.
- Broad-based and consistent RBM application with well-articulated and measurable results.
- Improved monitoring and timely corrective actions.
- Critical need of adequate training on insertion in United Nations system efforts to enhance coherence of action at country level and to enhance UNESCO's timing and quality of delivery.
- Importance of consistent involvement in the United Nations reform process for proactive formulation of policy frameworks, deliverables and modalities of action.

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

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

Achievements

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

- Director-General's preliminary budget proposals for draft document 34 C/5 prepared for review and final approval by the Executive Board and the General Conference.
- Contribution to the design of the new integrated management information system within the framework of UNESCO's reform process, including STEPS and SISTER.
- Integration of regular programme and extra-budgetary operations enhanced.
- UNESCO's cost recovery policy implemented and active involvement in inter-agency consultations to share and harmonize cost recovery practices.

Challenges/lessons learned

- Continuing efforts are required to ensure that all costs to be incurred by the Organization in the implementation of extrabudgetary projects are duly budgeted for under these projects.
 - Further efforts need to be invested in the customization of UNESCO's Enterprise Resource Planning (ERP) systems and of their related IT facilities in order to better adapt these tools to the management needs of the Organization.
-

A. Governing bodies

Secretariat of the General Conference (SCG)

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

Achievements

- 34th session of the General Conference held under good conditions from the technical point of view despite resource constraints and a further increase in the number of delegates (3,463 from 185 Member States were registered, including 279 ministers, vice-ministers and secretaries of state, some 400 IGO and NGO observers; the Conference also received visits from nine heads of state, two prime ministers and one spouse of a head of state).
- Documentation falling within the terms of the statutory deadline dispatched on time.
- Delegates’ Information Services and facilities revamped under the responsibility of BPI, and information guidance greatly improved.

Challenges/lessons learned

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

- Coping with the maximum capacity of the Plenary Hall (Room I).
- Conflict between an ever-heavier agenda and the gradually shorter duration of the session.
- Density of events during the first week of the Conference.
- Existence of organizational concerns regarding events outside the SCG planning processes but yet major features of the Conference (ministerial round tables, youth forum, civil society forum, exhibitions).

Secretariat of the Executive Board (SCX)

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

Achievements

- Technical support provided for the proper functioning of the sessions of the Executive Board and the meetings of its ad hoc working groups, including during the intersessional periods.
- Communication and information destined for the Members of the Board and the Permanent Delegations improved.

Challenges/lessons learned

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

B. Direction

Office of the Director-General (ODG)

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

Achievements

- Implementation of the Director-General's decisions facilitated by the efficient organization and follow-up of the Director-General's bilateral meetings and official visits and the more direct involvement of decentralized bodies in the implementation of the Director-General's commitments.
- Enhanced communication of the Director-General's messages and position on key issues of global political concern, especially in key programme areas.
- Policy-making and collegial responsibility of senior management enhanced through exchange of views and information, including regular meetings of the College of ADGs and Directorate.
- Specific leadership provided on key strategic issues, such as overall review of Major Programmes II and III, review of the decentralized field network and guidance provided for UNESCO's positions and insertion in United Nations reform activities.
- Guidance to Programme Sectors and Central Services on the Organization's responses to major issues of strategic concern.

Challenges/lessons learned

Need continued emphasis on:

- Improving implementation of policies by advocating monitoring of house-wide performance and policy re-design where necessary.
- Fostering greater precision of and emphasis on results and impact, complemented by active risk management.
- Ensuring greater visibility and appreciation of the Organization's actions and added value in

Member States and within the United Nations system.

Internal Oversight (IOS)

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

Achievements

- Risk management proposals developed, including an action plan, a risk management policy and a risk management guide, as well as training material.
- Oversight Committee reconstituted to consider ways and means of further improving internal controls.
- Sixteen evaluations conducted and completed, 14 of which presented to the Executive Board.
- A total of 12 audits undertaken (three field offices, three institutes, six Headquarters units).
- Results of IOS evaluations and audits used by management to improve programme delivery and operational processes, for example: (i) remedial actions planned to address the critical deficiencies identified in the Organization-wide security review of the UNESCO IT network, (ii) restructuring of the Statistical Capacity Building Programme and of the Literacy Assessment and Monitoring Programme, as a result of the evaluation of UIS.
- Evaluation handbook for UNESCO staff and key stakeholders, as well as six evaluation tools and a CD-ROM for UNESCO staff, prepared to support the evaluation process and improve the quality of evaluations.
- Training of field and institute staff, including during field audits, on policy and internal control issues.

Challenges/lessons learned

- Need for clearer articulation of expected results and more specific performance indicators and benchmarks to facilitate subsequent monitoring, evaluation and reporting.
 - Slow action in implementing audit and evaluation recommendations by some units.
 - Disseminating key lessons from evaluation and working with management teams to help guide the action that needs to be taken to address the key issues raised.
 - Advocating for the full integration of evaluation into the results-based management process.
-

International Standards and Legal Affairs (LA)

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

Achievements

- Ongoing legal assistance to the General Conference, the Executive Board and their subsidiary bodies, especially the Committee on Conventions and Recommendations of the

Executive Board and the Credentials Committee of the General Conference, and to intergovernmental bodies responsible for monitoring the conventions and meetings convened by UNESCO.

- More than 280 instruments of ratification examined.
- Preparation of a succinct comprehensive report on the Organization's standard-setting activities and contribution to the promotion of its standard-setting instruments through the organization of a symposium on 60 years of standard-setting action by UNESCO, and on the achievements and future challenges of standard-setting.
- Ongoing legal assistance to the programme sectors and to other Secretariat services, making it possible also to ensure a strict application of the rules and procedures concerning the Organization's activities.
- The Organization's name and emblem protected against unauthorized uses.
- The interests of the Organization defended against legally unfounded claims, in particular on the part of contractors (savings estimated at nearly \$2.5 million).
- Contribution to the dismissal or amicable settlement of several claims brought by staff members against the Administration before the Appeals Board and Administrative Tribunal of the ILO (savings of more than \$4 million compared to the initial claims).

Challenges/lessons learned

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

Support for programme execution
and administration

Field management and coordination

95. The Bureau of Field Coordination (BFC) provided managerial and administrative backstopping to field offices (FOs), catalysed improved communication, cooperation, networking and resource sharing among the different types of FOs (regional bureaux, cluster and national offices), supported UNESCO's participation in joint United Nations responses to post-conflict and post-disaster situations and increased awareness of field security issues. Particular emphasis was placed on FOs' accountability and participation in joint United Nations initiatives at country level.

Achievements

- Targeted and comprehensive training programme, covering areas such as administrative and financial procedures (for field office Directors/Heads and Administrative Officers and support staff), post-conflict and post-disaster responses and field security, implemented.
- Institutional training, benefiting all types and levels of personnel and providing overall insight on UNESCO's mandate, priorities, structure and working methods, implemented in 10 FOs.
- Reviews of 15 selected FOs conducted jointly with the Bureau of the Comptroller (BOC) to provide in-depth mentoring and training, and assistance for implementation of pending audit recommendations.
- Enhanced administrative and substantive backstopping provided by Headquarters for FOs to effectively engage in common country programming exercises (21 FOs participated in these processes in 31 Member States), as a result of advocacy work carried out in cooperation with BSP.
- UNESCO Office in Sudan established, with main premises in Khartoum and an antenna in Juba, as authorized by 175 EX/Decision 25.
- Security crisis situations promptly managed and effectively coordinated to ensure safety of staff.

Challenges/lessons learned

- Adapting UNESCO's decentralization set-up and strategy to the country focus of the United Nations reform.
- Stronger advocacy work required to ensure that UNESCO's role in joint United Nations recovery, reconstruction and reconciliation responses to post-conflict and post-disaster situations is fully recognized by United Nations partners and donors.

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

External relations and cooperation

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

Achievements

Relations with Member States

- Cooperation with Member States enhanced, including at regional and subregional levels, as well as at the highest political level, notably on the occasion of the Director-General's official visits to 50 Member States.
- Close relations maintained with Permanent Delegations and the established groups of Member States at UNESCO through the organization of 46 thematic or sectoral information meetings.
- Continued progress towards universality in UNESCO membership with 193 Member States now: Montenegro joined and Singapore rejoined the Organization respectively on 1 March and 8 October 2007.

National Commissions for UNESCO

- Training and networking events for new secretaries-general and other National Commission staff across the regions carried out to strengthen the operational capacities of National Commissions for efficient and effective outreach activities and to foster a knowledge-based and proactive approach by National Commissions to their statutory role in programme planning and implementation.
- 111 out of 193 National Commissions registered and provided access to the database on National

Commissions, as well as training materials to facilitate access and data updates.

- Practical Guide for National Commissions updated.
- About half of the National Commissions have developed their own websites, several using the software designed and provided by the Secretariat.

Partnership with elected representatives

- Cooperation with the Interparliamentary Union pursued to strengthen the legislative, political and financial support for UNESCO's programme priorities.
- Regional thematic parliamentary meetings held, notably to discuss support to education policies.
- 72 parliamentary focal points for UNESCO established in national parliaments.
- Cooperation between UNESCO and the United Cities and Local Governments (UCLG) further strengthened through the signature of a cooperation agreement and the adoption of a joint programme of cooperation for 2008-2009.

UNESCO Clubs

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

Non-governmental organizations

- Contribution of international NGO partners to the work of UNESCO assessed, and recommendations for improvement endorsed by the 34th session of the General Conference.
- NGO Committee strengthened and given new vigour by the organization of a number of thematic meetings, including the "Round Table on EFA", the "Open Forum on Youth", the "Round Table on Regional Cooperation with NGOs" and an "Open Forum on Cooperation with National Commissions".
- International Forum of Civil Society held during the 34th session of the General Conference brought together more than 500 participants representing various non-governmental partners of UNESCO and Member States.

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

United Nations

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

Other intergovernmental organizations

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

Extrabudgetary resources

- Steady increase in the volume of extrabudgetary resources and further diversification of funding sources.
- Action plan developed and comprehensive information and training material prepared to strengthen the capacity of programme sectors and field offices for resource mobilization and project preparation and management.

New ERC portal "UNESCO Communities"

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

Challenges/lessons learned

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

- To maintain information on all Members of the UNESCO family and their cooperation activities with the Organization up to date.
- Quality control of extrabudgetary programme needs to be reinforced.
- In parallel to achieving United Nations-wide coherence, UNESCO should also improve its in-house coordination and coherence.

Human resources management

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

Achievements

- Significant organizational changes made in the structures/staffing of the Education and Culture Sectors, with a resulting shift of resources towards priority programmes.
- Field work force increased by 62 posts in document 34 C/5, notably in the Education, Social and Human Sciences and Culture Sectors, bringing the regular programme (RP) field staff establishment to a total of 673 posts, i.e. 35% of the total number of RP posts (against 25% in 2000-2001).
- Performance agreement for senior managers (D and above) aimed at assessing results achieved in programme planning and delivery and in staff and financial management tested for implementation in 2008-2009.
- Phase 1 (payroll) of the human resources module of the integrated management information system (STEPS) implemented.
- Learning framework for 2006-2007, comprising both corporate and delegated training plans, implemented, benefiting some 8,000 participants.
- Delays in reimbursements and direct payments to healthcare providers under the Medical Benefits Fund (MBF) reduced as a result of the outsourcing of the processing of medical claims.

Challenges/lessons learned

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

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

Administration

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

Achievements

- Managerial capacity and accountability reinforced through the adoption of tables of delegated authority and accountability covering human resources management, security management, finance, official travel, procurement and contracting of goods and services, and through the training of staff involved in internal control processes or financial management.
- Financial statements issued to External Auditors within required timeframe and certified as true and fair (obtained clean bill of health).
- All available cash balances invested in accordance with the investment policy guidelines in terms of risk and return.
- International Public Sector Accounting Standards Project (IPSAS) launched with the objective for UNESCO to be compliant with these standards by 2010.
- Integrated financial system improved and roll-out of the Finance and Budget System (FABS) to field units expanded and accelerated, including through a scoping study for the integration in FABS of the remaining category 1 institutes and preparations for the roll-out of the Travel and Material Management modules of SAP.
- Phase 1 (payroll) of the human resources module of the integrated management information system (STEPS) implemented.

- Procurement procedures clarified and improved and staff trained on those procedures.
- Upkeep and operation of the technical facilities and installations of Headquarters premises maintained at an acceptable level despite budgetary constraints.

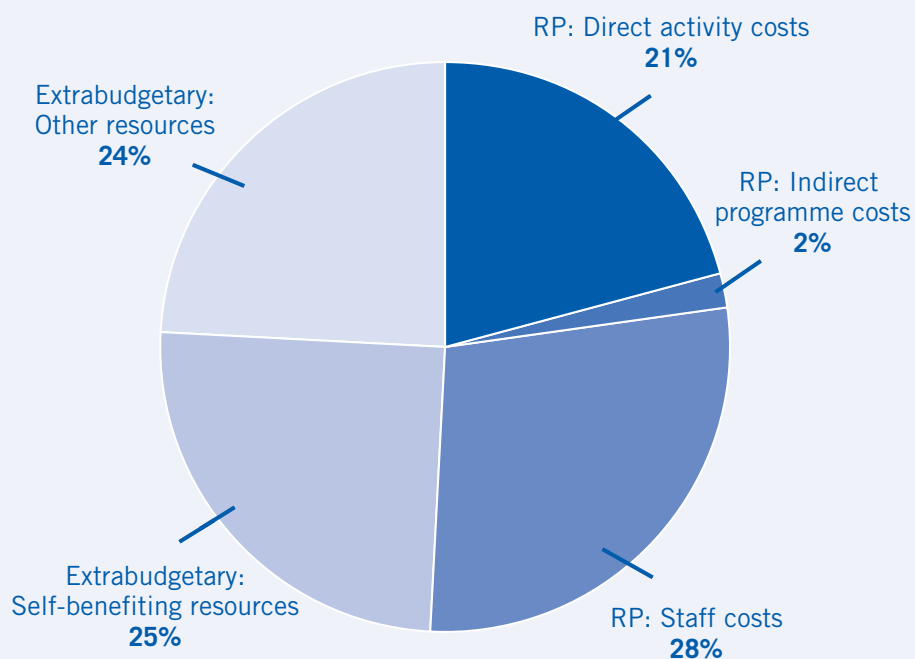
Challenges/lessons learned

- The newly established direct functional reporting line of Administrative Officers to the Comptroller

is critical for a house-wide internal control framework anchored in prudent financial risk management.

- Exponentially increasing IT usage (both in quantity and complexity) (with resources unchanged) and forward planning of sectors' IT needs are major challenges.
 - Current level of resources available for ensuring a proper long-term maintenance and conservation of buildings and installations.
-

Distribution of total expenditure (Regular programme vs. Extrabudgetary)



Staff costs: Costs for staff on established posts.

Direct programme costs: Costs for implementing programme activities.

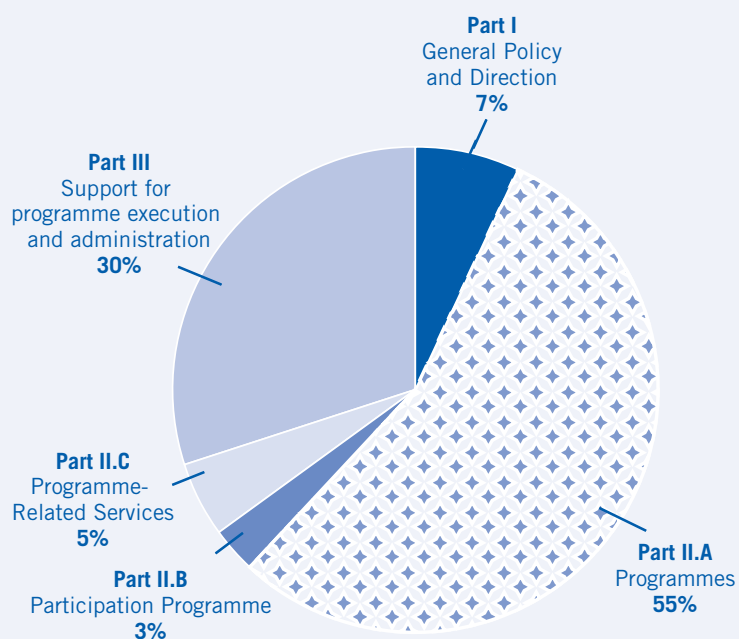
Indirect programme costs: Costs that are not linked to specific activities.

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

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

Regular programme execution by Part of the Budget

Part of the budget		33 C/5 Approved		Expenditure as at 31 December 2007	
		(in thousands of US dollars)	%	(in thousands of US dollars)	%
Part I	General Policy and Direction	38,660	6.3	40,777	6.6
Part II.A	Programmes	327,993	53.8	337,628	54.6
Part II.B	Participation Programme	20,000	3.3	19,960	3.2
Part II.C	Programme-related services	30,399	5.0	32,519	5.3
Part III	Support for programme execution and administration	177,682	29.1	187,277	30.3
Reserve for reclassification		1,500	0.3	–	–
Part IV	Anticipated cost increases	13,766	2.3	–	–
Total		610,000	100.0	618,161	100.0



Part II

Summary and conclusion

Summary and conclusion

Introduction

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

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

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

been further increased when compared to those for document 33 C/3 (12 elements), and document 34 C/3 (26 elements).

Analysis of issues relating to programming and reporting

Achievements

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

103. Achievements of results: The verification teams examined the extent to which the 49 expected results in the 15 randomly sampled MLAs were attained and found that extensive activities were undertaken – workshops, conferences and forums, for example. Over 75% of the achievements reported for the expected results planned under these 15 sampled MLAs were confirmed through the following: (i) the achievements highlighted for the said expected results in the contributions for

the 35 C/3 link directly to the planned expected results; and (ii) the verification teams were able to review results and examine relevant documentation (publications, news releases, photographs, correspondences, reports, etc.). Without exception, all the programme sectors pointed to major achievements in the areas of the five UNESCO functions, confirming the relevance of these functions in the areas of UNESCO's mandates. By way of illustration, the next six paragraphs highlight some of the achievements found during the verification process.

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

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

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

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

108. Communication and information, example of an achievement: Through an inclusive consultation process UNESCO developed and launched an important set of comprehensive Media Development Indicators (MDIs); a framework for measuring media development in the developing countries. The Indicators were endorsed by the Intergovernmental Council of the International Programme for the Development of Communication (IPDC) as an important diagnostic tool for assessing the state of media within the national context and helping stakeholders determine the areas requiring development assistance. They have been recognized as a major standard-setting tool by stakeholders and United Nations agencies dealing with media development and good governance. In cooperation with UNDP, UNESCO has started identifying pilot countries that would be interested in applying the indicators to identify priority areas of media development assistance within the context of national development plans and United Nations Development Assistance Frameworks (UNDAF).

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

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

Challenges

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

112. Challenges with “results” not achieved: The verification found that, in the majority of cases, the

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

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

114. Challenge with enhancing capacities: Overall the verification found that the most common challenge encountered with results not achieved related to “enhancing capacities”. This shortcoming had already been identified in document 34 C/3. It was rarely possible for the C/3 team to verify whether capacity had indeed been strengthened by/through the various training workshops organized by UNESCO in the absence of baseline information pertaining to the level of “capacity” prior to given training activities. There is therefore a need for increased efforts at addressing questions of baselines, particularly in the area of capacity-building.

115. Processes adopted for reporting: The verification team solicited views on the processes undertaken by the Sectors in assembling the data and information which were submitted as contributions

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

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

Implications for programming and reporting

117. Tackling challenges with the RBM approach: Continued support (guidelines, training, mentoring, etc.) is to be provided by BSP to facilitate further improvements in the understanding and the consistent and coherent application of the RBM

approach by sectors, bureaux and offices. This will also empower UNESCO to contribute more fully to country-level programming exercises, such as CCA, UNDAF, PRS, and particularly the United Nations “Delivering as One” efforts.

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

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

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

Enhancing C/3 reporting

121. Joint C/3 and EX/4: It makes sense to produce a joint EX/4-C/3 document at the end of the biennium, capitalizing on the synergy between the EX/4 and C/3 documents. However, synthesizing the first three EX/4 documents towards producing the final EX/4 document and hence the C/3 document at the end of the biennium has to date not been quite successful, in that the sectors still have

to make submissions for the joint EX/4-C/3 report “from scratch”. Increased efforts will therefore be invested by BSP and IOS in this area. BSP and IOS will continue their proven collaboration in the production of the report, making appropriate use of printed and web-based versions.

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

Conclusion

123. Programming and the RBM approach: There is clear evidence that the use of the RBM approach is spreading in the Organization and that there is a more strategic approach to programme planning and delivery. This is particularly evident with the increased clarity in the set of expected results, performance indicators and benchmark targets, as progress was

made from document 31 C/5 through document 32 C/5, and now to document 33 C/5. It is expected that this progress will continue in the future.

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

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