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

SUMMARY

This report is intended to inform the Members of the Executive Board of progress achieved in the execution of the programme adopted by the General Conference. Part I of the report contains the main results achieved during the twelve months of the 2008-2009 biennium, corresponding to document 34 C/5. In order to provide a more concise and strategic account of programme implementation, this report is limited to the following three items: (i) overall assessment of key results for the five major programmes and the UNESCO Institute for Statistics; (ii) recent decisions and activities of the organizations of the United Nations system of relevance to the work of UNESCO; and (iii) follow-up to the Conference of Intellectuals from Africa and the Diaspora (CIAD). Detailed information concerning results obtained at MLA level as well as in other chapters of document 34 C/5 can be obtained from the UNESCO website at www.unesco.org/en/mlaunitassessment.

By its very nature, this document does not entail administrative or financial implications.

MAJOR PROGRAMME I – EDUCATION

1. In 2008, UNESCO stepped up its efforts to promote **Education for All** in three main ways: by reinforcing upstream policy advice and planning support at country level; by emphasizing questions of equity and inclusion; and by using international fora to convince donor and beneficiary governments to maintain or increase their investments in education and training.
2. Under **MLA 1**, “Global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships”, UNESCO boosted political commitment to education and laid the ground work for more efficient global coordination of partners.
3. In the wake of the global financial crisis, UNESCO aimed to convince governments to sustain investments in education across the world. In this respect, early signs indicate that donors are recognizing the importance of continuing to invest in education and participate in international cooperation mechanisms. Indeed, there has been a marked improvement in the level of political representation at key meetings such as the Eighth High-Level Group (HLG) on Education for All meeting held in Oslo, Norway, in December 2008. The **Oslo Declaration** called on national governments to allocate sufficient domestic resources to education and on development partners to deliver on past commitments and increase their assistance. In particular, informed by the policy recommendations identified by the Ninth Working Group on EFA using the 2009 Global Monitoring Report, the Declaration emphasized the need to direct financial assistance to promote equity in education and support teachers. It endorsed the creation of an international Task Force on “Teachers for EFA” and several key EFA partners pledged financial assistance to this.
4. The HLG meeting built on a series of actions that were successful in raising awareness of education issues, such as EFA Global Action Week, which mobilized close to 9 million people for the World’s Biggest Lesson on quality education, and World Teachers’ Day. These included actions in key areas of Major Programme I’s work, such as: **literacy**, within the context of the United Nations Literacy Decade; **HIV/AIDS and education**; **human rights education** as part of the celebrations of the 60th anniversary of the Universal Declaration of Human Rights; and **sustainable development**, through conferences held in the Russian Federation, France, Sweden and Japan as part of the lead-up to the 2009 World Conference on ESD. UNESCO has continued to broaden partnerships in the EFA process. In 2008 there were more non-governmental organizations (NGOs) and private representatives present at major EFA coordination mechanisms. The joint Partnerships for Education (PfE) initiative with the World Economic Forum’s Global Education Initiative launched a publication examining cases of multi-stakeholder partnerships in education (MSPEs) at the Forum’s January 2008 meeting in Davos. In September, 15 experts representing governments, civil society and private sector institutions made concrete recommendations on how best to develop stakeholders’ capacity to assist in the implementation of MSPEs. At the same time, specific regional initiatives mobilized parliamentarians and teachers to advocate for greater attention to EFA.
5. UNESCO has worked to match the political momentum around EFA with strengthened coordination mechanisms and played a convening role in the United Nations Inter-Agency Committee for the Decade of Education for Sustainable Development and UNAIDS Inter-Agency Task Team (IATT) on Education. Furthermore, face-to-face meetings and increased informal contacts with the five EFA convening agencies, which are now all represented on the International Advisory Panel (IAP) on EFA, have increased global and country-level cooperation in line with the Global Action Plan (GAP). At country level, UNESCO has supported Member States to coordinate donors in line with the Paris Declaration and provided technical assistance to facilitate fundraising.
6. Under **MLA 2**, “Development of a global framework and networks for capacity development in planning and management of education systems”, Major Programme I has invested significant resources into deepening the education community’s understanding of concepts and practices in **capacity development**. This work responds to the need for UNESCO and other international agencies to considerably scale up their effectiveness in building country capacity. An operational

strategy is currently being prepared that will guide all UNESCO's country-level capacity development activities.

7. The capacities of Member States in specific areas of education policy analysis, planning, management and resource projections have also been supported through technical assistance. An example is the new web-based portal on **educational planning and management (E-MAP)**, which has been established to promote the exchange of expertise and research between international partners, including researchers and practitioners, and to promote South-South and triangular North-South-South cooperation. Inter-agency cooperation with a view to creating a "suite" of education policy and strategy simulation models has been furthered through the web-based Inter-Agency Network on Education Simulation Models (INESM). This will facilitate the work of countries and agencies in preparing credible needs assessments and education plans for achieving the EFA goals. A publication on "National Education Sector Development Plan: A result-based planning handbook" is also supporting Member States in making more effective use of resources and voicing strategic priorities for educational development. Furthermore, Member States have gained valuable insight into critically important areas of educational planning and management, such as education finance and decentralization policies, through the sharing of good practices and other capacity development activities.

8. Under **MLA 3**, "Promote policy dialogue, research, set norms and standards", UNESCO provided intellectual leadership on key educational issues. Building on the conclusions of the 2009 *Global Monitoring Report*, which found that progress towards EFA is being hindered by the failure of many governments to adequately address deep-seated inequalities, Major Programme I oriented its efforts towards stimulating and informing debate on equity in education.

9. The 48th session of the International Conference on Education was held in Geneva in November 2008 on the theme "Inclusive Education: The Way of the Future" after a series of preparatory regional and subregional meetings. It promoted a rights-based vision of **inclusive education** that responds to the needs, abilities, characteristics and learning expectations of all students and their communities. The exceptional level of political representation at the conference – 100 ministers and vice-ministers were among the more than 1,600 participants from 153 countries – is an indication that governments will take seriously the concrete policy steps identified as necessary to overcome the major obstacles to inclusion in education systems, including: opening up of access to regular schooling to traditionally excluded groups; promoting linguistic and cultural diversity in education; strengthening the use of information and communication technology (ICT); equipping teachers to work with diverse populations; and encouraging research.

10. Member States were also sensitized to equity considerations in specific education sub-sectors through events such as the regional **literacy** conferences in Azerbaijan (May) and Mexico (September). The Mid-Decade Review of the United Nations Literacy Decade (UNLD), submitted to the 63rd session of the United Nations General Assembly in October 2008 and distilled into a reader-friendly publication entitled *The global literacy challenge*, emphasized the central role of literacy in preventing exclusion. At the same time, five preparatory conferences for CONFINTEA VI brought stakeholders together to assess the regional situation of adult learning. Countries in Latin America and the Caribbean were made aware of the factors determining **learning achievement** levels in the region through a comprehensive assessment of the language and mathematical skills of primary school students. The knowledge base on inclusion in **early childhood care and education** and **technical and vocational education and training** was also developed through case studies and regional policy dialogue meetings. In the lead-up to the 2009 world conference, the role of **higher education** in addressing poverty and exclusion was defined during preparatory conferences held in Colombia and Macau, China. Throughout these actions, the role of **teachers** in achieving equity in education was emphasized. Education ministries and relevant stakeholders were thus provided with a users' guide on the Recommendation concerning the Status of Teachers (1966) and the Recommendation concerning the Status of Higher-Education Teaching Personnel (1997).

11. Furthermore, to increase access to quality education through the innovative use of **information and communication technology (ICT)**, a website on distance education and educational technology (www.edusud.org) in Africa made available valuable pedagogical tools and guides in a broad range of subject areas and levels. A significant number of electronic resources were also distributed or made available online on HIV and AIDS, education for sustainable development and literacy. The recently launched ICT in Education Online Community is bringing together 700 experts from 150 countries to share and develop good practices and materials.

12. Under **MLA 4**, UNESCO provided support and brought assistance to countries to scale up their response to educational challenges.

13. First, UNESCO supported the coordination of national EFA processes, with the EFA Mid-Decade Assessment process being of significant value in this regard. Second, the Organization provided expert guidance on the preparation and adoption of national education policies and plans according to need. Thus, African countries were sensitized to the benefits of an expanded vision of basic education, with three countries assisted in preparing road maps for implementation, including revision of their curriculum framework. Capacity development of individuals and institutions was an essential part of this guidance, particularly in countries in situations of post-conflict and reconstruction. As an example, during the process of revising the national education plan or strategy for Iraq, the occupied Palestinian Territories (OPT) and Morocco, government officials were trained in sector-wide planning and management, including the use of up-to-date simulation models. Similarly, in Afghanistan, particular emphasis was placed on developing capacity in education statistics for better monitoring of progress against the EFA goals. In Asia, submission of education data to UIS on a greater scale than before signifies improved capacity in monitoring and evaluation following targeted capacity-building in this field. National seminars were also organized to build the capacity of a range of stakeholders, including academics and technical agency staff, in specific areas such as: strategic planning and management; sustainable development; teacher training; recovery and reconstruction; TVET; higher education; active learning approaches; inclusive education; gender; HIV and AIDS education; ECCE; and special needs education (all regions).

14. In **Africa**, UNESCO played a key role through its technical assistance to Member States in the preparation of FTI proposals, notably in the Central African Republic, which received US \$37 million from the FTI, and in Burkina Faso, which received \$102 million.

15. The Regional Conference for Higher Education held in Dakar in November 2008 laid the groundwork and direction for the preparation of the 2009 World Conference on Higher Education, which will include a special session on higher education in Africa. At the regional preparation meeting for CONFINTEA held during the same month in Nairobi, Kenya, participants redefined the African Perspective of Adult Learning (APAL) and governments renewed their commitment to support youth and adult learning and education. In support of the implementation of the Action Plan for the Second Decade of Education for Africa, UNESCO has initiated joint planning and programming with the Regional Economic Communities, notably SADC and CEMAC. These plans will build on the lessons of the current subregional activities undertaken on TVET, HIV and AIDS, and EMIS. Furthermore, UNESCO continued to work with Member States to develop evidence-based teacher-related policies through TTISSA and to support LIFE programmes on the continent. UNESCO's Basic Education in Africa Programme (BEAP) was introduced in the Gambia, Ethiopia, Côte d'Ivoire, Benin, Togo, Senegal, Mali, and Burkina Faso, facilitating a policy dialogue around an expanded vision of basic education in Africa.

16. Promoting equality in education for girls and boys, women and men was an integral part of Major Programme I. The focus was therefore on weaving a **gender** dimension into the design of all activities. In addition to this mainstreaming, activities specifically targeting girls and women were implemented in areas of particular need. This ranged from policy support, such as the integration of girls' education and gender issues into all priority programmes of the National Education Strategic Plan for Afghanistan, to comprehensive capacity development on analysing the gender

dimension in educational strategies, projects and programmes (Africa); pilot testing of literacy and skills training programmes for adolescent girls and young women in dedicated Community Learning Centres and Community Resource Centres (Bangladesh and Jordan); the development of resource materials for teacher training (Tajikistan); and the production of a pedagogical kit for analysing sexist stereotypes in mathematics textbooks in Africa. Many of these activities were implemented in close collaboration with relevant agencies such as UNICEF and the Forum for African Women Educationalists (FAWE).

17. Under the **intersectoral platform** on HIV and AIDS, UNESCO provided support to 47 countries to develop their capacity to design, implement and assess efficient education, communication and information strategies and programmes for HIV prevention. Over 4,000 professionals (including artists, CBO staff, curriculum specialists, health professionals, journalists and media professionals, ministry staff, TV producers, and particularly teachers and teacher trainers) from 35 countries were trained. Some 200 different UNESCO HIV/AIDS-related tools and publications were made available. There was a strong UNESCO presence at the Mexico International AIDS Conference; a joint UNESCO-UNFPA-UNAIDS High-Level United Nations meeting in New York with “Overcoming barriers to educating young people about sex and HIV” at United Nations New York; and support was provided to a meeting of Ministers of Health and Education to Stop HIV and STIs in Latin America and the Caribbean.

18. Information on progress achieved under the intersectoral platform on Education for Sustainable Development is published in document 181 EX/5.

Challenges

- Responding to the growing demand for upstream work with limited financial and human resources. Major Programme I has focused on areas of demonstrated global, regional and national need, while seeking innovative ways to develop the capacity of its staff to implement this work.
- Providing a coordinated and in-depth response to the highly dispersed expected results set out in the Programme and Budget for 2008-2009 (34 C/5). Draft document 35 C/5 proposes to limit the number of expected results and concentrate the budget on areas of priority need.
- Focusing on countries furthest from achieving the EFA goals. Draft document 35 C/5 proposes greater focus on these countries and enhanced action at country level.

MAJOR PROGRAMME II – NATURAL SCIENCES

19. Activities carried out under MP II were geared towards improving education and training, filling knowledge gaps and promoting knowledge sharing, increasing industry-university cooperation, and generating policy recommendations. In Africa, this approach is exemplified by the Organization's current focus on promoting revitalized national science, technology and innovation policies, the creation of science and technology parks and incubators, and the use of biotechnology for agriculture, as a concrete response to the NEPAD S&T Consolidated Plan of Action for Africa's development.

20. Major emphasis was placed on strengthening capacities in Member States for **science policy** formulation, evaluation and implementation. Assistance was also provided to Member States in implementing the recommendations stemming from STI policy reviews, notably those concerned with the development of the requisite human and institutional capacities. Capacity-building efforts are also being pursued in the area of science parks development and management by providing training to future science parks managers, notably in Africa, the Arab States and Iran.

21. The demand for science policy formulation, evaluation and implementation from African Member States has steadily increased and requests for UNESCO's support stand now at 19.¹ The first phase of the proposed scheme of work, consisting in a stock-taking exercise intended to provide comprehensive knowledge of the status of the STI systems under review, was completed in six countries (Benin, Burundi, Central African Republic, Gabon, Madagascar and Sudan). The second phase of the scheme of work, namely the national consultations around the outcomes of the fact-finding exercise, was completed in three countries (Burundi, Madagascar and Sudan). In the United Republic of Tanzania, the reform of the STI system got under way with the first consultation of stakeholders. UNESCO is heading a team of United Nations agencies and development partners which are accompanying Tanzania in this endeavour, within the Delivering as One initiative. UNESCO and government departments and agencies have formulated a series of proposals for a total budget of \$10 million, to be financed from the One United Nations fund and other sources.

22. Capacity-building efforts in science policy formulation extended to STI indicators with the organization, in close cooperation with UIS, of a regional training workshop for senior policy officials from the 14 SADC countries. As part of the ongoing work towards mobilizing networks of parliamentarians, UNESCO supported a Central African regional symposium on "Science, Technology and Parliament" in Brazzaville (Republic of the Congo), which resulted in the launching of an Inter-Parliamentary Forum and in the decision to create a centre for research and training in regional S&T policy as well as a subregional fund for S&T.

23. UNESCO is also currently responding to eight requests for formulation or improvement of science policy from Member States in Asia, Europe and the Arab States.² Besides, a training programme was organized for policy officials in South-East Asia. In the Arab States Region, UNESCO successfully assisted the Arab League and ALECSO in the elaboration of the Arab Science, Technology and Innovation Strategy. The Strategy was discussed by experts from the region and will be considered by the Heads of States at the forthcoming Summit of the Arab states in Kuwait (January 2009).

24. A significant milestone was the creation of the International Centre for Science, Technology and Innovation for South-South Cooperation (ISTIC) in Kuala Lumpur (Malaysia) in follow-up to the G77+China Doha Summit. The emphasis of the Centre will be on facilitating the integration of a developmental approach into national science and technology and innovation policies, capacity-building in science and technology through providing policy advice and exchange of experience and best practices, and creating a problem-solving network of centres of excellence as well as supporting exchange of students and scientists. UNESCO also commenced cooperation with two new international centres of excellence in the **basic sciences**: the International Bioinformatics Centre at the Weizmann Institute of Science in Tel Aviv and the Caucasian Institute of Biotechnology in Tbilisi (Georgia). The International Bioinformatics Network established at the Weizmann Institute of Science will allow scientists throughout Asia and Eastern Europe to plug into the vast molecular biology resources available online. ICTP supported the creation of a National Mathematical Centre in Abuja (Nigeria), and launched a programme for training and research in Italian laboratories with emphasis on the Africa region. Finally, an intersectoral task team led by the basic sciences programme contributed to the Global Ministerial Forum on Research for Health in Bamako, a joint initiative with WHO, the World Bank, the Government of Mali and other partners. The Forum resulted in a Call for Action to strengthen research for health, development and equity, which emphasizes the key linkages between the health sector and research, science and technology, higher education and the global innovation system.

¹ Benin, Botswana, Burundi, Central African Republic, Ivory Coast, Democratic Republic of the Congo, Gabon, Gambia, Madagascar, Malawi, Mauritania, Niger, Sudan, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia and Zimbabwe.

² Albania, Armenia, Azerbaijan, Cambodia, Jordan, Morocco, Nepal and Serbia.

25. Other noteworthy programme developments included the award of the 2008 UNESCO-L'OREAL prizes and fellowships and a new regional fellowships scheme for Africa to mark the tenth anniversary of the UNESCO-L'OREAL Partnership for Women in Science.

26. **Fresh water** and how it will be affected by climate change received special attention in order to start adaptation work in all regions. As a contribution to the NEPAD/AMCOW³ process, an experimental drought monitor for Africa to provide near real-time monitoring of land surface hydrological conditions, based on modelling supported by remote sensing observations, was tested and validated by African users. Because current monitoring and assessments of the impacts of climate variability and other global changes on water resources commonly exclude groundwater, the International Conference on Groundwater and Climate (Kampala, Uganda) brought together scientists and stakeholders to improve understanding of the impact of climate and development on groundwater in Africa. Similarly, a new initiative to assess changes in the severity and frequency of water hazards related to climate change was launched. The International Conference on Water Scarcity, Global Changes and Groundwater Management Responses (Irvine, California, United States of America) issued the Irvine Action Framework indicating key actions needed to address the growing and interconnected world water-energy-food crises, emphasizing those related to governance, communication and groundwater management response. In partnership with key South African institutions, an international conference on integrated water resources management was organized in order to create a platform for developing country practitioners to share experiences.

27. The 18th session of the IHP Intergovernmental Council launched a UNESCO Tertiary Water Education Grants Programme (in collaboration with UNESCO-IHE) to build capacity of professionals and foster water-related research in developing countries, and endorsed seven newly proposed water-related category 2 centres. In this connection, the conclusion of a new cooperation agreement between UNESCO and the government of the Netherlands to maintain the UNESCO-IHE Institute for Water Education as a category 1 institute until the end of 2013 is of particular note. Additionally, IHP conducted a Training of Trainers on Urban Water Governance at the "Fourth World Urban Forum", and the IHP Water Quality Expert Group was established to identify strategies to prevent and control water pollution. UNESCO-IHP assistance was acknowledged by the 63rd session of the United Nations General Assembly in Resolution A/RES/63/124 on the Law of Transboundary Aquifers, which will serve as a basis for the elaboration of a convention. A related development is the ranking of UNESCO-IHP as the most influential international organization on freshwater issues by a comprehensive survey of nearly 40 international water-related institutions.

28. The 20th session of the MAB International Coordinating Council, jointly held with the Third World Conference on Biosphere Reserves, adopted the Madrid Action Plan for Biosphere Reserves, which focuses on developing models for **biosphere reserves** to serve as learning sites and platforms for policy professionals, scientific communities and other stakeholders to translate the principles of sustainable development into locally relevant practice. The Madrid Action Plan articulates targets, actions, responsibilities, timelines, success indicators, and partnerships for the World Network of Biosphere Reserves for the period 2008 to 2013. MAB regional and thematic networks have started the implementation of the Plan.

29. The International Year of Planet Earth (IYPE), a global initiative of UNESCO and the International Union of Geological Sciences (IUGS) to increase awareness of the importance of **earth sciences** in achieving sustainable development, was launched at UNESCO Headquarters in February 2008. Throughout the Year, the IYPE was celebrated by science and outreach activities in many Member States, including the launch of new geoparks. The 33rd International Geological Congress in August 2008 focused on the IYPE, with a strong emphasis on improving communication between earth science and society through themes such as: life and biodiversity, climate change, geohazards, water and health, and energy. As a direct result of the IYPE, the

³ African Ministers' Council on Water.

Young Earth Scientists (YES) network was formed to promote concerted action between young earth scientists, social scientists and policy-makers, and to establish an interdisciplinary global network of individuals committed to solving current global climate, environmental and geological challenges. Additionally, the International Research Center on Karst in Guilin (China) was officially launched in December 2008. The Centre will investigate the different environmental and resource problems of karst, such as desertification, pollution of groundwater, collapse of land surface, floods and drought.

30. The 41st session of the IOC Executive Council addressed adaptation to climate change, notably through the Roger Revelle Memorial Lecture on the impact of climate change on the **marine environment and coastal zones**. The second edition of The Ocean in a High CO₂ World Symposium, jointly organized with the Scientific Committee on Oceanic Research (SCOR), took place under the high patronage of H.S.H. Prince Albert II of Monaco. The symposium addressed the biological and biogeochemical consequences of increasing atmospheric and oceanic CO₂ levels as well as possible mitigation strategies, and identified scientific information available and research priorities to make informed policy decisions. The main outcomes of the symposium will be published in a special section of the Journal of Geophysical Research-Oceans and will contribute to the work of the Intergovernmental Panel on Climate Change (IPCC) and to its Special Report on Carbon Dioxide Capture and Storage. Other follow-up actions considered by IOC and SCOR include the development of a web-based information and communications service for scientists and the general public. IOC and partner organizations, including IPCC and the Royal Society of London, have also agreed to make this symposium a recurring event.

31. In the area of **disaster prevention and mitigation**, National Tsunami Warning Centres were launched by Australia, India and Indonesia in the framework of the Indian Ocean Tsunami Warning System (IOTWS). Knowledge sharing among earthquake specialists and capacity-building for earthquake risk reduction were supported through specialized workshops in the Mediterranean and South Asia regions, as well as through the newly established International Platform for Reducing Earthquake Disaster (IPRED). The First World Landslide Forum, co-organized by UNESCO, raised attention worldwide for landslide risk reduction. Through supporting the Government of China's actions after the Sichuan earthquake, the Centre for Earth Observations and Digital Earth (CEODE) in China, a member of the Open Framework Initiative between UNESCO and space agencies, illustrated the critical role that properly processed remote sensing and aerial data can play in post-disaster recovery interventions.

32. Close attention was paid to developing and implementing the **Intersectoral Platforms** (IPs) as a modality to enhance the quality, coherence and relevance of programme delivery. The three MP II-led IPs articulated their high-level objectives and refined their biennial strategies and expected results. The IP for the Sustainable Development of SIDS expanded the ongoing Sandwatch initiative, launched an Internet forum "On the Frontlines of Climate Change", and supported youth programmes in the Caribbean. Further to a request for assistance by Mauritius, a high-level intersectoral mission led by ADG/SC provided advisory services on sustainable development policies and practices, with special reference to the project "Maurice Ile Durable". The IP on Science Education used regional experts' meetings and workshops to identify priority science education needs. The platform introduced the Earth Science Education Initiative for Africa, and also carried out activities concerned with policy guidance in S&T education or addressing the promotion of education in the basic sciences, engineering, ecological sciences, ethics and science journalism. Under the IP on UNESCO Action to Address Climate Change, an important contribution came from the International Ocean Carbon Coordination Project of the IOC and the North Pacific Marine Science Organization, which published the *Guide to Best Practices for Ocean CO₂ Measurements*. The twelfth Meeting of the African Ministerial Conference on the Environment (AMCEN) acknowledged UNESCO's Strategy for Action on Climate Change, which was considered a good basis for contributing to the implementation of the Action Plan for the Environment Initiative of NEPAD.

33. UNESCO actively participated in the **United Nations system coordination framework** concerned with global climate change, both at the CEB and HLCP levels, and is the co-convenor of its Science, Assessment, Monitoring and Early Warning cross-cutting area, jointly with WMO. The report, “Acting on Climate Change: The United Nations system Delivering As One”, presented at the UNFCCC COP-14 in Poznań (Poland), sets out UNESCO’s contribution in the critical areas of knowledge for adaptation, and data collection and capacity-building for REDD.⁴ The role of MP II programmes within a holistic international environmental governance effort was discussed in a United Nations General Assembly informal consultation. A position paper on UNESCO’s comparative advantage in environment and sustainable development was prepared.

34. At the country level, active participation in common country programming exercises, especially in the Delivering as One pilot countries, yielded results with the integration of UNESCO’s core competences and input into the One United Nations Programme in Uruguay (disaster risk reduction and environmental monitoring), Rwanda (strengthening understanding and best use of biosphere reserves) and United Republic of Tanzania (review of the science, technology and innovation system). In the latter country, UNESCO was assigned leadership of the Innovation and Technology Thematic Group, and will also participate in implementing actions in science education and environment.

MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

35. The year 2008 was marked by the celebration of the 60th anniversary of the Universal Declaration of Human Rights under the slogan “Dignity and justice for all”. In an intersectoral approach, all Programme Sectors contributed to the Plan of Action for the celebration that was aligned with the Organization’s constitutional mandate and its Strategy on Human Rights. The activities carried out by UNESCO, National Commissions and Permanent Delegations advocated the principles of universality, indivisibility, interdependence, interrelatedness and equal importance of all human rights. Action carried out throughout the year also confirmed the international human rights framework as the fundamental pillar of Major Programme III permeating all activities in addressing ethical and social challenges.

36. The work in the field of **bioethics** is advancing satisfactorily. Several benchmarks for new entries into the databases of the Global Ethics Observatory have been met ahead of schedule. The UNESCO core curriculum based on the principles of the Universal Declaration on Bioethics and Human Rights was launched with very positive feedback. Universities are currently being identified for its testing in all five regions. A special working group of the International Bioethics Committee (IBC) is exploring the scientific, ethical, socio-political and legal aspects of human cloning in recent years, as the issues of human cloning and international governance were at the centre of debates during the 15th session of IBC and the Intergovernmental Bioethics Committee (IGBC). IBC also launched a preliminary reflection on the principle of respect for human vulnerability and personal integrity. Extrabudgetary support was secured from the European Union for the development of national bioethics committees with special focus on Africa. However, success in establishing these committees is very much dependent on the political context of the concerned countries. The World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) met in extraordinary session, and two working groups on science ethics and the ethical implications of climate change undertook consultations with a view to drafting reports to the Commission for the ordinary session in 2009. COMEST’s work on the ethical implications of climate change is set within UNESCO’s overall strategy to respond to the challenges of climate change and is closely coordinated with the Intersectoral Platform on climate change.

37. A central objective of the Sector for Social and Human Sciences is to inform, with a view to formulating policies in the principal programme areas of MP III through the **creation of spaces of dialogue between political decision-makers, the research community and community organizations in an interdisciplinary manner**. Within the **MOST** Programme, the regional and

⁴ Reduction of emissions from deforestation and degradation.

subregional Forums of Ministers of Social Development help to share experiences and coherent policy approaches. During the first year of the biennium, Forums were held in South Asia (New Delhi, India, March 2008), the ECOWAS countries (Abidjan, Ivory Coast, September 2008), the EAC countries (Kigali, Rwanda, September 2008) and the Arab region (Amman, Jordan, November 2008). Since the first Forum was held in Latin America in 2001, some 80 ministers and their representatives have proactively engaged in these Forums. The major challenge remains the need for proper follow-up to and implementation of the results and recommendations of each Forum meeting by the participating countries under the leadership of the minister who holds the rotating chair and in cooperation with UNESCO. The need for better participation of researchers and community associations is more relevant than ever as state interventions and cooperation across borders and among partners become ever more pressing to assist transitions and development challenges and face the economical and environmental crises. A specific effort is being made in this context to enhance the MOST online tool that allows for comparison of policy-relevant research results, to build national MOST committees and to involve UNESCO Chairs and international as well as regional research networks. The new agreements with the International Social Science Council (ISSC) and the Latin American Faculty of Social Sciences (FLACSO) are positive steps in this direction.

38. A series of 15 national seminars entitled "Nation-States and the challenges of regional integration in West Africa", organized by MOST in the ECOWAS region with a view to studying and strengthening regional integration policies, took place between 2005 and 2008. The 15th and last seminar of these MOST regional priority research seminars took place in February 2008 in Lagos, Nigeria. One of the major outcomes of the initiative is the adoption by the ECOWAS Heads of State Summit in January 2008 of the project proposal for the creation of a West Africa institute to be established in Praia (Cape Verde). In charge of conducting research on regional integration in West Africa, the aim of the institute is to increase knowledge on the subject and to propose political options in favour of development, peace and human rights in the region. The establishment of this category 2 institute is submitted for the approval of the 181st session of the Executive Board.

39. In the fields of **youth and sports**, consultations with Member States and civil society partners were carried out with a view to defining UNESCO's future strategic interventions in coordination with the United Nations system and national and regional organizations. At present there are over 100 States Parties to the International Convention against Doping in Sport (2005). UNESCO's action in this area can now focus on the implementation and monitoring of the Convention, technical assistance and policy advice, as well as financial assistance to States Parties, from the Fund for the Elimination of Doping in Sport. The first three operational projects have been approved by the Fund's newly established Approval Committee.

40. The **60th anniversary of the Universal Declaration of Human Rights** proved an opportunity for UNESCO to recall its role in the elaboration and adoption of the Declaration, as well as its endeavours to uphold the principles and values enshrined therein. All activities included in UNESCO's Plan of Action for the commemoration have been successfully organized. This is particularly gratifying because the implementation of a number of activities included in the Plan depended on extrabudgetary resources. Numerous activities were carried out in all regions by governmental and civil society actors, including UNESCO's traditional partners and networks (Associated Schools, UNESCO Clubs and UNESCO/UNITWIN Chairs), many of them in cooperation with National Commissions and UNESCO field offices. They presented an occasion to promote the universal values contained in the Declaration and to reaffirm that human rights are not the product of one civilization, or of one philosophical school, but the expression of ideals inherent to all civilizations and cultures. UNESCO and its partners seized the occasion of the celebration to reaffirm the universality of human rights and to oppose the attempts to misuse the notions of cultural diversity and regional particularities to justify derogations from human rights standards.

41. Within the celebration of the 60th anniversary of the Universal Declaration of Human Rights, **World Philosophy Day** on 21 November 2008 was celebrated in Palermo, Italy on the theme "Rights and Power" in the presence of the Director-General and philosophers from all regions of

the world. The growing success of this initiative and the general public's and especially young people's interest in this discipline can otherwise be measured by the fact that 80 Member States reported specific activities on World Philosophy Day carried out by National Commissions, universities and research institutes with wide media coverage.

42. Initiatives fostering dialogue between concerned stakeholders from public and civil society spheres are instrumental in dealing with challenges posed to societies, especially in the light of the unfolding crisis, which demand new solutions. In this context, the International Conference of Cairo on "The Universal Declaration of Human Rights, 60 Years After: Between Rhetoric and Reality", in December 2008, is especially worth mentioning. Organized by the Egyptian National Council for Human Rights in cooperation with UNESCO and chaired by Mr Boutros Boutros-Ghali, this already third conference in a series of similar events on democracy and human rights gathering national and regional actors from Africa and the Arab world led to the establishment of a Forum of Arab-African dialogue on democracy and human rights.

43. Furthermore, the work of the Greater Horn Horizon Forum in Africa advanced through the establishment of an executive committee and the holding of a workshop on regional integration, in May 2008 in Djibouti, that underlined human sciences policy-oriented research as a means to achieving peace. Capacity-building of researchers and policy-makers of the region focuses on pre-empting future challenges of the region and formulating related policy responses.

44. Specific focus is being given to the Africa region in each MLA. Further to the principal activities mentioned above, Africa is especially targeted by actions focusing on capacity-building within the programme on bioethics and on advice to political decision-makers through social science research on issues concerning migration, regional integration and social transformation within the MOST Programme. A specific strategy for action for the region's youth is being developed in consultation with Member States, and target action concerning violence against women is at the heart of ministerial meetings in the Great Lakes region. The African Coalition of Cities against Racism and Discrimination has become operational. Finally, together with the Human Sciences Research Council of South Africa, a national pilot application of the MOST online research tool is being tested. The Council is also among UNESCO's new strategic partners for the future publishing of the *International Social Science Journal*.

45. Within the framework of the sector's strategy on **gender equality**, work focused on the study of the impact of globalization on women's socio-economic, political and cultural condition and rights. This was accomplished through research networks in the Asia-Pacific region and the analysis of those sociocultural institutions, laws, norms, practices, and values that inhibit equality between the sexes and which may engender violence against women. Special emphasis was placed on the Great Lakes region in Africa. Emphasis was also placed on the promotion of women's involvement in conflict resolution, peace-building and reconstruction, with specific support given to the work of the Palestinian Women Research and Documentation Center. Furthermore, membership to the recently established network of women philosophers grew to some 2,000 individuals.

46. The **intersectoral platform on strengthening national research** offered a good basis for joint action by Programme Sectors. National research capacity reviews have started in two pilot countries in Africa (United Republic of Tanzania and Madagascar). Emphasis is placed on a combined approach of the natural sciences and the social and human sciences. In this context, the inclusion of ethics of sciences as a central concern is being specifically pursued. The major challenges confronting such reviews include the considerable lack of data in developing countries, as well as the inconsistency of data collection when available. It has also proved challenging to bring together stakeholders who have not necessarily cooperated in the past, including various line ministries, universities, research institutions, funding agencies and international organizations.

MAJOR PROGRAMME IV – CULTURE

47. The **representativity of the World Heritage List** with the inscription of 27 new properties, including four from non-represented countries, five from under-represented regions and three for under-represented categories, was strengthened during the 32nd session of the World Heritage Committee. The Committee also examined 158 reports on the state of conservation, including 30 properties inscribed on the List of World Heritage in Danger. The **recommendations from the management audit of WHC** were implemented notably by the restructuring of the World Heritage Centre. Following the negative response by the World Heritage Committee to the Director-General's proposal to finance additional posts from multiple sources, including the World Heritage Fund, the Centre has attempted to absorb as much as possible its core functions under the regular programme. The **Reinforced Monitoring Mechanism**, adopted in 2007 and applied by the World Heritage Committee to a total of 11 World Heritage sites, has been implemented in five sites in the Democratic Republic of the Congo, as well as in Timbuktu, Samarkand, Jerusalem, Bordeaux, Dresden and Machu Pichu. **National capacities for the management and conservation** of properties have been considerably strengthened through targeted training activities (some 300 individuals) in Asia, Africa and the Caribbean, with the active participation of women. Activities linked to sustainable tourism and management, as well as natural heritage conservation, have also been undertaken within the broader aim of ensuring the **sustainable development** of sites. Despite difficult local conditions, operational activities have been pursued in the Democratic Republic of the Congo, Afghanistan and Kosovo. Capacity-building activities have been undertaken with support from the African World Heritage Fund and educational, promotional and awareness-raising activities were undertaken in the Africa, Arab States and Asia regions, including through four partnership agreements for World Heritage conservation. Action has also been undertaken with regard to **high visibility and large-impact projects** re-emphasizing UNESCO's leadership role in heritage rehabilitation, such as the exceptionally successful, and technically complex, reinstallation of the Aksum Obelisk in its original location at the World Heritage site of Aksum in Ethiopia, thanks to the generous contribution of Italy. In the same vein, activities for the rehabilitation of the churches on the World Heritage site of Lalibela have been pursued.

48. Efforts were continued in order to **implement the 2003 Convention** for the Safeguarding of the Intangible Cultural Heritage. The governing bodies of the Convention drew up the **operational directives** governing its implementation. Twenty new States have become Parties to the Convention, which now boasts 107, with an excellent geographical distribution. The General Assembly of the States Parties to the Convention approved the full set of operational directives in June 2008. The Committee incorporated the 90 elements previously proclaimed "Masterpieces of the Oral and Intangible Heritage of Humanity" into the Representative List of the Intangible Cultural Heritage of Humanity in November 2008. As at 30 September 2008, the Secretariat had received 111 nominations for possible inclusion in the Representative List in 2009. **Assistance to Member States at the national and local levels** was provided in order to build capacities to safeguard the intangible cultural heritage by ensuring full participation of the communities and groups concerned. The action plans for safeguarding masterpieces of the oral and intangible heritage of humanity were continued. Particular attention was paid to **capacity-building in Africa** through regional workshops attended by States not parties to the Convention in South Africa and Mali, and also in order to prepare for the implementation of the operational directives in African countries. Other workshops took place at the national and subregional levels in Fiji, Papua New Guinea, Tonga, Indonesia, Viet Nam, Sudan, Turkey and Denmark. Preparatory work on the third edition of the **World Atlas on Endangered Languages** continued with a public launching of the online version of the Atlas on the occasion of World Language Day, coinciding with the closing of the International Year of Languages. A special effort was also made to incorporate an approach conducive to gender equality into safeguarding projects. Lastly, the Operational Plan of Activities (OPA) of the **Regional Centre for the Safeguarding of the Intangible Heritage of Latin America (CRESPIAL)** a category 2 centre, was launched during the first half of 2008.

49. **Strategies and projects to link up museum development, capacity-building and community participation** have also been pursued within the context of an effective

implementation of the 1954, 1970 and 2001 international conventions for the protection of movable cultural heritage. Activities have focused on demonstrating the linkage between the advocacy of principles embedded in the Conventions and special operational activities for their implementation. Fifteen customized training sessions were undertaken in Africa, Asia and Latin America. The awareness-raising campaign to fight illicit trafficking of cultural property in Iraq was pursued, while the development of the **Cultural Heritage Laws Database** has resulted in the compilation of some 2,135 national heritage laws from 163 Member States. Capacity-building activities have been undertaken for museum professionals through partnerships between museums, support to community museums in Asia, Latin America and Africa (34 C/Resolution 44), the 3-year partnership with ICCROM, and the production and dissemination of publications for museum professionals. Special emphasis has been on Africa, LDCs, SIDS, gender equality, youth and post-conflict countries. An International Conference on the Return of Cultural Property was held in Athens in March and new impetus was given to the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation, which met in Seoul in November 2008. Sensitization to the protection of **underwater cultural heritage** was enhanced in the context of several international conferences. By 2 January 2009, 20 States Parties had ratified the 2001 Convention, allowing for its entry into force. A model law on the implementation of the 2001 Convention in the Caribbean was developed and new adhesions were obtained to **the protocols of the 1954 Hague Convention** (122 States Parties to the Hague Convention; 100 States Parties to the First Protocol; 51 States Parties to the Second Protocol), as well as to **the 1970** (116 States Parties) **and the UNIDROIT Convention** (29 States Parties).

50. The number of Parties to the **2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions** increased to 93 with 16 new ratifications during 2008. The draft operational guidelines for the implementation of seven articles of the Convention were adopted. With regard to the special treatment for developing countries as per Article 16 of the Convention, a questionnaire has been forwarded to States Parties with a view to preparing draft operational guidelines for the Committee's consideration. Based on new modalities for partnerships, the UNESCO-Aschberg Bursaries programme for young artists was resumed and 21 laureates were selected. Activities within the Global Alliance and the International Fund for the Promotion of Culture (IFPC) have been pursued with a view to establishing a closer linkage between them and the operational mechanisms, and hence effective implementation, of the Convention. To strengthen links between culture and development through cultural industries, the process of **revising UNESCO's Framework for Cultural Statistics** was finalized in close cooperation with UIS and national statistical institutes, and within the framework of inter-agency projects with UNCTAD, ILO and UNDP. Fresh impetus was given to the **Creative Cities Network** after new admission procedures were introduced. In regard to books, languages and translation, in addition to the considerable progress made in the *Index Translationum* and the interest kindled by the International Year of Languages, other complementary initiatives have confirmed the importance of this sphere. UNESCO's added value in the field of crafts was marked by the development of the *Recognition of excellence* in Asia and Latin America. With regard to **arts education**, steps to prepare for the second world conference, scheduled for 2010, were finalized through the regional and national initiatives taken by the National Commissions.

51. The **Intersectoral Platform for Languages and Multilingualism** concentrated its work on the International Year of Languages 2008, for which UNESCO was lead agency in conformity with resolution A/RES/61/266 of the United Nations General Assembly, and on the mobilization of partners. Some 150 activities in all regions were recorded during the first six months of the year. The **Intersectoral Platform which contributes to the Dialogue among Civilizations and a Culture of Peace** has developed an action plan with defined strategies for four key objectives with realistically attainable results to be achieved by the end of the biennium, while maintaining clear links with and transition to the Medium-Term Strategy. The four objectives are: (a) the promotion and exploitation of the regional *Histories*; (b) the development of intercultural skills; (c) engaging new voices in interfaith dialogue and other spiritual traditions; and (d) the media and dialogue.

52. UNESCO has strengthened its **action at country level aimed at demonstrating its links between culture and development**. Its involvement in common country programming exercises was continued in order to include culture as a pillar of development and as a factor of social cohesion in common documents. A “backstopping” team of field offices was put in place at the level of the Executive Office under the direct authority of ADG/CLT. **Six UNDAFs** prepared in 2008 explicitly reflect the cultural component (the Republic of the Congo, Kazakhstan, Uzbekistan, Botswana, Bosnia and Herzegovina and the former Yugoslav Republic of Macedonia). The cultural dimension of development is now reflected in the One Plan/Programme developed for **the eight “Delivering as One” pilot countries** and for the effective implementation of the 18 projects for the **“Culture and development” thematic window of the UNDP-Spain MDG Achievement Fund**, UNESCO being the lead agency for 15 of those projects. Further to the invitation extended by the Administrator of UNDP, Kemal Dervis, the Director-General reported on the progress made by UNESCO in regard to activities under the Fund at the High-Level Event on the MDGs, held in New York during the 63rd session of the United Nations General Assembly. Cooperation with the **Alliance of Civilizations**, after a Memorandum of Understanding (MoU) between the Director-General and the High Representative of the United Nations for the Alliance of Civilizations was signed in January 2008, strengthened UNESCO’s participation in the First Alliance of Civilizations Forum and in the launching of five pilot projects, particularly in the fields of education, the media and youth, owing to funding provided by Spain. **Owing to the publication of the remaining volumes of the *General History of Latin America***, action to combat cultural prejudices was strengthened, and educational use of the *General and Regional Histories* was initiated thanks to the contribution from the Libyan Arab Jamahiriya. Under the **Slave Route Project**, UNESCO celebrated the abolition of the slave trade in several Member States, thus enabling it to disseminate educational materials and information, especially on the inventory of places of memory in the Indian Ocean, the Caribbean and West Africa, textbooks on the history of people of African descent in Central America and Asia, documentaries and an interactive atlas on the African diaspora throughout the world. Considerable support was provided to the African Liberation Heritage Project (ALHP). Lastly, the **Sixth Summit of Heads of State of South-East Europe** in Athens (12-13 June 2008) led to the extension of the concept of cultural routes and corridors to river, lake and maritime communication channels, key vehicles for intercultural encounters in the subregion.

MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

53. During the first year of the biennium, efforts were pursued towards the attainment of the overarching objective of “building inclusive knowledge societies” by enhancing universal access to information and knowledge and fostering pluralistic free and independent media and infostructures. Emphasis was placed on both policy advice and upstream work and capacity-building activities.

54. Action contributed to increasing awareness of freedom of expression as a basic human right, while focusing on the application of internationally recognized legal, ethical and professional standards. The important role that free media plays in development, democracy and dialogue has been acknowledged in the “Accra Agenda for Action” endorsed by United Nations organizations, as well as donor and beneficiary countries. It was also highlighted in the outcome documents of the joint meetings of the African Union and the European Commission, in Burkina Faso and France. **Freedom of expression and freedom of information** are the cornerstones of UNESCO’s media development strategies that are being increasingly adopted as policy guidelines for numerous media assistance projects. UNESCO’s action continued to be implemented within the overall framework of the World Summit on the Information Society (WSIS) clearly recognizing the role of free and independent media and of freedom of expression as a prerequisite for bridging the digital divide and achieving the Internationally Agreed Development Goals, including the Millennium Development Goals (MDGs).

55. In this context, concrete activities have been undertaken focusing on the establishment of local institutional capacity to ensure long-term sustainability, in close collaboration with all stakeholders. These activities included creating legislative, regulatory and policy conditions

conducive to freedom of expression and freedom of the press and promoting the role of the media, including new media, as platform for dialogue in a democratic governance framework. Furthermore, UNESCO has provided several countries with policy advice on the transformation process from state broadcasting to public service broadcasting.

56. The celebration, on 3 May 2008, of the **World Press Freedom Day** and the outcomes of the international conferences on “Freedom of Expression, Access and Empowerment” held on that day in Maputo, Mozambique, was prominent in raising public awareness of press freedom as a fundamental right, and as an integral part of the human rights-based approach to development and poverty eradication as reflected in the United Nations Millennium Declaration and the MDGs. The wide coverage by international media of the award of the UNESCO/Guillermo Cano World Press Freedom Prize has given high visibility to UNESCO’s efforts in this respect. This was amplified through the organization of the High-Level Symposium on Freedom of Expression that was held in Paris in October 2008.

57. UNESCO has played an important and visible role in the promotion of the **safety of journalists**. Violence against media professionals constitutes one of the greatest threats to freedom of expression: more than 100 journalists were killed in the exercise of their duties in 2008. UNESCO has become one of the main interlocutors of governments and journalists’ organizations trying to ensure better safety for media professionals. In addition to raising awareness on the issue through the organization of a major exhibition that will be displayed in many countries, efforts have also included assistance to capacity-building for reporters, particularly in conflict areas. Furthermore, UNESCO has continued and deepened its work in supporting the development of **ethical and professional standards for media professionals** and facilitating the establishment of self-regulation-based media accountability systems.

58. UNESCO’s efforts to foster international multistakeholder partnerships for enhancing **universal access** to, and **preservation** of, **information** have been provided with a solid framework with the Executive Board’s endorsement of the **Information for All (IFAP) Strategic Plan** and its five priority areas. Working groups have been established to assist in the implementation of the Plan and to carry out priority activities. Partners have been identified to help develop information policy templates, as well as to update and maintain the online Information Society Observatory. A survey of IFAP National Committees should lead to enhanced cooperation on information policy issues.

59. Advocacy and awareness-raising under the **Memory of the World Programme (MoW)** have resulted in an increase in the numbers of new National Committees established, as well as in proposals for inscription on the Register, thus consolidating the Programme as the main framework for access and preservation of documentary heritage.

60. With global attention increasingly riveted on the financial crisis, climate change and other pressing issues, the Organization continued to stress the importance of ICTs for education, science and culture and their contribution to addressing some of these challenges. Emphasis was placed on harnessing ICTs for education for all and facilitating universal access to information and knowledge in line with the outcomes identified by the **World Summit on the Information Society (WSIS)**. The Organization pursued its active participation in the overall WSIS implementation process, including by facilitating the multistakeholder implementation of the six Action Lines of the Geneva Plan of Action. In this regard, UNESCO’s position as an essential partner in the **Internet Governance Forum (IGF)** open multistakeholder model was duly acknowledged. UNESCO also achieved high visibility through the organization of several sessions at the third IGF in December 2008.

61. Regarding strategies and practices for ICT in support of knowledge creation, acquisition and sharing, UNESCO has taken the lead in partnership-building with donors to support the capacity of information managers and also to assist in harnessing new digital technologies for development. The ICT teacher competency framework published by UNESCO in 2008 with public-private

partners will enable students to develop needed skills, while improving teacher skills to enhance the learning experience for students.

62. Policies for the use of **ICT for development (ICT4D)** have served to highlight that low-cost computers should be tailored to specific user needs. While developing good policies may not be costly, it may be difficult, especially for the least developed countries, to dedicate resources to fund and support ICT4D adequately. Issues related to sustainability of low-cost devices and environmental conservation must equally be taken into consideration and consequently UNESCO has started to address the challenges faced by information societies in dealing with electronic waste.

63. In **Africa**, emphasis was on improving ICT competencies of teachers and establishing public-private cooperation and on promoting the integration of the UNESCO-developed framework for ICT competencies for teachers into government-approved curricula for teacher training as an essential part of national ICT policies in Africa.

64. With respect to promoting **gender equality**, in all training activities, especially those for secondary school teachers and in information literacy, priority was given to women across the globe. Women played a major role in lifelong learning action, including the use of ICTs for learning, and they were increasingly involved in the formulation of national information policies.

65. The **International Programme for the Development of Communication (IPDC)** continued to play its role as a resource mobilization mechanism for fostering media development. IPDC's success reflects the recognition of UNESCO's global role and leadership in promoting the development of free, independent and pluralistic media. With a budget allocation of nearly \$2 million, 70 projects were launched in April 2008 with IPDC's support in 50 developing countries. Moreover, 90 new project proposals were received from local media organizations for submission to the IPDC Bureau to be held in February 2009. The comprehensive set of **media development indicators (MDIs)**, endorsed by the IPDC Intergovernmental Council in March 2008, was published in English, French, Arabic, Russian, Spanish and other languages. It constitutes an important diagnostic tool for assessing the state of the media within the national context and helping stakeholders, determine the areas requiring development assistance. These indicators have now been recognized as a major standard-setting tool by stakeholders and United Nations agencies dealing with media development and good governance. In cooperation with other stakeholders UNESCO is piloting the MDIs in a number of countries including Croatia, Kyrgyzstan and Mozambique.

66. UNESCO has continued its initiative to strengthen the capacity of **media training institutions** through regional consultation meetings and workshops including almost 40 journalism education institutions in Africa, the Arab States, Asia and the Pacific and the Caribbean. These meetings explored ways in which to develop local resources to adopt the widely accepted UNESCO Model Curricula for Journalism Education. In tandem with this initiative, a strategy for development of potential centres of excellence in journalism education in Africa was further implemented both through regular programme activities and through IPDC projects.

67. The promotion of **gender-responsive approaches** was supported in all CI activities with particular attention to ensuring the equal participation of women and men in UNESCO-sponsored events, including training workshops. The Organization supported the efforts of the International Federation of Journalists to foster gender equality in media organizations and journalists' unions and launched, in cooperation with the International Women's Media Foundation, the Global Report on the Status of Women in the News Media in 66 countries from all regions.

68. Action to foster **community media** received a boost with the launching of the second phase of the Community Multimedia Centres (CMCs) scale-up in Africa supported by the Swiss Agency for Development and Cooperation. This activity was among the most significant achievements in CI's actions addressing the needs of **Africa** during the period. Twelve projects were launched with

IPDC support to reinforce the capacity of community media in Kenya, Namibia, Senegal, Somalia, United Republic of Tanzania and Zambia for Africa; Kyrgyzstan, Nepal, Timor Leste and South Asia in general; and Guyana and Nicaragua for Latin America. Sixteen new projects to develop community media will be submitted to the IPDC Bureau of February 2009, including seven in Africa, nine in Asia and the Pacific. CMCs were also promoted in Cameroon, Chad, Cambodia, Congo, Mauritania, St Kitts and Nevis, and United Republic of Tanzania. Further three proposals for funding were elaborated and submitted to the Flemish Funds-in-Trust, i.e. Angola/Namibia cross-border project, Lesotho and South Africa.

69. Particular focus was placed on consolidating UNESCO's strategy to foster communication for development and to harness a United Nations system-wide approach to this issue. The active participation of CI advisers in **United Nations system activities**, for example in Cape Verde, Ecuador and Uruguay, have resulted in incorporating communication and information-related strategies and activities in development assistance frameworks and joint programmes at country level. At the global level, strengthening United Nations **inter-agency collaboration** in communication for sustainable development was pursued further at a follow-up meeting to review progress made since the 10th Inter-agency Round Table on Communication for Development. A comprehensive report was produced and distributed to the United Nations agencies for follow-up action. The 11th United Nations Inter-Agency Round Table scheduled to take place in Washington D.C. from 11 to 13 March 2009 will deal with monitoring, evaluation and institutionalization of C4D in the United Nations system.

70. A significant aspect of CI's work is aimed at building the capacities of media users to critically use the media ("**media literacy**"), thus fostering positive feedback between media products and their users. UNESCO has further developed its cooperation with the European Commission, the United Nations Alliance of Civilizations, the Commonwealth Broadcasting Association (CBA) and other stakeholders. UNESCO was involved in the consultation on the report to and resolution by the European Parliament, which recognized the importance of media literacy and UNESCO's role in promoting media education. UNESCO pioneered the development of a universal model of teacher training curriculum for media and information literacy, which was highly supported at an international expert meeting held in June 2008. Further sensitization and awareness-raising of education policy-makers to the importance of media literacy as a key component of teacher education, if not in school curricula, remains a critical challenge, as is the need for strong collaboration between education and communication and information specialists.

71. Free and independent media play a critical role within post-conflict and fragile States and activities in 2008, focused on providing assistance to create an enabling environment for free and independent media and building the capacity of media and ICTs in countries in transition and post-conflict situations in order to foster governance and democracy. UNESCO has over the last five years built a comprehensive strategy to assist **media in conflict and post-conflict areas** and 2008 has witnessed how this policy has been translated into assistance programmes in several conflict countries, many of them financed through solid extrabudgetary funds and building on local capacity and joint United Nations collaboration. Action focused not only on traditional and digital media but also on the consolidation or restructuring of **libraries and archives** as well as online based educational services in this environment.

72. Since UNESCO cannot and should not be the main implementer of activities in this regard, a very useful and flexible system of collaboration was established with the main United Nations organizations active in this field (OCHA and UNDP) as well as with international, regional and local media development and press freedom organizations. This approach enabled 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.

73. Furthermore, UNESCO's activities to promote dialogue and facilitate joint projects for conflicting parties have demonstrated that the media and communication sector can be an

important element of **reconciliation, reconstruction and peace-building**. Increasing the emphasis on youth groups and women's networks in programmes has proved to be very effective, especially in local rural communities.

74. UNESCO also enhanced cooperation with the media, with full respect for their editorial autonomy, to help accomplish the crucial tasks of contributing to managing expectations, building trust, aiding the formation of an inclusive national identity, and fostering a participatory and engaged citizenry. Activities also contributed to creating a greater awareness of the importance for communication and media sector activities to be considered as fundamental technical components of peace-building and governance within the broader context of post-conflict and fragile state assistance.

75. As a new orientation, UNESCO has initiated work to develop a strategy for the role local media can play in and for **humanitarian information**, in particular in disaster and immediate post-disaster situations. This work, along with work in conflict and post-conflict situations, is based upon substantial intersectoral collaboration and will be fully exploited during 2009.

UNESCO INSTITUTE FOR STATISTICS (UIS)

76. With the central aim of improving data quality at the national and international levels, UIS has developed a series of new initiatives while realigning the strategies and procedures of its core activities. This approach is proving to be successful, as reflected by the improved timeliness of UIS education data. In October 2008, UIS issued a preliminary data set of key indicators for 2007, six months ahead of schedule, for more than 70 countries.

77. At the national level, UIS is reinforcing its field presence, especially in Africa, in order to improve data quality. The Institute's regional teams are working closely with Member States to assess data quality at the national level and to develop "data plans" which identify and address weaknesses in collection and use of statistics for educational planning. This renewed emphasis on the field has been made possible by a successful campaign to expand and diversify the Institute's funding base for core activities.

78. A stronger field presence is also facilitating the dissemination of new methodological tools and assessments. UIS carried out the five pilot tests of the Literacy Assessment and Monitoring Programme (LAMP) and is now readjusting the instruments based on analysis of these data. Another four countries have begun to implement LAMP as the Institute develops regional advisory groups to facilitate the sustainable expansion of the programme.

79. UIS is entering the final phase of a series of regional consultations on its draft framework for cultural statistics, which will lay the foundations for data collection in this field. The consultations are designed to ensure that the new framework adequately reflects the needs and contexts of developing countries. The final document will be presented to Member States during the 2009 General Conference.

80. The Institute has completed a major project, funded by the European Commission, to reinforce national statistical capabilities to monitor EFA. The project began in 2003 and involved 11 countries (seven in Africa, three in Asia and one in Latin America). According to an independent evaluation, the project led to the successful implementation of a range of information management systems, procedures, methodological approaches, survey instruments and standards for data collection, analysis and use. The evaluation further indicates that diverse components of data quality were significantly improved in the participating countries.

81. Improvements in the availability, precision and timeliness of data were particularly noteworthy at the sub-national level. In some countries, there was a 50% reduction in the time required for data production at the district level. These changes also impact on the quality and availability of data at the international level. The auditors compared the 2004 and 2007 editions of

the Global Education Digest and found that there was 25% more data available for the 11 participating countries. For pre-primary education, data availability improved by 95%.

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

I. PARTICIPATION IN THE 64TH SESSION OF THE GENERAL ASSEMBLY

82. UNESCO participated in the sixty-third session of the General Assembly held in New York from 16 September to 22 December 2008, under the presidency of Mr Miguel d'Escoto Brockmann (Nicaragua).

83. The implementation and achievement of the Millennium Development Goals, the United Nations Reform, and the multiple crises of food insecurity, climate change and the world financial and economic crisis dominated the debates of the Assembly. This session also marked the sixtieth anniversary of the adoption of the Universal Declaration of Human Rights.

84. The Director-General attended the general debate and took part in two major high-level meetings: (a) The high-level round table on the theme "Africa's Development Needs: state of implementation of various commitments, challenges and the way forward"; and (b) The High-Level Meeting on the Millennium Development Goals convened by the Secretary-General and the President of the General Assembly on 25 December 2008. The Director-General served as co-rapporteur on education and health with the Director-General of the World Health Organization.

85. The Director-General also took part in several side events aimed at boosting political and financial commitment to achieve the internationally agreed development goals: (i) A high-level debate on education financing organized by UNESCO which brought together ministers of education, donors, multilateral organizations and representatives of civil society and the private sector; (ii) an event organized by the Global Campaign for Education at which the Director-General joined world leaders and education advocates to launch the "Class of 2015" to build political will to achieve the Education for All goals; (iii) a Ministerial meeting of the Group of Friends of the Alliance of Civilizations, in the presence of the United Nations Secretary-General and the United Nations High Representative for the Alliance. The Director-General informed the participants of how UNESCO was moving forward with implementing the Memorandum of Understanding that UNESCO had signed with the Alliance, focusing in particular on the role of education and the media in promoting intercultural dialogue and understanding; (iv) a UNDP-Spain side event on the MDG Achievement Fund, "Lessons Learned and Way Forward", at which the Director-General paid special tribute to the wisdom of including culture as one of the thematic windows of the Fund; and (v) a high-level event on the water and sanitation MDGs.

86. UNESCO submitted the following full reports and contributed to several Secretary-General's reports to the General Assembly:

- Report by the Director-General of UNESCO on the "Implementation of the International Plan of Action for the United Nations Literacy Decade";
- Report by the Director-General of UNESCO on "Communication for development programmes in the United Nations system", which is submitted to the Assembly on a biannual basis;
- Report by the Director-General of UNESCO on the "International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010";

- Interim report by the Director-General of UNESCO on the impact of the activities carried out by UNESCO during the International Year of Languages (2008). A final report on the implementation of the Year will be submitted to its sixty-fourth session.

87. Several other major thematic meetings took place during the session:

- A high-level plenary meeting devoted to the mid-term review of the Almaty Programme of Action was organized on 2-3 October 2008;
- An interactive Panel of the General Assembly on the Global Financial Crisis was held on 30 October 2008;
- A high-level plenary meeting on the Culture of Peace was held on 12 and 13 November 2008, with the participation of several heads of State and government;
- The Follow-up International Conference on Financing for Development to Review the Implementation of the Monterrey Consensus was convened in Doha from 29 November to 2 December 2008. UNESCO participated actively in this meeting, particularly through the organization of a special side-event in partnership with the government of Qatar on “Financing Education to Achieve the Education for All Goals”.
- A commemorative plenary meeting devoted to the sixtieth anniversary of the Universal Declaration of Human Rights was held on 10 December 2008.

II. RESOLUTIONS OF RELEVANCE TO THE WORK OF UNESCO ADOPTED BY THE GENERAL ASSEMBLY⁵

88. During the 63rd session, the General Assembly adopted 266 resolutions, 13 of which make reference to UNESCO’s programmes and/or assign specific action to the Organization:

- “United Nations Literacy Decade: education for all” (resolution 63/154);
- “International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010” (resolution 63/113);
- “Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace” (resolution 63/22);
- “Elimination of all forms of intolerance and of discrimination based on religion or belief” (resolution 63/181);
- “Combating defamation of religions” (resolution 63/171);
- “Effective promotion of the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities” (resolution 63/174);
- “Permanent memorial to and remembrance of the victims of slavery and the transatlantic slave trade” (resolution 63/5);
- “Oceans and the law of the sea” (resolution 63/111);
- “Strengthening emergency relief, rehabilitation, reconstruction and prevention in the aftermath of the Indian Ocean tsunami disaster” (resolution 63/137);

⁵ The texts of these resolutions can be provided to the Members of the Board upon request.

- “The law of trans-boundary aquifers” (resolution 63/124);
- “Information and communication technologies for development” (resolution 63/202);
- “Questions relating to information” (resolution 63/100);
- Human rights and extreme poverty (resolution 63/175).

89. Following are several other resolutions of particular relevance to the work of the Organization:

(a) Sustainable development and disaster reduction issues:

- Implementation of Agenda 21, the Programme for the Further Implementation of Agenda 21 and the outcomes of the World Summit on Sustainable Development (resolution 63/212);
- Follow-up to and Implementation of the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (resolution 63/213);
- Convention on Biological Diversity (resolution 63/219), by which the Assembly convenes a one-day high-level meeting at its sixty-fifth session and encourages to fully support and participation in the activities being envisaged for the observance of the International Year of Biodiversity (2010);
- International Strategy for Disaster Reduction (resolution 63/216);
- Natural disasters and vulnerability (resolution 63/217).

(b) Poverty eradication and decent work:

- Role of microcredit and microfinance in the eradication of poverty (resolution 63/229);
- Second United Nations Decade for the Eradication of Poverty (2008-2017) (resolution 63/230), by which the Assembly decides that the theme for the Second United Nations Decade for the Eradication of Poverty (2008-2017) shall be “Full employment and decent work for all”;
- International Labour Organization Declaration on Social Justice for a Fair Globalization (resolution 63/199).

(c) Social development:

- The right to development (resolution 63/178);
- Protection of migrants (resolution 63/184);
- International migration and development (resolution 63/225);
- Sport as a means to promote education, health, development and peace (resolution 63/135);
- Implementation of the outcome of the World Summit for Social Development and of the twenty-fourth special session of the General Assembly (resolution 63/152);

- Globalization and its impact on the full enjoyment of all human rights (resolution 63/176);
- Realizing the MDGs for persons with disabilities through the implementation of the World Programme of Action concerning Disabled Persons and the Convention on the Rights of Persons with Disabilities (resolution 63/150).

(d) Human rights issues:

- Optional Protocol to the International Covenant on Economic, Social and Cultural Rights (resolution 63/117);
- Declaration on the sixtieth anniversary of the Universal Declaration of Human Rights (resolution 63/116);
- International Year of Human Rights Learning (resolution 63/173);
- Enhancement of international cooperation in the field of human rights (resolution 63/180);
- Global efforts for the total elimination of racism, racial discrimination, xenophobia and related intolerance and the comprehensive implementation of and follow-up to the Durban Declaration and Programme of Action (resolution 63/242);
- International Convention on the Elimination of All Forms of Racial Discrimination (resolution 63/243);

(e) Gender issues:

- Intensification of efforts to eliminate all forms of violence against women (resolution 63/155);
- Follow-up to the Fourth World Conference on Women and full implementation of the Beijing Declaration and Platform for Action and the outcome of the twenty-third special session of the General Assembly (resolution 63/159);

(f) Information and communication issues:

- Information and communication technologies for development (resolution 63/202);
- Information and communications technology, enterprise resource planning, and security, disaster recovery and business continuity (resolution 63/262).

(g) Humanitarian affairs:

- Strengthening of the coordination of emergency humanitarian assistance of the United Nations (resolution 63/139);
- International cooperation on humanitarian assistance in the field of natural disasters, from relief to development (resolution 63/141);
- New international humanitarian order (resolution 63/147).

- (h) Human resources and security issues:
- Safety and security of humanitarian personnel and protection of United Nations personnel (resolution 63/138).
 - Human resources management (resolution 63/250);
 - United Nations common system: report of the International Civil Service Commission (resolution 63/251);
 - United Nations pension system (resolution 63/252);
 - Administration of justice at the United Nations (resolution 63/253).
- (i) Other issues:
- Operational activities for development (resolution 63/232);
 - Doha Declaration on Financing for Development: outcome document of the Follow-up International Conference on Financing for Development to Review the Implementation of the Monterrey Consensus (resolution 63/239);
 - Implementation of the Brussels Programme of Action for the Least Developed Countries for the Decade 2001-2010 (resolution 63/227);
 - Rights of the child (resolution 63/241);
 - International cooperation in the peaceful uses of outer space (resolution 63/90).

90. In addition, the Human Rights Council adopted the following resolutions at its 8th regular session respectively:

- Resolution A/HRC/8/L.2 on the “optional protocol to the international covenant on economic, social and cultural rights”, which is a milestone in that it allows for persons to petition an international human rights body about the violation of their rights under the Covenant. It recommends that the Optional Protocol be opened for signature at a signing ceremony in Geneva in March 2009. This resolution was adopted without a vote. The right to education is included in this Covenant.
- Resolution A/HRC/8/L.5 on “the Right to education”. The resolution welcomes the contribution by UNICEF and UNESCO towards attaining the Millennium Development Goals of achieving universal primary education and eliminating gender disparity in education and the goals of the Education for All initiative agreed upon at the World Education Forum (para. 4) and urges all States to give full effect to the right to education.

III. INTERNATIONAL DAYS, YEARS AND DECADES PROCLAIMED FOR 2009

91. The observance of two new International Days, one new International Year and one new International Decade has been decided by the General Assembly:

- 8 June as World Oceans Day (resolution 63/111 of 5 December 2008);
- 19 August as World Humanitarian Day (resolution 63/139 of 11 December 2008);

- 2011 as the International Year of Chemistry (resolution 63/209 of 19 December 2008); UNESCO having been designated as lead agency and focal point for the Year will organize activities to be realized during the Year, in collaboration with other relevant entities of the United Nations system;
- 2010-2020 as the United Nations Decade for Deserts and the Fight against Desertification (resolution 63/218 of 19 December 2008).

IV. SUBSTANTIVE SESSION OF ECOSOC

92. The 2008 substantive session of ECOSOC took place at United Nations Headquarters in New York from 30 June to 25 July 2008. At this session, the new functions of ECOSOC as mandated by the 2005 World Summit were operative for the first time: the Development Cooperation Forum, the main tribune for global dialogue and policy review on the effectiveness and coherence of international development cooperation; and the Annual Ministerial Review, whose discussion on “Implementing the internationally agreed goals and commitments in regard to sustainable development” concluded with a Ministerial Declaration adopted by consensus.

93. The Director-General attended the high-level policy debate. He organized and chaired, during the High-Level Segment, a ministerial breakfast round table on the theme “Science, Technology and Innovation Policy: Key to Sustainable Development”. The debate focused on harnessing scientific knowledge through effective science policy as a key lever for achieving sustainable development in its Member States.

94. UNESCO also participated in the other four parts of the ECOSOC session: the coordination, the operational, the humanitarian and the general segments. A detailed report on the proceedings of the session was provided to Member States on 10 October.⁶

95. The following resolutions of particular relevance to the work of UNESCO were adopted by the Council:

- “Progress in the implementation of General Assembly resolution 62/208 on the triennial comprehensive policy review (TCPR) of operational activities for development of the United Nations system” (resolution 2008/2);
- “Genetic privacy and non-discrimination” (decision 2008/233);
- “Protection against trafficking in cultural property” (resolution 2008/23).

SECOND CONFERENCE OF INTELLECTUALS FROM AFRICA AND THE DIASPORA (CIAD II)

(Salvador de Bahia, Brazil, 12-14 July 2006)

96. Pursuant to the recommendations of CIAD II, exchanges and meetings were organized between UNESCO, the Commission of the African Union and the Permanent Delegation of Brazil. Those meetings served as a reminder regarding a number of objectives of the Salvador Declaration and the Salvador Plan of Action and enabled UNESCO to adapt its response to the recommendations. This point will be raised during the Joint UNESCO-African Union Commission meeting to be held at Headquarters in March 2009.

⁶ The report can be provided upon request.

97. A number of activities were carried out in response to the Salvador Declaration, associating resources from the Africa region and those from the diaspora in particular. The activities included a number of UNESCO major projects (the Slave Route Project, the General History of Africa, and the General History of Latin America and the Caribbean) which, basically, closely involve the diaspora.

Activities implemented in the field of culture

98. The project on the **educational use of the General History of Africa** was launched in early 2008 with extrabudgetary funding from the Libyan Arab Jamahiriya. This major project, due to last four years, is designed to revamp the teaching of history in Africa through the production of textbooks, a historical atlas, an educational CD-ROM and a history teaching guide, and the promotion and harmonization of the teaching of the General History of Africa in higher-education institutions on the continent.

99. The intellectual and scientific thrust of the project is the responsibility of a scientific committee, 10 of whose members have recently been appointed by the Director-General. The Committee's installation meeting will take place in Tripoli on 23 February 2009 and the first working meeting will be held at UNESCO Headquarters in March 2009. Experts and partner organizations (African Union, the Ministry of Education and Ministry for Racial Equality of Brazil, subregional African organizations and African professional associations) will participate as observers.

100. In addition, UNESCO, in cooperation with the Ministry of Education of Brazil, is translating the **General History of Africa into Portuguese**. This translation will allow the work to be distributed to universities and public bookshops in Brazil and other countries belonging to the Community of Portuguese-Speaking Countries (CPLP). Under the Slave Route Project, an exhibition in Accra was held in cooperation with Brazil.

101. Furthermore, the **meeting-debate** on "Culture, economy, regional integration", organized jointly by UNESCO and the African Network of Cultural Promoters and Entrepreneurs (RAPEC) was held on 16 December 2008 at UNESCO Headquarters and was attended by more than 300 participants, most of whom came from the African diaspora.

102. In close collaboration with the African Diaspora Heritage Trail (ADHT) and other partners from the diaspora, the Organization (CLT) launched the production in 2008 of an Atlas of interactions and of the African diaspora with maps illustrating the African presence and contribution around the world, particularly in the Americas. The atlas is to be published at the end of 2009.

103. Another book, **The African Diaspora in Asia (TADIA) – explorations on a less known fact** was published in 2008 and widely distributed. It was derived from TADIA's first international conference held in Panaji, Goa (India) in January 2006. The conference was organized in close cooperation with, and the active involvement of CLT and a member of the Scientific Committee of the *Slave Route Project*.

104. The 50th anniversary of the First International Congress of Black Writers and Artists was celebrated from 19 to 22 September 2006 at the Sorbonne and UNESCO. The records of the Symposium "Homages, Achievements, Perspectives", held under the high patronage of Mr Koichiro Matsuura, Mr Abdou Diouf, Mr Aimé Césaire and Mr Wole Soyinka, were published by the magazine *Présence Africaine* (Nos. 174, 175, 176 and 177).

105. The third World Festival of Black Arts (FESMAN 2009) is to be held in Dakar from 1 to 14 December 2009. The theme "African Renaissance" will be discussed by artists and intellectuals from 80 countries from Africa and the diaspora. Mr Mame Birame Diouf, Minister for Culture of Senegal, is the chair of the International Steering Committee and Mr Gilberto Gil, Brazilian composer and musician, is the vice-chair.

Activities in the field of social and human sciences

106. The Social and Human Sciences (SHS) has developed activities to sensitize Member States to the phenomenon of **international migration**. Accordingly, the special issue of the ***International Journal on Multicultural Societies*** on the theme Transnational Knowledge Through Diaspora Networks was very widely distributed.

107. In addition, a series of consultations was held in May 2007, in conjunction with the Migration for Development in Africa (MIDA) programme of the International Organization for Migration and members of the diaspora and their respective ministries of education, in order to encourage the exchange of experiences and good practices between governments and their diaspora.

108. Under the **International Coalition of Cities against Racism, Discrimination, Xenophobia and Intolerance** launched in 2004, an African Coalition was established in 2006 in Nairobi. The objective of the international coalition, officially inaugurated in June 2008 in Nantes (France) during the third World Forum on Human Rights, is to bring together cities interested in a common struggle against racism and enable them to share experiences or undertake joint activities.

109. Furthermore, the activities implemented within the ambit of the **Greater Horn Horizon Forum** include the diaspora. The aim of this Forum, founded in November 2007, is to enable intellectuals to assist in the peaceful resolution of conflicts in the Horn of Africa, particularly through the formulation and implementation of regional integration policies that would lead to peaceful coexistence.

110. To that end, activities carried out in support of dialogue and cross-border cooperation bring together researchers, particularly from the diaspora, and policy-makers from the region. The project also aims to build their capacities to enable them to anticipate future challenges that the region will face.

Activities in the field of communication and information

111. The Communication and Information Sector (CI) has conducted activities designed to develop communication between Africa and the diaspora. Within that framework, the International Programme for the Development of Communication (IPDC) supported projects aimed at capacity-building for the media, with particular emphasis on joint initiatives between media training institutions in Africa and elsewhere in the world.

112. Accordingly, the UNESCO Office in Addis Ababa organized a workshop, as part of a regional and international film festival, in support of training and exchange programmes between local film directors and directors from the diaspora. The use of modern communication tools was also promoted, thereby fostering the production, publication and broadcasting of high-quality audiovisual content, in the field of education as well.

113. Under the **Speak Africa** project, UNESCO provides support for virtual collaboration between young people from Africa and the diaspora on economic, cultural, social and political issues. Furthermore, in cooperation with the Offices in Montevideo and Brasilia, CI intends to contribute towards the **analysis of the African cultural diaspora in Latin America**.



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

PART I

ADDENDUM

SUMMARY

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

The addendum presents salient developments in field offices' (31) participation in United Nations common country programming processes and the main results achieved with regard to UNESCO's insertion in these processes.

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AFRICA

UNESCO Office in Abuja

1. Nigeria's national development priorities are outlined in key national policy documents including the Nigerian Economic and Empowerment and Development Strategy (NEEDS), 2020 Vision and the 7-Point Reform Agenda outlined by President Umaru Musa Yar'Adua. The United Nations Development Framework (UNDAF) and the Common Country Assessment programmes (CCAs) are aligned with national development policies and priorities. UNESCO's programmes and activities underpin Nigeria's development efforts in UNESCO's fields of competence.

Major developments in 2008

2. In the field of education, UNESCO Abuja worked closely with United Nations agencies and other development partners to support national education policies and priorities through targeted upstream interventions in four main strategic areas: coordination and partnerships for EFA, Literacy Initiative for Empowerment (LIFE), Teacher Education in the context of TTISSA and EDUCAIDS, and revitalization of TVET. These were aimed at contributing to improved policy dialogue, enhanced national capacity for policy formulation and planning, increased commitment and funding for education, and effective and sustainable partnerships for EFA in Nigeria. In 2008, UNESCO Abuja Office revived the International Development Forum with the support of other United Nations agencies and donors resident in Nigeria. UNESCO co-chairs the Forum with USAID and also provides its secretariat. The Forum provides an opportunity for information-sharing on educational programmes and projects, exchange of views on key issues and convergence of approaches in supporting government plans and policies in the education sector. The monthly meetings of the Forum are regularly attended by UNICEF, the World Bank, DFID and JICA. It is significant that this is the only sectoral forum that brings the multilateral and bilateral agencies together in Nigeria.

3. UNESCO Abuja assisted in the national scale-up of the literacy-by-radio project from the 12 pilot states to the 36 states and Federal Capital Territory (FCT) in Nigeria. The achievement was the result of the successful advocacy for increased funding for adult and non-formal education in the country. Another important achievement is the linkage between teacher training institutions in Nigeria and the International Institute for Capacity-Building in Africa (IICBA) to strengthen the quality of teacher education and school management.

4. From 6 to 9 January 2009, the Director-General of UNESCO undertook an official visit to Nigeria where he opened a category 2 Institute of African Culture and International Understanding. In collaboration with the World Heritage Fund, the Federal Ministry of Tourism, Culture and National Orientation organized a regional meeting of the African Heritage Fund (AWHF). This led to greater awareness about the management of African properties on the World Heritage List and highlighted those properties in danger on the List.

5. In the Natural Science Sector, the Abuja Office organized sensitization workshops for legislators on alternative energy sources which should lead to the development of the use of an alternative energy policy framework. Currently, preparations are under way to sensitize legislators and managers of water resources on sustainable water governance. With extrabudgetary resources (UBW), the Office is also currently developing HIV/AIDS teaching modules for faculties of science and engineering in seven universities in Nigeria.

Contributions to UNCT activities

6. UNESCO has participated actively in the preparation of UNDAF II (2009-2012) through its contributions in the Programme Management Team (PMT) and in the UNCT. The Office, *inter alia*, led the Inter-Agency Group constituted by the RC to finalize the Monitoring and Evaluation (M&E) Framework.

7. As member of the PMT, the Abuja Office participated in the development of joint programming activities and annual work plans (AWPs) for the implementation of UNDAF II for the six selected states and the Federal Capital Territory (FCT). UNESCO is the lead agency in the UNDAF priority area of transforming social service delivery in one of the six states identified. Likewise, the Organization, in collaboration with seven other agencies, contributed to the development of a common and coherent United Nations agency approach to gender. A gender audit in participating United Nations agencies in Nigeria is currently under way.

8. To optimize the use of resources, streamline and harmonize operational policies, practices and services to ensure more effective and efficient delivery as one United Nations Country Office in Nigeria, the Abuja Office actively participates in various inter-agency networks such as procurement, ICT, human resources management and finances. UNESCO is the Vice-Chair of the United Nations Operation Management Team (OMT).

Challenges and constraints

9. Although the Abuja Office has participated actively in the preparation of UNDAF II (2009-2012) through its contributions in the PMT, OMT and UNCT, it should be mentioned that, with its limited human and financial resources, the Office has been stretched to the limits in ensuring a minimum level of representation and participation in joint United Nations forums and programmes.

10. The need to orient professional staff to broad issues in development and poverty alleviation and to enhance their capacity to link UNESCO's programme interventions to the UNDAF agenda in a meaningful fashion is manifest. The fact that UNESCO programme and budget cycles are shorter and are not in synchronization with United Nations programmes and funds, which are in the forefront of the UNDAF process, poses difficulties for UNESCO, not least in making financial and other commitments to joint programmes. Even though the Organization's financial commitments to UNDAF II are minimal, the forthcoming preparation of Strategic Programme Frameworks (SPFs) for each of the four programme interventions in UNDAF II provides an opportunity to position UNESCO to receive its fair share of pooled funds for implementation of different aspects of the programme.

11. A serious challenge is posed by the planned move in UNDAF II for joint programmes in six selected States in the Nigerian Federation. In the absence of UNESCO's presence in the field, which is related to its mandate as an upstream intellectual agency that provides policy advice and technical assistance mainly at the federal level, the scope for making direct programme interventions at state level will remain rather limited. Nevertheless we are contributing by providing policy advice, informed sector analysis and supporting innovation and experiments, where feasible. Our recent work on Education Policy and Strategy Simulation (EPPSim) in a few states in support of UNICEF, DFID and the World Bank provides us with an opening to intervene in other states.

UNESCO Office in Accra

1. During 2008, the Accra Cluster Office was involved in the implementation of activities related to the United Nations Country Teams in Ghana, Liberia, Togo, Benin and Côte d'Ivoire.

2. In Ghana, the Office participated on a regular basis in various inter-agency meetings (the monthly United Nations heads of agencies meeting and the retreat, United Nations theme group on HIV and AIDS, the bi-monthly meeting of the Inter-Agency Programme Group and the Humanitarian Coordination Team meetings for the northern flood disaster management, the meetings of United Nations communication officers, AO meetings).

3. Among other activities, the Office contributed to the Mid-Term Review exercise of the UNDAF, to the celebration of various United Nations Days (World Press Freedom Day, World Day for Water, World Day for Cultural Diversity for Dialogue and Development, World Day for the Remembrance of Slavery and its Abolition, World Teachers' Day, International Women's Day) and

was involved in the JUTA programme (Joint United Nations Team on AIDS). Also, the Office led the preparation and publication of a joint United Nations study on the response of the education sector to HIV and AIDS in Ghana which was officially launched on 12 February 2009.

4. In Liberia, the Monrovia antenna also participated in various inter-agency meetings. The officer in charge attended many meetings of heads of agencies. The antenna was involved in the implementation of the UNDAF and its annual review. The Accra Office was involved in the preparation of a joint United Nations programme on youth.

5. In Benin, the Office actively contributed to the finalization of the UNDAF (2009-2013) started in 2007 and has advocated for an explicit consideration of science issues in that UNDAF. The Benin antenna attended various United Nations meetings.

6. In Côte d'Ivoire, the Office actively contributed to the preparation of the UNDAF (2009-2013) and has attended some meetings related to that preparation.

7. In Togo, as NRA, the Office attended the heads of agencies retreats.

UNESCO Office in Bamako

1. The elaboration of a joint programme “Promotion of Human Rights and Gender in Mali” was proposed by UNESCO which chaired the “human rights and gender thematic group” of the United Nations Country Team (UNCT). This programme forms part of the 2008-2012 United Nations Development Assistance Framework (UNDAF), which was established by the agencies together with the government, development partners and civil society.

2. Through this joint programme, the agencies of the United Nations system are aiming at shared results, and usually work with the same partners in the same geographical zones. Joint action by the United Nations system will enable the agencies to focus their efforts in order to carry out coordinated and effective activities. A joint programme also promotes greater transparency of the actions of the United Nations system for both national partners and beneficiaries of such actions.

3. This joint programme is designed to promote knowledge of human rights and their implementation as benchmarks for the formulation of national and local public policies, which are general in scope or aimed at specific targets.

4. By targeting the most vulnerable populations, the programme will enable the identification of the levers of change and shape actions designed to promote human and gender rights in Mali.

5. The Office was able to mobilize the amount of \$4.2 million for Mali, enabling the training of all the human rights actors of the different bodies (civil society, agencies of the United Nations system, government).

UNESCO Office in Harare

1. UNESCO Harare has been actively engaged in United Nations common country programming processes in all cluster countries including those where it is a non-resident agency (NRA), namely Botswana, Malawi and Zambia.

2. One of the overall achievements has been re-establishing contact with UNCT in the three countries where UNESCO is non-resident. However, specific achievements have been at different levels in different countries due to the unique circumstances of each country and also according to how long each country has been participating in the UNDAF process.

3. UNESCO has gained visibility in all cluster countries including in those where it is non-resident.

Botswana

4. The UNDAF results matrix for Botswana was finalized in late October 2008. It will be implemented during the period of 2010-2016, aligned with the Government of Botswana (GoB) National Development Plan (NDP 10) and Vision 2016.

5. UNESCO actively participated in the drafting and finalization of the UNDAF results matrix through various reference group meetings and is still contributing to the narrative section which is meant to be finalized and signed in the first quarter of 2009.

6. UNESCO is one of the signatory agencies of the Road Map to the One Programme, a document which ratifies the agencies' commitment to supporting the government in its development efforts through the UNDAF as well as an outline of the steps forward. The document was signed by the GoB and heads of resident and non-resident agencies on 27 October during the inauguration of a stakeholders workshop. This workshop marked the beginning of an endorsement process of the UNDAF results matrix, particularly by government counterparts, and initiated the joint development of key result areas for each one of the outputs. UNESCO is currently present in 25 outputs throughout all five outcomes of the newly developed UNDAF.

7. The Government of Botswana is well aware of the need to find alternative ways to capitalize the economy as the diamond industry begins its decline process, jeopardizing their growth trend. Under this scenario, the priority given by the government and reflected in both UNDAF and NDP 10, over a common base of governance, is economic diversification. Within this framework, both the government and United Nations sister agencies have shown a particular interest for UNESCO's expertise in the area of culture as a means to develop creative and cultural industries that could feed into ways to diversify the economy, based on Botswana's national culture policy.

8. UNESCO has been given the lead of output 3.2.1 regarding the integration of technical and vocational education into secondary and tertiary education. This is also seen as an area to tackle and build the technical skills of youth as means to stimulate and grow potential entrepreneurs.

9. An area that is becoming strategically interesting under the current global climatic change is science. In the specific case of Botswana, UNESCO's inputs are focused mainly on the use and wise stewardship of water resources as well as science technology and innovation policies. UNESCO's participation in the environment and climate change outcome is strategic.

10. UNESCO's position in Botswana, from the timing point of view, is privileged as compared to other countries, given the status of the process and the timely entering of UNESCO to be part of the UNDAF as the strategic document that will guide the development agenda for the United Nations in Botswana for the coming years.

Malawi

11. Malawi is a self-starter country within the context of the United Nations reform. It has been recognized as a non-official pilot country since it began the reform simultaneously with the pilots. To date, it has finalized the UNDAF 2008-2011 and is currently implementing a One Programme based on an Annual Work Plan (AWP) for 2008. Sixteen outputs have been determined as key under five clusters within the UNDAF responding to the Malawi Growth and Development Strategy (MGDS) paper.

12. Under the framework of the UNDAF Education sub-clusters' support to the Ministry of Education, UNESCO participated in the Joint Sector Review of the National Education Strategy Paper (NESP) and more specifically in the secondary and tertiary education working group.

13. UNESCO was part of the One United Nations branding exercise that was carried out in Malawi during the months of June and July 2008 to raise awareness about the reform and begin

the communication to partners as the United Nations system Delivering as One. The aim of the publication is to present the United Nations activities in a captivating and compelling fashion.

14. The drafting of Annual Work Plans for 2009 has taken place at cluster level. UNESCO has established contact with the relevant cluster leads and participated in cluster meetings regarding the drafting of documents for 2009. UNESCO is present in the draft work plans for the coming year and plans to implement activities under nine country outputs within four different clusters in 2009.

15. The National Education Sector Plan (NESP) clearly states its commitment to the EFA goals as one of the priorities to be met, which opens a door for UNESCO to strengthen its presence in Malawi. UNESCO's contribution to the UNDAF in Malawi has a particular strength in clusters three and four which are basic social services and HIV/AIDS respectively.

16. The CapEFA proposal for Malawi was developed in full consultation with the relevant cluster and reflects input from both the chair and co-chair of the Basic Services cluster and the outcome lead for education. The proposal aimed to tackle the area within the education sub-cluster where support was needed and to which less attention was being devoted. Beyond that, the CapEFA proposal is based on and responds to the needs stated in the National Education Strategy Plan (NESP).

17. Another area where UNESCO has a strategic role is under cluster four within HIV/AIDS with the EDUCAIDS programme. Within this framework, various discussions have been carried out and facilitated by UNESCO with the Ministry of Education and ILO to support the implementation of the recently reviewed policy for HIV/AIDS at the workplace. There is quite some potential as the policy has various aspects, which vary from the public to the private sector, and the Ministry of Education would require guidelines to implement the policy with teachers.

18. The Malawi Growth Development Strategy (MGDS) is operating through 25 Sector Working Groups (SWG). It was agreed that the United Nations system would be reflected through the UNDAF programmatic cluster structure. UNESCO is represented through the UNDAF clusters one, three, four and five in six working groups, while it is part of three groups as an individual agency.

19. An issue that was not clearly addressed in the Malawi UNDAF for this cycle, but is beginning to gain momentum and importance, is climate change. Although there are not many outcomes or outputs explicitly addressing climate change, there are a few regarding natural resources and the use of water within the Food Security cluster. From the meetings and conversations held with the cluster members so far, it is clear that there is very limited technical expertise in this area. Communications have taken place with UNDP to explore the possibilities of joint programming under the framework of the green belt initiative for Malawi.

20. Despite the positive relations that UNESCO has had with the heads of agencies in Malawi and the support from the NRA officer, there seems to be a concern in the UNCT regarding the engagement of non-resident agencies and to what extent the interest, since the implementation of the Business Plan began, could be "to benefit from the un-earmarked One Fund". The recent approval of the CapEFA proposal has helped UNESCO counterbalance this perception and has given UNESCO leverage to enter the process at cluster level.

21. So far, the NatCom has been tremendously helpful in the process by attending and participating in working groups and other One United Nations events. However, the key role and importance of the NatCom is increasing due to the importance that is given to the government requests within the UNDAF process. UNESCO could and should capitalize on the positive link that the NatCom has been so far in Malawi.

Zambia

22. In Zambia, the United Nations Country Team (UNCT) and the Government of Zambia signed the second UNDAF in 2007 for the period of 2007 to 2010. The current UNDAF is guided by the Millennium Development Goals (MDGs), as well as national priorities outlined in Zambia's Fifth National Development Plan (FNDP). The UNDAF has four priority areas of focus namely HIV/AIDS, Basic Social Services, Food Security and Governance, as well as Gender and Environmental Sustainability which are the two mainstreamed or cross-cutting themes.

23. There seems to be a deadlock between the Joint Assessment Strategy for Zambia and the UNDAF. The first document (which is donor-driven) seems to be guiding the development process in Zambia, leaving the UNDAF slightly sidelined.

24. The UNDAF and DaO process are not very active in Zambia. This could be a direct result of the above. DaO-relevant electronic communications to and from the UNCT mailing list have been limited and this often results in the delay or postponement of planned activities. UNESCO has been invited to participate in the United Nations retreat in Zambia for 2009 where the drafting of AWP would be discussed.

25. In the current UNDAF document, UNESCO is present under two country outputs within the Basic Social Services outcome, although no targeted resource mobilization was stated. Nevertheless, UNESCO could have activities under a further eight or nine outputs beyond the ones where it is currently present in all four outcomes.

Zimbabwe

26. As far as Zimbabwe is concerned, no decision has been taken yet as to when or how to carry out the UNDAF review and as a result the review has been temporarily put on hold. Within the UNCT the attention is concentrated on the recovery plan, which is the blueprint for the UNCT's eventual re-engagement in the country and will serve as the basis for the review of the UNDAF which will very likely be the reformulation of a new UNDAF. UNESCO is one of the task force members of the UNCT looking at these issues.

27. Meanwhile, through the framework of the multi-donor trust fund, both the donor community and the UNCT are carrying out country assessments in seven areas; UNESCO is co-chairing the group on education and health and leading country assessment studies on human resources management as well as data/information management. UNESCO is also actively participating in the working group on infrastructure in relation to water and energy.

28. Different clusters/working groups undertook mid-term reviews and developed work plans for 2009. There is an Early Recovery group which is lead by UNDP. OCHA coordinates the efforts to ensure consistency among the humanitarian reform and an early recovery network.

29. OCHA also coordinated the Consolidated Appeal Process with humanitarian actors including government, donors, United Nations agencies, NGOs and other stakeholders to develop the scenario and plan for 2009. UNESCO is actively participating in this process as part of the UNCT in the Education cluster.

UNESCO Office in Kinshasa

1. The Office participates in and contributes to the work of the United Nations Country Team (UNCT) in a variety of ways.

2. The Office is represented in the Programme Management Team. The Office made a decisive contribution to the team, especially in the entire area of education, given that the themes dealt with directly concern, on the one hand, the work of the "Education" Thematic Group (ETG, one of the 15 groups set up by the government in 2008), and, on the other, that of the Democratic Republic of

Congo education stakeholder consultation committee, a structure created by the EFA sponsors in 2003, and therefore older than ETG, and which continues to work upstream of the latter's meetings, with UNESCO providing the Chair (the Head of the Office in person) and the secretariat. The consultation committee continues to function as a "think tank" in which bilateral and multilateral partners, and international NGOs are represented. This is the framework within which UNESCO was requested to prepare the terms of reference of the Education Sector-Wide Approach (SWAp), envisaged for 2009. It should be noted in passing that the outcomes of the (extrabudgetary) Education Sector Support Project (ESSUP), in particular via its Educational Management Information System (EMIS) component, are of crucial importance for the sector, given the reception of the first updated yearbooks in over 20 years which were published in 2008.

3. The Office is represented in the Operations Management Team. Among other things, the Office contributes to the communal expenditure relating to security, health care and communications. It obtains its fuel from the common source and has pledged, in principle, to adopt the HACT procedure. The problems of the Operations Management Team concern the late payment by some agencies of their contributions, and the fresh problems that occur after the payment of contributions at the beginning of the year (especially in the areas of security and communications), which often result in a call for supplementary contributions from the UNCT during the course of the year.

4. The Office is also represented in the Communications Management Team, but the latter is the weakest of the three teams and has not yet been able to organize itself properly, let alone propose a viable policy to the UNCT.

5. The work programme of the UNCT is based on four basic documents and contributes to the achievement of the objectives established by the Head of State when he took office on 6 December 2006 for his five major projects (infrastructure, health and education, water and electricity, housing/accommodation, job creation). The documents concerned are as follows:

- The Growth and Poverty Reduction Strategy Paper (GPRSP)
- The Government's programme
- The Government's Priority Action Programme (July 2007 to December 2008). This programme has five pillars: good governance, pro-poor growth, the social services, HIV/AIDS and community dynamics. UNESCO is particularly involved in the second and third pillars.
- The Country's Assistance Framework, covering the 2007-2010 period. Unfortunately, it was recently noted that the agencies are not using this document, which is seen as cumbersome and impractical.

6. UNESCO is a stakeholder with HCR and WFP in the implementation of a joint programme to combat HIV/AIDS. UNICEF is also committed to the implementation in conjunction with UNESCO of an HIV/AIDS preventive education project in Bas Congo Province. These two activities can only be implemented in 2009.

7. The implementation of a joint Project to support Stabilization and Conflict Prevention in North Kivu (UNDP-Spain MDG Achievement Fund), in which UNESCO is a stakeholder with six other agencies, is complicated by the worrying military situation in that part of the country, especially in Virunga Park where the activities for which UNESCO is responsible were supposed to take place.

8. UNESCO works closely with UNICEF and UNFPA all matters relating to girls and gender, and a number of activities in this domain were co-financed by the three agencies. UNESCO and UNICEF also worked closely together in the school achievements follow-up activity, whose importance was unanimously recognized by all the partners as the benchmark for education quality

in the Democratic Republic of the Congo. UNICEF will finance the publication of the final document.

UNESCO Office in Libreville

1. Since 2007, aware of the limited means at its disposal, the Libreville cluster office has adopted a participatory approach aimed at enhancing participation and the search for partnership. The objective is to achieve convergence of action with other national and civil society actors, and with the United Nations system, in order to ensure more effective joint action. This has enabled us to create a genuine exchange and coordination network enabling connections to be made between our different actions and experiences, and competences and good practices to be shared.

2. In this context, the UNESCO Office in Libreville was entrusted by the United Nations Country Team with leading the preparation of a communication strategy for 2007-2009, with the corollary of supervising the preparation of an annual communication plan for the UNCT. The expected outcome was to improve the visibility of the United Nations system in Gabon and strengthen its credibility. A working group responsible for drafting the communication plan was created for the first time within the United Nations system and chaired by the Director of the UNESCO Office.

3. The Office attends all the meetings of the UNCT as well as those of the technical and financial partners (TFPs) and those concerning the follow-up to the Paris Declaration.

4. The Office contributed actively to the preparation of a follow-up plan and evaluation of the United Nations Development Assistance Framework (UNDAF) for 2007-2008. Within the framework of the Gabon UNDAF process, two draft joint programmes were prepared in 2007 by the UNCT and submitted to the Government of Gabon. In 2008, these two projects were officially adopted and co-signed by the government and the different United Nations system agencies, including UNESCO. The first joint programme is aimed at providing assistance for community development, in which UNESCO, in partnership with UNICEF, will be responsible for the education component (education for sustainable development) and the information and communication component. The second programme concerns the fight against HIV and AIDS in which UNESCO, again with UNICEF, will be responsible for the education-prevention component.

5. The Office will participate in the work of the different thematic groups (TGs) created within the TFPs, United Nations system and UNDAF. The TGs concerned include the following: education and culture, HIV/AIDS preventive education, harmonization of official development assistance/Paris Declaration, and the environment.

UNESCO Office in Nairobi

1. The Nairobi Cluster covers six countries: Burundi, Eritrea, Kenya, Rwanda, Somalia and Uganda. However, activities in Burundi are temporarily under the direction of the Bujumbura Office. UNESCO participated in United Nations Country Team activities in Kenya, Rwanda and Somalia, and followed closely, via the Internet, activities in Uganda and Eritrea.

2. In addition, the organization implemented various programme activities (regular and extrabudgetary) in its fields of competence in all the countries under its responsibility. Below is a report on each country with particular emphasis on UNCT activities, UNDAF process and salient trends and development.

Kenya

3. The Kenya Country Team is one of the largest in the region with a total of 19 resident agencies. As a resident member of the team, UNESCO participates fully in all its activities. In June 2008, UNESCO attended the retreat of heads of agencies where the review of the 2007 UNDAF was carried out. Another retreat on the administration of the common services was held in November 2008 and UNESCO participated in it.

4. During the year, the UNCT revised the UNDAF that was signed in 2007 in order to take on board the changes in the socio-economic and political situation following the 2007 election crisis. UNESCO participated in the revision process and took responsibility for several activities in the plan.
5. The UNESCO Nairobi Office is also a participant in all common services of the UNCT. These include travel services, health care services and common premises.
6. In December, the UNCT completed the UNDAF 2009-2013. After the post-election crisis of January-March 2008, the UNDAF results matrix was revised. UNESCO participated in the process. Unlike previous years where the UNDAF was based on the findings of the Common Country Assessment (CCA) conducted by the United Nations, the current UNDAF is aligned with the Kenya Vision 2030. The UNDAF is therefore in line with government priorities as required by the Paris Declaration. It has three priority areas and six outcomes. UNESCO activities will contribute to three of the outcomes.
7. With regard to joint programmes, the only one which was very active during the year and in which UNESCO participated was that of HIV/AIDS. The previous UNDAF (2004-2008) was not followed very carefully by the UNCT, hence there was hardly any joint programme activity. However, for 2009 the UNCT has identified six joint programme areas and UNESCO will be involved in three of them.
8. Following the completion of the UNDAF, the UNESCO Office in Nairobi prepared the UNESCO Country Programming Document (UCPD) for Kenya. The document identified areas in the UNDAF where UNESCO could contribute in 2008-2009. Through this process UNESCO was able to align its regular programme with the national development priorities of the country.
9. In 2008, UNESCO implemented several regular programme activities and extrabudgetary projects in all its areas of mandate. The focus was on studies that informed policies, sensitization workshops and technical assistance to facilitate the adoption and implementation of UNESCO conventions and capacity-building in science, education and communication.
10. The early part of 2008 witnessed the post-election crisis which started at the end of December 2007. Over 350,000 people were displaced. Over 1,000 lives were lost, 50,000 homes were destroyed and many children could not go to school for some time. For the whole of 2008, the crisis defined the nature of the programme activities not only of the UNCT but also of the donor community. Donor support for United Nations activities was directed towards humanitarian assistance thus making it difficult for organizations like UNESCO, not set up for emergency work, to pursue their agenda.
11. In 2009, the defining socio-economic issue will be the drought, which according to the government will affect 10 million people (one in three Kenyans). The drought will pose many challenges for the country, some of which will require UNESCO assistance. These challenges will include: food scarcity, water scarcity, increasing poverty, high incidence of absenteeism in schools and environmental degradation. Already the Government of Kenya has appealed for donor support to deal with the food scarcity. During the course of the year, other long-term issues such as water supply and environmental degradation will be addressed. UNESCO and other members of the UNCT may also contribute to address issues of climate change, which leads to the frequent droughts in the country.

Rwanda

12. This section highlights UNESCO's involvement in UNCT activities, relevant UNESCO programme activities (including joint programmes), and salient development in the country.

13. UNESCO has no office in Rwanda. Throughout the first part of this biennium, the Organization was a non-resident agency (NRA). However, towards the end of 2008, the Director-General established the post of Antenna Officer/National Programme Officer in Education. The incumbent is expected to serve as liaison with the UNCT as well as assist in the implementation of the education programme in Rwanda. The post has not yet been filled. However, the liaison was temporarily assured by a short-term consultant. UNESCO also signed an agreement with the World Food Programme to host the antenna officer in its compound. This arrangement will ensure that UNESCO's presence is noticed in the UNCT.

14. Although UNESCO is an NRA in Kigali, the Organization has participated, from a distance, in many UNCT activities in Rwanda. The UNESCO Nairobi makes comments on documents and reports on UNCT activities. In 2008, the Director of the Nairobi Office visited the country five times and participated in four UNCT meetings. UNESCO also sent several programme-related missions to Rwanda to enable the Organization to fully participate in the implementation of the "One Programme". In all, a total of 14 missions were undertaken by various programme officers during 2008.

15. In 2007, the UNCT completed the UNDAF process. The UNDAF document later became the Common Operation Document (COD) – 2008-2011 (i.e. the One Programme). The UNDAF and the subsequent COD were aligned to the national Economic Development and Poverty Reduction Strategy (EPDRS) policy paper. With the exception of infrastructure development and security, the UNDAF/COD touched on all sectors of the EDPRS. UNESCO is involved in the implementation of four out of the five thematic areas of the UNDAF. The Organization took active part in the preparation of the first annual work plan of the COD (covering the period 2008). The year 2008 was the first year for the implementation. UNESCO programme activities received 8% of the total budget of the One United Nations Fund. Other United Nations agencies in the UNCT received similar allocations or less.

16. In 2008, all UNESCO's activities, whether stand-alone or joint programme activities, were derived from the "One Programme" which itself was aligned to the national development priorities through the EDPRS. In this regard, all of UNESCO's activities in Rwanda were in support of government priorities. The Organization carried out programme activities in four thematic areas: governance, HIV/AIDS, education and environment. Thus, UNESCO was able to use its expertise in three of its mandate areas (education, communication and science) to assist the Rwanda Government. In addition to several training and sensitization workshops, UNESCO also organized two major subregional conferences in Rwanda: one on the environment (biosphere reserves), and another on communication.

17. Furthermore, an important aspect of the UNESCO programme activities in Rwanda was the support in the intersectoral platform on education for sustainable development using biosphere resources to demonstrate sustainable development approaches. Programme activities also included work in EDUCAIDS and other HIV/AIDS activities funded from extrabudgetary resources.

18. UNESCO's activities will increase within the framework of "Delivering as One". In future there will be opportunities for joint programmes and hence UNESCO should identify specific niches on which it should focus. Furthermore, in order to participate fully in these activities, it is important that UNESCO increase its visibility in the country. In this regard, the recruitment of the Antenna Officer will be very important.

19. The second half of the 2008-2009 biennium will witness the introduction of several activities in the field of culture. While the COD does not specifically mention culture as such, UNESCO Nairobi Office sought to contribute to the "One Programme" result 5 "Rwandan population benefits from economic growth and is less vulnerable to social and economic shocks", by preparing a series of activities aiming to support the development of crafts in Rwanda. This includes research by the National Museum of Rwanda on the historical background of traditional crafts as well as their

relevance for cultural industries. A pilot project in a prison in Kigali is planned in order to stimulate the creativity of socially marginalized groups.

20. In science, climate change issues as well as activities relating to the access to water supply (especially groundwater) will dominate in the country. UNESCO may also be called upon to assist in the planning process for the implementation of the science policy which the Organization helped to develop in 2007.

21. The Organization's involvement in education will continue to grow because of the many national activity areas in which it can participate.

Somalia

22. The Organization does not have an office inside Somalia. The Nairobi Office covers activities in Somalia. All the United Nations agencies accredited to Somalia are based in Nairobi where the UNCT meets regularly. UNESCO participates in the meetings and other activities of the UNCT.

23. UNESCO has a major programme in education in the country. The Programme for Emergency Education Rehabilitation (PEER) carries out many education activities in Somalia, including training, provision of learning materials and supervision of examinations. The project has many offices in Somalia. These serve as de facto antennae for the Organization.

24. There is no UNDAF for the country. However, in 2006 a Joint Needs Assessment (JNA) was carried out and this serves as a development assistance framework for the United Nations.

25. UNESCO Nairobi's activities for Somalia in 2008 were therefore derived from the JNA. For instance, in the field of culture, the Organization undertook several activities for the rehabilitation of Somali culture. These include (i) support for the Halabuur Centre for Somali Culture based in Djibouti, (ii) an extrabudgetary project (jointly with the National Museums of Kenya) on safeguarding performing arts, and (iii) the translation of handbooks on the protection of movable heritage.

26. Similar activities were undertaken for the training of journalists using extrabudgetary resources.

27. Given the volatile political situation in Somalia, the above-mentioned activities (except those for the education programme under PEER) were undertaken with Somali experts, institutions and communities outside Somalia.

28. In 2008, the country was engulfed in conflict which finally led to the resignation of the President. However, during that period the Djibouti peace accord, which brought together the different factions, was signed. In 2009, the main issues will include the election of a new president and the establishment of a peace-keeping force. Once some peace returns to the country, UNESCO will be in a position to implement programmes in culture, communication and education.

Uganda

29. UNESCO is a non-resident agency (NRA) in Uganda. The country tries to follow the activities of the UNCT through email communication. However, in 2008 the UNESCO Nairobi Office arranged with the Resident Coordinator of the UNCT to allow the Secretary-General of the Ugandan National Commission for UNESCO to participate as an observer in some UNCT meetings. The Secretary-General, after attending any meeting, reports to UNESCO Nairobi Office on issues that may be of interest to the Organization. This arrangement enabled UNESCO to monitor discussions on joint programme activities.

30. The Ugandan UNDAF runs until 2010, hence there were no new major UNCT programming exercises in 2008. UNESCO, however, participated in HIV/AIDS joint programme development and was assigned an activity to implement.

31. Using funds from the regular and extrabudgetary sources, UNESCO also implemented activities in education, culture and science. These activities were all developed in response to requests from the Ugandan Government and therefore considered to be in line with the government's development priorities.

Eritrea

32. UNESCO has no office in Asmara. The Organization's activities are implemented from the Nairobi Office. The distance between Nairobi and Asmara and the absence of a direct air link makes it difficult to send UNESCO missions to the country. The Nairobi Office follows the UNCT meetings and other activities via the Internet. The Office is on the email mailing list of the UNCT.

33. In 2008, UNESCO sent missions to identify project activities in science and culture. Furthermore, the Director of the Nairobi Office visited Eritrea and had discussions with the UNCT and government officials on programme activities.

34. The current planning document for the UNCT in Eritrea is the UNDAF 2007-2011. In 2008, the first annual review meeting took place. The meeting affirmed that the priorities of the government identified for UNCT support in the CCA and UNDAF (2007-2011) are still valid. Hence aligning the UNESCO activities with those of the various UNDAF outcomes is one way of assuring relevance. Unfortunately, education is the only UNESCO mandate area that features prominently in the UNDAF. UNESCO has a lead role for higher education

35. In 2008, UNESCO also implemented some activities outside the UNDAF. These activities were developed in collaboration with the government officials and were in support of government development priorities.

36. Furthermore, extrabudgetary projects in science, culture and education were developed. The activities in culture and science will provide an opportunity to explore the contribution of science and culture to development in the country.

UNESCO Office in Windhoek

1. UNESCO provides support to skills development, especially for youth and disadvantaged groups, in collaboration with other United Nations agencies, and leads the UNCT in the support to education for sustainable development in all the cluster countries through research, advocacy and networking, in collaboration with UNEP. The office has led the visible observance of International Days (World AIDS Day, World Teachers' Day, International Literacy Day).

2. The main challenge has been participating in, and keeping up with, joint programme planning. This will be felt again in 2009 with Namibia, South Africa and Swaziland engaging in UNDAF processes.

Namibia

3. The UNCT submitted two proposals for the UNDP Spanish MDG Achievement Fund: the Gender and Culture Joint Programmes. Both programmes have been funded and work commenced early 2009. The UNESCO-led Cultural Tourism Joint Programme is being implemented with ILO, UNEP and UN-Habitat, under the Spanish MDG Fund.

4. Also, UNESCO is working jointly with UNDP to coordinate all United Nations efforts towards the San people and have them included in national sector programmes. UNESCO has worked on the education of the San children in two of Namibia's 13 regions through its Integrated Approach to

Education: the San Development Programme, and allocation from funding in the MDG Spanish Fund (gender) targets interventions to be implemented by UNESCO.

5. Furthermore, UNESCO participated in the Country Technical Committee that reviewed an assessment of progress towards achievement of the MDG report.

6. The Namibia UNDAF implementation kicked off at the beginning of 2006. Every year, the Government of the Republic of Namibia (GRN) and the United Nations system conduct a joint review of the UNDAF. Throughout its development and implementation, UNESCO has been an active participant. Namibia UNDAF has three theme groups: (1) HIV/AIDS Response; (2) Livelihoods and Food Security; and (3) Capacity to deliver essential services. UNESCO is represented in all three groups. For instance, activities of the Joint United Nations Team on HIV/AIDS (JUTA) as taken as strategic priority areas for 2009 two of UNESCO's areas of focus – namely, advocacy for leadership to sustain urgency and attention around HIV/AIDS in public discourse, and building organizational capacity of PLWHA for better coordination, leadership and communication. Extrabudgetary funding for JUTA's strategic priority areas will be sought from UNAIDS Programme Accelerated Funds (PAF).

Angola

7. UNESCO prepared a draft for the Spanish MDG proposal (culture) but had little support from resident agencies, at a time when the culture specialist was also heavily involved in a similar exercise in Namibia and South Africa. This promising proposal, aligned with the government priorities, failed to get through.

8. A revision of the previous 2005-2008 UNDAF was undertaken and the 2009-2013 UNDAF aligned to the Government Medium-Development Plan is about to be signed. UNESCO actively participated in the intensive process (NPO supported by a consultant, liaising with sector POs) throughout. The Angolan UNDAF has four support areas: Governance, Justice and Data for Development; Social Sectors (Health and Education); HIV/AIDS; and Sustainable Economic Development. UNESCO is represented in all four:

Area 1, through the promotion of gender equality and women empowerment, with actions to address human rights, legal protection against HIV-based discrimination; the development of youth networks; the strengthening of the capacity of statistical services in line ministries, while incorporating these into the national statistical system and the implementation of programmes on communication and the establishment of multimedia learning and resource centres as catalysing tools for development.

Area 2, UNESCO is directly involved in activities for increasing the number of boys and girls that have access to quality pre-primary and primary education in selected municipalities, in supporting the implementation of the National Strategy on Literacy and Accelerating Learning in all provinces and in reinforcing school curricula with the inclusion of cross-cutting issues (with UNFPA, UNDP).

Area 3, UNESCO will provide technical support to increasing capacity in the Ministry of Education and promoting the integration of HIV information in school curricula, training teachers and provision of materials.

In support of area 4, UNESCO is directly involved in the promotion of innovation.

9. UNESCO will further collaborate with UNICEF and UNDP in optimizing the various areas of United Nations expertise in communication through a communication strategy facilitating networks and research on sustainable development issues and by disseminating information through specific communication tools and networks within and among ministries and United Nations agencies.

Lesotho

10. The overarching context of national aspiration is defined by the National Vision 2020. The four UNDAF Results (UNDAF Outcomes) agreed upon by all stakeholders are: (1) capacity strengthened to sustain universal access to HIV/AIDS prevention, treatment, care and support and impact mitigation; (2) improved and expanded access to quality basic health, education and social welfare services for all; (3) increased employment, household food security and enhanced natural and cultural resource and environmental management; and (4) governance institutions strengthened, ensuring gender equality, public service delivery and human rights for all.

11. UNESCO contributes to the second country programme outcome under UNDAF Outcome 3 by ensuring that national capacity is strengthened to create employment opportunities for women, men and youth. One of the country programme outputs that will serve as vehicles for pursuing this country programme outcome is the support to capacity-building in natural and cultural heritage actions in order to enhance opportunities for rural employment and income generation.

12. The third country programme outcome focuses on achieving strengthened policy and institutional capacities related to improving natural resource and environmental management. UNESCO contributes to pursuing this, *inter alia*, by supporting natural and cultural heritage and by strengthening capacity for integrated water resources management.

South Africa

13. An intensive six-month consultative exercise in 2005 culminated in a CCA Symposium, out of which came the government-prepared Country Analysis. This document formed the basis for further engagement that produced the United Nations Development Assistance Framework (UNDAF) to South Africa 2007-2010.

14. The UNDAF Outcomes agreed upon by all stakeholders are: (1) democracy, good governance and administration are strengthened; (2) government and its social partners are supported to accelerate economic growth and development for the benefit of all; (3) strengthened South African and subregional institutions to consolidate the Africa Agenda, promote global governance and South-South cooperation; (4) government's efforts to promote justice, peace, safety and security are strengthened; and (5) poverty eradication interventions intensified.

15. UNESCO will contribute to the achievement of UNDAF Outcome 2 through the strengthening of government capacities to implement selected First Economy interventions, by identifying and supporting interaction and vehicles to increase market access for SMEs, in collaboration with ILO, UNIDO and UNDP.

16. UNESCO will also contribute to the achievement of UNDAF Outcome 3 through the support of the Joint Country Programme for Strengthened Capacity of South Africa to support the AU Commission and other policy-related institutions (NEPAD, APRM, Pan-African Parliament, African Court of Justice and human rights, etc.), and SADC in addressing socio-economic, peace and political issues to implement the Africa agenda.

17. UNESCO contributes to Outcome 5 by supporting broadening access to education and improving quality of education through the enhancing of Adult Basic Education Training (ABET) and vocational training facilitation within existing infrastructure to provide a vehicle for cultural and entrepreneurial skills transfer to increase economic activity at the local level.

18. Matching of skills to the requirements of the economy is supported through enabling local communities to participate within the economy by reducing disabling factors of market access, creating viable and sustainable skills transfer and market access vehicles through centralized resources.

UNESCO Office in Yaoundé

1. The UNESCO Cluster Office covers three countries, namely Cameroon, Central African Republic and Chad. There is one antenna based in Bangui. Various activities of the Cluster Office were carried out in collaboration with other agencies of the United Nations system on the basis of their terms of reference.
2. In the Central African Republic, the sectoral strategy on education was formulated with the support of the Education Sector. Its implementation involves the World Bank, UNICEF, France and other technical and financial partners.
3. In Cameroon, the sectoral strategy on education will be implemented, in regard to its vocational training component, in conjunction with the International Labour Office (ILO). A technical proposal to speed up the school enrolment of girls and literacy training for women in northern Cameroon was formulated for the Government of Cameroon with technical assistance from UNICEF, WFP, UNDP and UNFPA.
4. UNESCO took action to promote gender equality in collaboration with the United Nations Development Fund for Women (UNIFEM). Activities relating to education for human rights, peace and intercultural dialogue were organized with the technical support of the Centre for Human Rights and Democracy in Central Africa.
5. Harmonized HIV and AIDS education programmes were produced by experts/countries and were validated by the ministers of education of the countries in the Central African Economic and Monetary Community (CEMAC) in cooperation with UNAIDS, UNFPA and UNICEF.
6. In regard to the preservation of the environment and in collaboration with UNDP, UNEP and UNICEF, the Office supported Cameroon's Ministry of the Environment and Protection of Nature in the preparations for the International Children's Conference on the Environment (Tunza, 2008). In regard to the sustainable management of natural resources, UNESCO, UNDP and UNEP took part in the meetings of the coordinating circle of partners of ministries of the environment (CCPM), including UNDP and UNEP.
7. In Cameroon, most of the activities in 2008 were carried out in collaboration with the Government and international partners outside the United Nations system.
8. In the Central African Republic, activities based on the role of culture in re-establishing peace and social cohesion were proposed under the "Peace Building Fund" and selected for an amount of \$1,050,000. They will be implemented in collaboration with the United Nations Office in Bangui "BONUCA".
9. In Chad, following the various meetings held in November 2008, UNDP is willing to work with UNESCO in raising awareness of the culture of peace among pupils and the population in eastern Chad. There will be a joint UNDP-UNESCO mission in 2009.
10. In Cameroon, the Office is a member of the United Nations Communications Group that convenes under CCA/UNDAF; this coordination body does not operate effectively for reasons linked no doubt to the lack of a system coordinator, who is still awaited in Cameroon.
11. In regard to community radios, an evaluation of 21 community radios was initiated in conjunction with UNDP in January 2009 and continued until March 2009. One of the objectives of that evaluation was to enlist Cameroon's community radios in producing and broadcasting programmes on the Millennium Development Goals (MDGs).
12. A community radio is to be operated in cooperation with UNHCR and WFP in the east of Cameroon, precisely in Garoua Boulai where there is a high concentration of Central African refugees and where difficulties have arisen regarding peaceful coexistence, land issues in relation

to the sharing of land for cultivation, questions of human pressure on the main forests and development issues (such as health and education). A joint UNESCO-WFP and UNHCR mission conducted a field visit in August 2008 (700 km from Yaoundé) to assess the benefits and the constraints of putting the community radio into operation.

13. UNESCO's experience in regard to community radios is of interest to FAO, which has requested the Office's assistance in installing a community radio in Eseka, in central Cameroon, approximately 100 km from Yaoundé. FAO would also like to collaborate with UNESCO in formulating a communication strategy for its Yaoundé Office.

14. With UNFPA, UNESCO is collaborating in the use of community radios to produce and broadcast programmes for teenagers and young people.

15. All of the Office's sectors contributed to discussions on the formulation of the joint "Millennium Village" project in the far north of Cameroon. The Office participated in the joint meetings and missions organized by the agencies of the United Nations system in connection with this project.

16. The Office contributed to the drafting of the documents for the United Nations Development Assistance Framework (UNDAF) in the Cluster countries. In the area of education, activities were carried out on schedule, as set out in the above documents. The Office pressed for the inclusion of culture-related activities when UNDAF Cameroon was drawn up and revised, but to no avail. Culture was regarded by the coordination of the United Nations system as a cross-cutting theme and, consequently, no priority line of action specific to culture was selected.

17. All programmes contributed to the planning and implementation of the activities provided for in the Poverty Reduction Strategy Paper (PRSP) in the Central African Republic. UNESCO's activities are found in the following four main strategic lines: (i) to consolidate peace and prevent conflicts; (ii) to promote good governance and the rule of law; (iii) to rebuild and diversify the economy; and (iv) to develop human resources.

18. In respect of Cameroon, this planning covers support activities for the formulation of laws, policies and social programmes and for the implementation and the monitoring/evaluation of social policies and programmes.

ARAB STATES

UNESCO Office in Beirut

Lebanon

1. The UNDAF exercise in Lebanon started in 2008 and is to cover the 2010-2014 period. UNESCO Beirut has been actively involved in all the stages of its preparation, ensuring its presence in all its meetings and working groups as well as the drafting of the UNDAF document. UNESCO Beirut will be supporting a number of activities in Lebanon under its mandate in collaboration with other United Nations agencies or through individual stand-alone projects. The largest contributions will be devoted to the support of the education sector where UNESCO Beirut will be the key implementing agency with contributions from UNICEF. Significant contributions will also be made in all the other main areas of action defined in the UNDAF: socio-economic development and regional disparities, governance, gender, human rights and the environment.

2. This exercise was of utmost importance for UNESCO's work in Lebanon and it has led to the development of UNESCO's activities for Lebanon in the UNDAF framework, ensuring alignment of its major areas of intervention with national priorities as identified in the CCA exercise and the subsequent UNDAF strategic objectives and expected outcomes. The participation of UNESCO Beirut in the UNDAF exercise has significantly improved the visibility of the Organization among

the other United Nations agencies, the government and other national partners and has enabled further collaboration with them.

3. UNESCO is the managing agency of the United Nations Joint Project on Youth Empowerment and Participation. Within the framework of the United Nations Task Force on Youth and in close consultation and coordination with four participating agencies (UNICEF, UNDP, UNESCO, ILO), a set of joint activities will be undertaken in order to: (a) strengthen the participation of Lebanese youth in all spheres of public life; and (b) support decision-making and policy reforms by encouraging the formulation process eventually leading to the adoption of a National Youth Policy in Lebanon. The project, started in August 2008, is building on the groundwork and advocacy initiated by civil society organizations and has the support of the Ministry of Youth and Sports.

4. UNESCO contributed the chapter on education in the national MDG progress report entitled "Millennium Development Goals in Lebanon 2008". The chapter provided an update to the previous report on the two education-related MDGs achieving universal primary education and gender equality in the country.

5. UNESCO Beirut is an active member of the United Nations Thematic Group (UNTG) on HIV/AIDS. It is a co-sponsor of joint activities on HIV/AIDS prevention in Lebanon, such as National AIDS Day (1 December). This event, together with other joint activities, is part of the plan of action of the UNTG on HIV/AIDS, which is coordinated by the National AIDS Programme (NAP) and provides direct support to national efforts.

6. UNESCO is supporting the efforts to enhance the preparedness of the education sector in Lebanon to respond to emergency situations such as war and post conflict. Most specifically, UNESCO collaborated with UNICEF on a joint project on Psycho-Social Support for Children affected by War. This collaboration, which has been ongoing since 2006 after the war in Lebanon, is still operational, with UNESCO Beirut and UNICEF continuing their joint efforts in 2008 and 2009. In the context of this project, UNESCO is focusing on in-school training. This includes capacity-building for school administrators and teachers on dealing with the psychological problems and needs of children affected by war, as well as direct interventions with children themselves through extracurricular activities.

7. This work has set the basis for a more strategic and sustainable collaboration with the government, which has requested backstopping in the provision of extracurricular activities in this area in a more systematic and sustainable manner.

8. UNESCO Beirut has been working with other United Nations agencies and international NGOs for the Iraq Consolidated Appeal (CAP), led by UNHCR, in Lebanon on teacher training.

Syrian Arab Republic

9. UNESCO is a non-resident agency in the Syrian Arab Republic. The absence of an office poses several challenges in implementing its activities. Cooperation within UNCT is crucial for adequate promotion of UNESCO's objectives and ensures that these are in line with national priorities. UNESCO Beirut intends to reinforce its collaboration with UNCT by taking special measures to ensure its presence at country level, such as undertaking more frequent missions to the country in order to ensure its participation in joint meetings and collaboration with government counterparts.

10. For the first time this biennium, UNESCO Beirut signed an MoU with the Government of the Syrian Arab Republic and UNDP for a comprehensive, multisectoral project for boosting cultural tourism in the remote province of Deir Ezzor, rich in both tangible and intangible heritage. The MoU was signed in August 2008 with large media coverage. UNESCO-UNDP cooperation is based on the comparative advantages of both agencies. UNESCO being a technical agency provides a wide

range of expertise in its fields of competence, and UNDP is covering all development issues, with a main cross-cutting subject of poverty eradication and women's empowerment through enhancement of sustainable tourism based on the promotion of heritages sites (Suspended Bridge in Deir Ezzor and Old Ottoman Souk), but also revitalization of traditional handicrafts.

11. UNESCO Beirut, in collaboration with the Adult Education Department in the Ministry of Culture in the Syrian Arab Republic has established 10 Community Learning Centres (CLCs) in poor areas in Damascus and in rural areas around the capital. CLCs provide continuing learning and NFE opportunities for adult Iraqi and Syrian learners. Typical training courses in CLCs include computer literacy, sewing, basic literacy, small business start-up, extracurricular activities for schoolchildren, health and environment education. CLCs are supervised by UNESCO Beirut and the Adult Education Department of the Syrian Arab Republic and are managed on a daily basis by Iraqi refugee volunteers who continually receive training by UNESCO Beirut on CLC management and on specific development areas. UNESCO Beirut submitted a proposal for an extrabudgetary project to Japanese Funds-in-Trust in order to expand CLCs for benefiting more Iraqi refugees beyond the Damascus area.

12. Further to this, UNESCO Beirut has worked with UNICEF and the Ministry of Education in the Syrian Arab Republic to enhance pedagogical skills for senior teachers working in Syrian schools with high Iraqi refugee enrolment focusing on active learning approaches. This would facilitate the integration of Iraqi and Syrian refugee children and ensure country ownership, preparedness and sustainability.

13. Based on the success of this project, the government has requested more sustainable interventions. To this effect, UNESCO and UNICEF have begun to implement a series of joint seminars and workshops on active learning approaches and methods aiming to develop a national action plan for improving the quality of teaching and learning practices in the Syrian Arab Republic with a focus on active learning.

14. UNESCO has been working with other United Nations agencies and international NGOs for the Iraq Consolidated Appeal (CAP) in the Syrian Arab Republic that is led by UNHCR. UNESCO Beirut has submitted three proposals in the CAP 2009 focusing on distance learning for Iraqi refugees, NFE and improving the quality of education for both Iraqi and Syrian refugees. The main objectives of the proposals are:

- introduction of the active learning approach into Iraqi refugee schools in the Syrian Arab Republic;
- provision of educational programmes (formal and non-formal) targeting Iraqi refugee children in Syria, with a focus on particularly low school achievers and adult learners (livelihood education, etc.) through distance learning using Syrian Educational TV;
- provision of NFE to Iraqi refugees through expansion of CLCs;
- supporting the retention of Iraqi refugee children through improving the quality of teaching/learning practices through active learning and evening catch-up and accelerated programmes.

UNESCO Office in Rabat

1. In programming its activities by country and subregion, the UNESCO Office in Rabat drew primarily on the strategic objectives adopted by the UNESCO General Conference, the Common Country Assessments (CCAs), the United Nations Development Assistance Frameworks (UNDAFs), the various national development strategies and initiatives and the development goals derived from the United Nations Millennium Declaration.

2. The UNESCO Office in Rabat was involved in drawing up the CCAs and UNDAFs for Morocco, Mauritania and Tunisia. In addition, the UNESCO Office in Rabat was closely involved in

several joint United Nations system programmes financed under the Spanish Fund for the Achievement of the MDGs (MDG-F). UNESCO is the lead agency for two of them, namely:

“The cultural heritage and creative industries as vectors for development in Morocco” for an overall budget of \$5 million (UNESCO budget \$2,846,254), and “Heritage, tradition and creativity for the sustainable development of Mauritania” for an overall budget of \$7.5 million (UNESCO budget \$3,490,709).

3. The UNESCO Office in Rabat is also a partner in two other MDG-F windows:

- “Local management of the environment and mainstreaming in planning processes”, proposed for Mauritania;
- “Multisectoral programme to eradicate gender-based violence through the empowerment of women and girls”, proposed for Morocco (for UNESCO \$620,866). This programme is consistent with UNDAF’s D results for Morocco for 2007-2010, relating to the achievement of “significant progress in gender equality, the protection of women’s and girls’ rights and participation in public, political, economic, social and cultural life”. It aims preventively to protect women and girls from all forms of physical, verbal, psychological, sexual, trafficking and economic violence by establishing the link between their poverty and vulnerability.

4. These programmes, which present a common response by the United Nations agencies and funds to the needs of the countries concerned, are designed, in particular, to protect and enhance the natural and cultural heritage in furtherance of human development, the promotion of gender equality and the empowerment of women and poverty reduction in general by providing the population groups with the means to ensure a sustainable livelihood.

5. The UNESCO Office in Rabat was also involved in the preparation of additional windows for other countries concerned by the MDG-Fs and, in particular, for Tunisia.

UNESCO Office in Ramallah

1. Due to the sharp deterioration of the humanitarian situation in Gaza following the three-week conflict, which occurred late December 2008-early January 2009, the coordination of humanitarian and early-recovery assistance became a priority for the UNCT for the Occupied Palestinian Territory (oPt) during this period. However, in parallel, the UNCT continued giving attention to common country programming exercises in support of the reform and development agenda of the Palestinian Authority.

2. On 18 January 2009, as two unilateral ceasefires were declared, the Secretary-General called for the issuance of an urgent humanitarian Flash Appeal, and within a period of three weeks, an assessment report on early recovery and essential repairs in Gaza.

3. UNESCO participated in the humanitarian Flash Appeal launched subsequently on 2 February 2009, with projects focusing on the restoration of essential educational services and on the safety and protection of media professionals, for a total amount of approximately \$3 million. This contribution to the overall humanitarian response was devised as a result of UNESCO’s active participation in the cluster system, in particular the education, protection and early recovery clusters, in order to ensure full coordination and avoiding overlap with operations by other humanitarian actors, in particular United Nations agencies.

4. The UNESCO projects under the Flash Appeal build on the Organization’s standards, mandate and accumulated expertise in crisis-affected countries, whether conflicts or natural disasters. In the field of education, UNESCO promoted a comprehensive approach to the restoration of basic quality educational services. It concentrated on gap areas such as secondary and higher education, which tend to be neglected in any humanitarian response. Moreover,

particular attention was given to ensuring the respect of minimum standards of quality in the restoration of educational services, including the promotion of schools as safe environments. The five UNESCO education projects in the Flash Appeal reflect these priorities. An additional UNESCO project under the protection cluster addresses the needs to improve the safety and protection of media professionals, in particular local media professionals reporting from within Gaza in a still very fragile security environment.

5. Preparations for the early recovery and reconstruction in Gaza are led by the Palestinian Authority, which is planning to launch the Gaza Recovery and Reconstruction Plan (GRRP) in early March, in Egypt. The United Nations provided technical assistance in terms of data provision on damage and needs, as well as advice and best practices in terms of priorities to respond to such needs. In this process, UNESCO contributed with inputs to the economic and social sector chapters of the GRRP, respectively on education and on cultural heritage. In addition, the United Nations agencies operating in the oPt intend to respond to the GRRP after its launching in early March, by revising the UNCT Mid-Term Response Plan so as to include assistance specifically aimed at recovery and reconstruction in Gaza. In this context, UNESCO, which is co-chairing the Social Strategic Group of the UNCT, will in this capacity coordinate the revision of the education and culture inputs to the MTRP.

6. Other common country programming exercises – during the period under review, the two MDG F-funded projects for the Palestinian Territories, respectively one under the gender window and one under the culture and development window – were finally approved. Funds for the MDG gender window project were released and project implementation started. UNESCO is a participating agency in both projects.

7. Finally, UNESCO, together with FAO and UNRWA, was solicited to prepare a proposal focusing on human security in the Jordan Valley for consideration by the Human Security Trust Fund. The proposed UNESCO component focuses on the empowerment of communities for local sustainable development by building on cultural know-how, in particular the reviving of earthen architecture in the Jordan Valley. The joint proposal was submitted to the Human Security Trust Fund in October 2008.

ASIA AND THE PACIFIC

UNESCO Office in Almaty

Kazakhstan

1. In Kazakhstan, UNCT's year 2008 was marked by the preparation of the new UNDAF (2010-2015). The process was guided by the goals and targets of the Millennium Declaration and Millennium Development Goals, the Development Strategy of Kazakhstan until 2030, the Concept of Transition of Kazakhstan to Sustainable Development until 2024 and other relevant strategic documents including the Education for All Mid-Decade Assessment conducted by the government in 2007-2008, with support from UNESCO and UNICEF.

2. Three interrelated areas emerged as priorities for UNDAF. UNESCO will contribute to the first priority area on improved social, economic and health status for all and particularly for vulnerable groups by supporting inclusive education, competitiveness of the traditional crafts sector, and improved research, analysis and collection of data on migration issues. It will also continue work on preventive information, communication and education (IEC) work on HIV/AIDS. In the second priority area on effective governance through state actors and civil society UNESCO will contribute, among others, to the implementation of the Human Rights Commission's action plan and support the capacity of civil society, notably the media, for effective dialogue and collaboration in policy-making. In the third priority area on more effective mechanisms and partnerships that promote environmental sustainability and disaster preparedness, as well as

adaptation and mitigation of climate change, the focus of UNESCO's work will be on IEC for sustainable development, including scientific information. Culture is recognized as a cross-cutting theme in the new UNDAF.

3. UNESCO was also active in the implementation of the Kazakhstan UNDAF 2005-2009 by participating in all United Nations thematic groups and chairing the thematic group on Governance, Human Rights and Civil Society. UNESCO also contributed to the finalization of such strategic UNCT and/or government documents as the MDG Report 2007, which led to the MDG+ agenda to be officially accepted by the government. Gender was integrated into all education activities.

Kyrgyzstan

4. The present UNDAF of Kyrgyzstan has been extended by one year to cover the period of 2005-2011 to align it with the ongoing revision of the Country Development Strategy. Per request of the Ministry of Economic Development and Trade, the donor community was asked to provide joint comments. The United Nations system prepared its own consolidated One United Nations response to the donor community to the revised CDS. The donors have also developed a Joint Country Support Strategy (JCSS) to align their support behind the CDS. The United Nations is part of the JCSS.

5. The priority areas of Kyrgyzstan's ongoing UNDAF are Poverty Alleviation and Social Services, Democratic Governance and HIV/AIDS. UNESCO was party to the Action 2 Global Project of UNDP, UNICEF, UNHCR, OHCHR, UNESCO, WHO, UNFPA and UNIFEM, which completed its second year at the end of 2008. Its activities aimed at mainstreaming a human rights-based approach to the UNCT work in Kyrgyzstan and supporting national partners, including the National Commission for UNESCO, in promoting human rights and strengthening protection systems. With UNDP, UNIFEM and UNV, UNESCO participated in the preparations on a joint project on "Voice and Accountability" for which a funding decision is still pending.

Tajikistan

6. The new UNDAF of Tajikistan for 2010-2014 to be signed in March 2009 has been designed to support Tajikistan's goals for its National Development Strategy and the Millennium Development Goals. The new UNDAF has four pillars: Poverty Reduction and Governance; Clean Water, Sustainable Environment and Energy; Quality Basic Services; Food and Nutrition Security.

7. Working together with other United Nations agencies, UNESCO will contribute to all three above-mentioned UNDAF priorities, including democratic governance practices grounded in international standards and law; implementing development initiatives in an inclusive and participatory manner; the sustainable management of the environment; the combating of HIV/AIDS; and to ensuring wider access to pre-school education and that more children complete their basic education, particularly girls. Culture is recognized as a cross-cutting theme in the Tajikistan UNDAF.

8. Early childhood care and education is a key area of cooperation within the present UNDAF following the decline of the ECCE system in the past 10 years. Special attention is also given to girls' education bearing in mind that Tajikistan risks failing the EFA goal on gender equality as per the national EFA Mid-Decade Assessment. In both cases, UNICEF is the closest United Nations partner. In the field of culture, the conservation and preservation works of the Ajina Tepa Buddhist Monastery, funded by the Japanese Funds-in-Trust, were completed in December 2008. Being one of the most representative Buddhist complexes in Central Asia, it is on the list of potential sites to be nominated to the World Heritage List by Tajikistan, which is not represented on the List.

Subregional

9. The Central Asian Ministries of Education, supported by UNESCO and UNICEF, decided to continue the Central Asian Education Forum (CAEF) for another two years to support capacity-building towards the EFA goals. In December 2008, the Tajikistan National Commission hosted the Central Asian EFA coordinators' meeting held to review the national EFA Mid-Decade Assessments of Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan and to validate the findings of the subregional MDA synthesis report. The participants prepared policy recommendations aimed at translating the findings of the MDAs into concrete actions to ensure the achievement of the six EFA goals by 2015.

10. UNESCO was an active member of the joint working groups on HIV/AIDS of Kazakhstan, Kyrgyzstan and Tajikistan. The Office trained teacher trainers in preventive education and journalism trainers in accurate, balanced and non-labelling reporting in all three countries.

11. The preparations of the Central Asian Silk Roads and petroglyph sites for a possible serial nomination to the World Heritage List, development of standard approaches for intangible heritage inventorying, and strengthening the self-sustainability of the craft and design sector in Central Asia were important examples of stand-alone activities in the field of cultural diversity, which is an important driving force for dialogue and social cohesion in the multicultural Central Asian countries.

12. In 2008, the Almaty Office initiated intersectoral work on "Media as Partners in Education for Sustainable Development" to support the efforts of the education unit and bearing in mind the key role of environmental sustainability in the UNDAFs of Kazakhstan, Kyrgyzstan and Tajikistan.

UNESCO Office in Bangkok

Lao People's Democratic Republic

1. In August 2008, heavy rainfall in and around the Mekong watershed caused the most devastating floods in the Lao PDR in recent history. A total of 865 villages in 11 provinces (48,925 households with approximately 200,000 people) were affected. A rapid assessment conducted by the in-country Team for Natural Disaster Response Preparedness found that the flood damages to health, nutrition and sanitation were severe, in addition to the floods compromising a major source of livelihoods in the agricultural sector. The first ever international appeal for assistance – the Joint Appeal for Flood Recovery and Rehabilitation in the Lao PDR – was launched by United Nations agencies and partners who assisted the government in the response.

2. With the United Nations globally promoting system-wide coherence, the United Nations Country Team in the Lao PDR is developing integrated programmes. United Nations agencies, including UNESCO, share experience and expertise to reach common development goals for sustainable livelihoods through the Joint United Nations Sustainable Livelihoods Programme (JSLP). JSLP concentrates on upland areas of Northern Laos, in particular Oudomxay, one of the poorest provinces in the country which faces considerable environmental and livelihood challenges. The Programme brings together the expertise of many partners with one vision: making sure that people, especially the most vulnerable, improve their livelihoods sustainably, according to their priorities, through greater access to resources and quality services.

3. Also in 2008, United Nations agencies collaborated in several joint activities and programmes, such as coordinating responses to avian and human influenza, in which they provided support to the government for surveillance, outbreak response, communication and awareness-raising activities and rapid containment, as well as pandemic preparedness planning for the health sector. In cooperation with ADB and the World Bank, the United Nations Country Team supported the National Avian and Human Influenza Coordination Office (NAHICO) in swiftly reacting to and containing avian influenza outbreaks in birds in four provinces (Luangnamtha, Luangprabang, Oudomxay and Xayabury).

4. In the area of UXO clearance, the global Oslo Process achieved the ambitious aim of concluding a treaty banning cluster munitions in just 18 months. At the February 2008 conference in Wellington, New Zealand, the Lao PDR was among countries that called for a clear and concise treaty to ensure a comprehensive ban of the deadly weapons. In October 2008, the Lao PDR hosted the South-East Asia Regional Conference on the Convention on Cluster Munitions in Xiengkhuang, the first held in a severely UXO-affected area. Through visits to school risk education classes, demonstrations of land clearance and meetings with UXO accident survivors, delegates encountered some of the daily realities that people face when living with the constant danger of UXO.

5. Leading development partners and members of the Education Sector Working Group (ESWG) have made major contributions to the development of the national education system by providing technical assistance to the development of an education sector plan for informing ongoing expansion of the education system including rapid growth across a much expanded school education system. The Education Sector Development Framework (ESDF) has been developed to cover planning and investment across the full education sector. The ESDF will enable a comprehensive estimation and projection of education sector requirements, more balanced and even sector development, and will inform a focused and better coordinated programme for external development assistance.

Myanmar

6. The year 2008 was a challenging one both for Myanmar and its development partners, after Cyclone Nargis hit Yangon and Ayeyawady Divisions on 2 and 3 May 2008, resulting in great loss of life and property, as well as the destruction of families, communities and livelihoods. The education system in the affected areas was significantly impacted with wholesale damage to school infrastructure, teaching workforce and the learning of children.

7. With support from the Myanmar Government, local and international communities, the rehabilitation and reconstruction efforts started with some damaged schools being repaired, reconstructed and reopened. Schools have been reopened in some of the affected areas. Throughout the year, the government and partners made relentless efforts to reopen all schools and get children back into school and learning in order to engender a sense of normalcy through reinstated daily routine. As part of the United Nations response to the calamity, UNESCO has been working with the Government of Myanmar with an objective to provide technical, management and support services in the field of education in a post-emergency context in Myanmar. Under United Nations coordination arrangements, UNESCO has participated actively in the emergency Education Cluster, and is leading the sub-group on Disaster Risk Reduction Education (DRR Ed). UNESCO's mandate covers support to the education system as a whole, from the level of policy-making, educational planning and management to curriculum development, teacher training and psychosocial support in the classroom.

8. UNESCO Bangkok, as the Asia-Pacific Natural Disaster Focal Point, is participating actively in the emergency Education Cluster for Cyclone Nargis, led by UNICEF and Save the Children. The Education Cluster has been formed in Myanmar to ensure a coherent and effective response by mobilizing groups of agencies, organizations and NGOs to respond in a strategic manner across all key sectors or areas of activity to the devastating situation after the cyclone. Following the discussion in the Education Cluster meetings held in July 2008, the Education Cluster suggested that there is a need to establish a sub-cluster working group on disaster risk reduction in education within the Education Cluster and for this group to be convened by UNESCO.

9. To date, UNESCO has organized seven meetings of the DPRE working group. During these meetings, the terms of reference for the working group were agreed, resource materials shared, and specific activities for the working group were suggested. The working group, which comprises representatives from UNICEF, Save the Children, World Vision, Plan International, UNESCO,

officials from the Ministry of Education and the Education Cluster Co-Leads, is currently working on advocacy strategy and teaching/learning materials for DPRE.

Singapore

10. Less than a year after returning to UNESCO, Singapore has gone straight to business, first by participating in the various activities organized by UNESCO, such as the consultation meeting of the Bangkok Cluster in Luang Prabang, Laos PDR (March 2008), to discuss programme priorities in the next biennium (35 C/5), followed by the official launching of the National Commission, and at the same time organizing its first programme – a subregional workshop for educators (November 2008).

11. This was followed on 4 December 2008 by a visit of the Director-General of UNESCO, Mr Koïchiro Matsuura, during which he met with senior government officials in order to discuss the prospects of UNESCO's rapidly growing cooperation with its newest (193rd) Member State. In his meeting with the Prime Minister, the Director-General expressed his great pleasure at Singapore's return to UNESCO after 22 years of absence, stating that assuring the universality of the Organization was one of the top priorities of his reform agenda.

12. The Director-General provided an overview of UNESCO's global responsibilities, highlighting in particular the Organization's role as global coordinator of international efforts to achieve basic Education for All (EFA), noted the growing demand of Member States for assistance at other levels of education, notably higher education and research, while paying tribute to Singapore's achievements in this area. He then encouraged the country to ratify the Regional Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Asia and the Pacific, in order to promote greater cross-border mobility and cooperation, and the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, in view of Singapore's growing role as a cultural hub and major tourist destination in the region.

Thailand

13. The UNESCO National Education Support Strategy (UNESS) 2008-2013 for Thailand is being prepared and will be shared with the Ministry of Education in early 2009. Major development partners in the education sector in Thailand are UNICEF (child-friendly schools at primary level) and the World Bank (an assessment of the status of Thai secondary education and a policy study on the implementation of educational reform), while UNESCO has provided technical assistance which covers a wide range of activities, from primary to higher education in formal and non-formal settings, and related to cross-cutting themes such as gender, HIV/AIDS, ICT in education and education for sustainable development (ESD) in the framework of both country-specific and regional programmes.

14. UNESCO and other United Nations agencies in Thailand remain committed to working with the Thai Ministry of Education to improve the quality of the education system, from ECCE programmes through formal schooling, adult education, TVET and higher education. UNESCO continues to participate in the United Nations Working Group on the Southern Five Provinces of Thailand. A Planning Framework was completed in 2008, and all agencies continue to update the progress of their respective initiatives. In addition, UNESCO has established a Chair for Peace and Conflict Studies in the Institute for Peace Studies at Prince of Songkhla University (PSU). The Chair is mandated to collaborate with an identical Chair being established in the Research in Education Policy unit at the Universiti Sains Malaysia (REPUSM).

15. In 2008, UNESCO, together with the entire United Nations Country Team led by the United Nations Resident Coordinator, participated in meetings/briefings with several government ministries such as the Ministry of Education, Ministry of Culture, Ministry of Labour and Ministry of Science and Technology, to address issues and areas for collaboration. UNESCO participated in the survey as well as various meetings dealing with Thailand's role as a middle-income country

(MIC), as emerging donor, as well as formulating a strategy for enhanced United Nations coherence and effectiveness in Thailand.

UNESCO Office in Beijing

China

1. UNESCO is an active member of the United Nations Disaster Management Team (DMT) in China and participated in the preparation and launch of the United Nations China Appeal for Early Recovery Support following the severe earthquake in Sichuan province on 12 May 2008. The Director-General supported the immediate relief measures of the Government of China through a contribution of \$50,000.

2. The education system suffered massive human, physical and economic losses. On behalf of the United Nations, the Beijing Office led the first fact-finding mission to the affected areas in Sichuan with UNICEF, UNDP and the Chinese NatCom to assess the situation of schools, students and teachers and identify the short-term and long-term reconstruction needs. Under the auspices of the United Nations China Appeal, the education sector in the Beijing Office mobilized financial and technical resources for:

- translation into Chinese, printing and distribution of various international standards for post-earthquake education planning and reconstruction, including INEE Minimum Standards for Education in Emergencies, to support key educational policy-makers and planners;
- technical support to the Ministry of Education to establish standards for the design and construction of schools;
- supporting an international workshop on post-earthquake and reconstruction experiences in collaboration with the United Nations and the Government of China.

3. UNESCO Beijing expects to receive extrabudgetary funding of \$500,000 from the Government of the Kingdom of Saudi Arabia through the United Nations China Appeal for continuing with the above-mentioned activities and to train 2,000 educational planners and a core group of trainers from the Ministry of Education, Sichuan Education Commission and country-level education authorities with the most relevant international standards on post-earthquake reconstruction of schools.

4. Adopting an intersectoral approach to post-disaster relief, the Beijing Office called upon the expertise and resources of the Culture, Communication and Information and Social and Human Sciences Sectors to provide assistance in the earthquake-hit areas in China. The World Heritage Centre at Headquarters provided \$80,000 as emergency assistance for protection of two World Heritage sites in the earthquake-affected area. The Beijing Office complemented this by raising \$439,882.69 as extrabudgetary resources from Mercedes Benz in China for the rehabilitation of the two sites. CI helped restore the broadcasting capacity of a television station situated in the Tibetan-populated areas of Sichuan through provision of equipment and training. A training workshop was also conducted for journalists from the earthquake-affected area in collaboration with France International to enhance their capacity to cover long-term rehabilitation efforts. SHS contributed to the development of a joint United Nations programme with three other United Nations agencies for "Preventing and Responding to Domestic Violence after the Earthquake Disaster in Sichuan". This is likely to be funded by the United Nations Human Security Trust Fund based in UNIFEM, New York. Finally, with the prospects of extrabudgetary funding from Saudi Arabia, UNESCO is in a position to play a key role in the long-term reconstruction efforts in education.

5. As an active member of the United Nations community in China, UNESCO participated in the bidding process for the Spanish MDG Fund along with other United Nations agencies. It has been successful in its bid for the following joint programmes, in which it is now an implementing partner:

- Culture and Development (culture and education)
- Environment and Climate Change (natural sciences)
- Youth, Employment and Migration (education and social sciences)

6. UNESCO Beijing led the process of preparing the Spanish MDG Window on Culture and Development, in consultation with the Culture Sector at Headquarters, and is now the co-convenor of the joint programme. The joint programmes funded by the Spanish MDG Fund have provided a useful platform for United Nations agencies to work in tandem in priority areas identified by the Government of China. The process of formulation and implementation of programmes in partnership with other United Nations agencies has promoted a better appreciation of the mandates and comparative advantages of each agency, promoted team work and enabled UNESCO to articulate its strategic positioning.

7. The United Nations in China seeks to implement the UNDAF (2006-2010) through the five UNTGs, each corresponding to a major outcome. UNESCO chairs the UNTG on Gender and is Vice-Chair of the UNTG on Poverty and Inequality. The Organization has made valuable contributions to the work of the UNTG on HIV/AIDS, particularly in strengthening the educational response to the pandemic.

8. Finally, United Nations China has initiated preparations of a new UNDAF for 2011-2015 which will be completed by the end of 2009. This will be preceded by analytical work to identify priorities for development in China. Simultaneously, an assessment of the current UNDAF (2006-2010) will be undertaken. UNESCO will be called upon to oversee and implement joint programmes with other United Nations agencies under the Spanish MDG Fund. This will call for investment of considerable time and effort of the senior management and professional staff. Finding the right balance between United Nations priorities and UNESCO responsibilities poses a challenge.

9. The trend towards mobilization of extrabudgetary resources to complement the meagre sectoral budgets is expected to intensify. This will require attention to capacity development of programme and administrative staff in project formulation, cost recovery and RBM.

Democratic People's Republic of Korea

10. In the absence of a functional UNRC system in the Democratic People's Republic of Korea (DPRK), United Nations agencies often work in isolation. UNESCO and UNICEF took the initiative of setting up the Education Sector Donor Network, which comprises United Nations agencies, bilateral agencies and non-governmental organizations. The main purpose of this Network is to facilitate information-sharing among agencies involved in the education sector and to promote future cooperation in education.

11. UNESCO is planning to prepare a UNESCO Education Support Strategy (UNESS) for the DPRK in 2009. Discussions are currently under way with UNICEF and other United Nations agencies operating in the DPRK to work together in carrying out a joint education sector assessment of the DPRK which will feed into UNESS.

Mongolia

12. UNESCO contributes as an active member of HIV/AIDS, Human Rights, and Gender Theme Groups in Mongolia, and participates in three of the five joint United Nations programmes currently under implementation under the auspices of the United Nations system: (a) MDGs monitoring, (b) HIV/AIDS and (c) Prevention from Violence against Women and Children.

13. UNESCO is currently coordinating and leading the preparation of a project proposal to be implemented jointly by four United Nations agencies (UNESCO, UNDP, WHO and UNICEF). The

project aims at improving the human security of rural disadvantaged populations in Mongolia by fostering sustainable political, social and economic development.

14. The Government of Mongolia has created a mechanism to coordinate the donors and agencies involved in the education sector and ensure harmony in delivery of external aid. UNESCO is a key member of the Education Donor Consultative Mechanism (EDCM) that consists of all bilateral, multilateral donors, United Nations agencies, INGOs and others involved in Mongolia's education development.

15. The lead coordination role that UNESCO has assumed in Mongolia is an illustration of how we can work effectively across sectors as a non-resident agency.

UNESCO Office in Hanoi

1. The "Delivering as One" process in Viet Nam includes 14 United Nations organizations and is carried out in close cooperation with the government and the donor community. Although the reform process started in 2005, the country was officially designated as a Delivering as One (DaO) pilot in 2007, after which the UNCT decided on a more inclusive revised One Plan.¹ This revised One Plan 2006-2010, which is the central pillar of the reform process, was signed in June 2008.

One Plan

2. The One Plan for Viet Nam is fully inclusive. As such, UNESCO's programme in Viet Nam was fully incorporated, covering all five programme sectors as well as relevant regional initiatives. This One Plan was approved by the government and signed in June 2008.

3. Continuing the common planning process, a new CCA (or equivalent exercise) is to be prepared by late 2009. It will be especially important to address the challenges of the approaching middle-income status of the country in this process.

4. In this context, and with a view to advance the role of culture and culturally sensitive programming in the One Plan, UNESCO Hanoi plans to prepare an assessment of the status and role of culture in a number of emerging areas (economic crisis, climate change, youth, etc.) as part of a joint initiative with the gender and human rights working groups. In a similar way, it has become clear that the Hanoi Office needs a strategic plan for its entire programme in the context of the economic development and the next One Plan.

One Budget/One Plan Fund (OPF)

5. A significant amount has been raised for the One Plan Fund in 2008 and the participating United Nations organizations have signed an MoU with UNDP as Administrative Agent (AA) for the OPF. Meanwhile, discussions are ongoing about the fund allocation mechanism/criteria as well as about a dispute-resolution mechanism. It is foreseen that the first fund allocations to all 14 agencies will occur in early 2009.

One Leader and One House

6. A local MoU for the role of the RC as One Leader was developed and piloted for a six-month period. After this initial trial, some minor revisions were made and approved by the UNCT

¹ The One United Nations initiative in Viet Nam was initially outlined in a discussion paper (September 2005), followed by a more detailed road map (early 2006), and thus predates the recommendations of the High-Level Panel on System-wide Coherence (HLP). Initially, the One United Nations initiative consisted of the three UNDG Executive Committee Agencies (UNICEF, UNDP and UNFPA), which were joined by UNAIDS, United Nations Volunteers (UNV) and UNIFEM in the second half of 2006. Together these six agencies prepared One Plan 1 and One Budget 1, which built largely on their existing country programmes. An additional eight United Nations agencies (FAO, IFAD, ILO, UNESCO, UN-Habitat, UNIDO, UNODC and WHO) joined in early 2007. Among the resident agencies, only IOM and UNHCR are not part of the initiative.

integrating among others UNESCO comments. Significant progress has also been made on the One House, and the “Business case for a green One United Nations House” was submitted to respective headquarters in early October 2008. The RC has managed to raise significant amounts of funds from bilateral donors in Hanoi for the refurbishing and “greening” of the allocated building.

One Set of Management Practices

7. In early 2008 the One Plan Management Plan (OPMP) was finalized as a rolling document. The main element in the OPMP concerns the establishment of Programme Coordination Groups (PCGs) as the new implementation structure for the One Plan. In addition, Harmonized Programme and Project Management Guidelines (HPPMG) have been developed by the three United Nations agencies (UNDP, UNFPA and UNICEF) and the government, which largely focus on the roll-out of HACT and the Government’s Decree 131 on ODA. As part of the change management process, the UNCT has conducted a capacity assessment as well as a stakeholder’s analysis and a staff survey of the United Nations in Viet Nam.

One Plan implementation: Programme Coordination Groups

8. Eleven PCGs have been created in May/June 2008, two of which are being co-convened by UNESCO: Education (together with UNICEF) and Sustainable Development (together with FAO); the office is also participating in six other PCGs.² The main role of the PCGs is to jointly plan, coordinate implementation and monitor/report on programmes in specific thematic areas. They also have an important role in joint advocacy and the preparation of joint strategies. So far, the PCGs have mainly focused on finding ways to work together, and defining strategies and common work plans. In late 2008, the PCGs have conducted a first round of common annual reviews (Annual Reports Annual Review Meetings with the government counterparts). The creation of the PCGs has meant that in 2008, programme staff has become much more involved in the One United Nations process.

9. The sustainable development PCG has a very broad scope covering natural resource management, cultural heritage, energy, industrial pollution, agriculture and rural development, and includes eight United Nations agencies. UNESCO has both its culture and sciences programmes included under this PCG, as well as some important linkages with ESD. The PCG is preparing a common strategy for sustainable development in Viet Nam and is also coordinating the work on climate change.

10. The education PCG is co-convened by UNICEF and UNESCO. Besides those two agencies, UNV, UNFPA, ILO and IOM are also members. The majority of UNESCO’s education programme is covered by this PCG.³ Having a very clearly defined scope, the Education PCG offers an opportunity to enhance joint planning and advocacy in the area of education. As such, the PCG is co-funding the development of UNESS for Viet Nam and has worked on the joint organization of international days (Literacy Day, Teachers’ Day).

UNESCO’s programmes

11. UNESCO continued to assist the Vietnamese Government in its efforts to improve access to quality education for all. The EFA framework remained the overall umbrella for the activities in education with a strong emphasis on quality and equality aspects, while education for sustainable development (ESD) became the overarching framework for values-based education in Viet Nam. In

² Besides chairing the PCGs on Education and on Sustainable Development, UNESCO is also an active member of the following PCGs: Gender; HIV; Social Policy; Trade, Employment and Enterprise Development; Health; Governance. UNESCO is not participating in the PCGs on Protection Services, Natural Disasters, and on Communicable Diseases.

³ Technical and vocational training activities are included under the Trade, Employment and Enterprise Development PCG, HIV activities under the HIV PCG and the Gender Joint Programme falls under the responsibility of the Gender PCG.

that context, an intersectoral and interdisciplinary approach was developed in relation to the role of local languages and local knowledge for sustainable development. Under the EFA framework, interventions addressed teacher training, non-formal education and lifelong learning opportunities, higher education reform, technical and vocational skills development. Particular attention was paid to support the Vietnamese Government in reporting on the EFA process and collecting and analysing data. The UNESCO Education Support Strategy was brought into the wider United Nations context and transformed into a United Nations Education Support Strategy.

12. Viet Nam's HIV epidemic remains in the concentrated phase, but while moving fast towards achieving most MDGs, Viet Nam is expected to face difficulties achieving MDG 6, target 7: to halt and begin to reverse the spread of HIV/AIDS by 2015. Based on new evidence provided by the 2008 commission on AIDS in Asia report, UNESCO took the lead in adjusting the ongoing efforts within the education sector response to HIV to better address the key behaviours that are driving the epidemic in Viet Nam,⁴ mainly through providing support in setting up a new institutional mechanism within the Ministry of Education and Training to better coordinate the response.

13. Viet Nam is known for upholding formal GE and women's empowerment through a strong legal policy framework. The need remains to develop sex-disaggregated data and evidence-based research on gender issues, and a recent analysis suggests that the sex ratio at birth is becoming unbalanced.⁵ UNESCO played an active role in the Gender PCG, whose main focus is to implement the Joint Programme on Gender (Spanish MDG Fund), aiming at assisting the government in the implementation of the Gender Equality Law, particularly with regard to education and media.

14. Culture is one of the priorities of the government, and although significant progress has been achieved, there remains a need to further strengthen the Vietnamese capacity for safeguarding cultural resources and to heighten the relevance of culture in economic, political, and social life. UNESCO's culture programme has mainly focused on assisting the authorities with the implementation of the cultural conventions ratified by Viet Nam.⁶ The government's main priority is the amendment of the 2001 Law on Cultural Heritage, to better align it with the 1972 and 2003 Conventions, and technical assistance has been provided for this.

15. A main challenge is to integrate the safeguarding of cultural heritage with the sustainable development of tourism and craft industries, and it is expected that the inclusion of culture in the PCG on Sustainable Development will contribute to that. Especially with regard to the country's World Heritage sites, an increased focus on sustainable tourism practices is needed. Viet Nam, with the assistance of UNESCO, is now recognized as playing a lead role in safeguarding its intangible heritage. A number of significant efforts are ongoing and UNESCO efforts have resulted in the adoption of a new decree which emphasizes the role of the community in identifying, documenting and safeguarding ICH. Also in relation to protected World Heritage sites and MAB reserves, UNESCO has worked on enhancing the role of the local communities in management and livelihood development.

16. In the context of One United Nations, UNESCO has played a lead role in advocating for culturally sensitive approaches to development. In this regard, the United Nations in Viet Nam is preparing common mainstreaming tools and strategies for gender, culture and human rights. UNESCO Hanoi also participated in the launch of the *UNFPA Population Report 2008* focusing on

⁴ The education sector response to HIV/AIDS has also been recognized as one of the key priorities of the Joint Programme on HIV (2008-2010).

⁵ The national sex ratio at birth as reported in the 2006 survey was 110 boys to every 100 girls, slightly exceeding the expected ratio of 105-107 boys to every 100 girls. UNFPA, *Population Growth in Viet Nam*, Hanoi, 2007: 4.

⁶ Viet Nam has ratified four UNESCO conventions: the Convention concerning the Protection of the World Cultural and Natural Heritage (1972), the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970), and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005).

culture, human rights and gender. Besides the need to further enhance these mainstreaming capacities, the need for more comprehensive cultural data has arisen.

17. Viet Nam has taken important steps towards establishing a legal and policy framework for environmentally sustainable development. Activities in natural sciences have focused on improved management of the World Heritage sites and MAB reserves, especially with regard to community involvement in site management and the definition of alternative and sustainable livelihood opportunities.

UNESCO Office in Islamabad

Contribution to United Nations Country Team activities

1. UNESCO contributed to the development to the One United Nations Programme and strived to exploit the synergies which exist across areas of UNESCO programmes, and between the joint programmes under development. UNESCO is the Co-Chair of the Education Technical Working Group (TWG) (with UNICEF), and is a member of the other four TWGs. UNESCO is also a member of the Joint Programme Component Working Groups⁷ tasked with the responsibility for detailed programme development. UNESCO acted as convener of JPC 3/DRM JP.

2. The consistently high level of UNESCO participation in the programme development process has strengthened UNESCO's position as a key development partner in Pakistan with demonstrated capacity to deliver assistance, especially in the sectors of education, culture,⁸ and disaster risk management, where the field office (FO) has installed capacity. UNESCO was also able to play a significant role in the Environment JP development, utilizing funds made available by Headquarters.

3. Intersectoral initiatives: the National Vocational and Technical Education Commission was supported in the establishment of the National Skills Council with the aim to strengthen craft skills standards and marketability. The crafts-related work complemented the work of the Culture Unit.

4. Education: significant components of the Strengthening Teacher Education in Pakistan (STEP) project were completed in 2008, including the first National Standards for Teachers. This represents a strategic contribution to institutional reform of colleges and universities, and teacher assessment and certification, and the basis for improvement in teacher quality and student learning. In addition, UNESCO contributions have increased awareness of EFA, strengthened the new National Education policy, and, in collaboration with UNICEF, strengthened government commitment to early childhood education.

5. Natural sciences: A project to strengthen the tsunami warning system, formulated in close collaboration with UNESCO/IOC, will enhance disaster preparedness capacity of the Government of Pakistan.

6. Culture: in the face of a deteriorating security situation, mapping of tangible and intangible cultural assets in North West Frontier Province represents an important step in improving conservation of Pakistan's threatened cultural heritage, and will provide a strong basis for further initiatives, including in heritage education and the preparation of curriculum materials for schools. Similarly, conservation work in the Lahore Fort and Shalimar Gardens has given high visibility to the urgent need for conservation and strengthened links with the Ministry of Culture and with the Lahore College of the Arts.

⁷ The Joint Programme comprises five programmes, namely: Agriculture, Rural Development and Poverty Reduction; Health and Population; Education, Environment; and Disaster Risk Management. Each programme area comprises a number of Joint Programme Components (JPCs). The overall programme also has four cross-cutting themes: gender equality; civil society participation; human rights; refugees.

⁸ As part of Agriculture, Rural Development and Poverty JP.

7. Emergency response: The FO has continued to demonstrate capacity to address the ongoing emergencies in Pakistan resulting from natural disasters and continuing conflict. This has enabled the office to obtain CERF funding and to secure \$1.2 million for reconstruction in one of the regions affected by the 2005 earthquake. UNESCO's participation in an inter-agency assessment mission on high food prices in Pakistan, and their impact on education, led to participation in a joint programme with WFP (\$850,000 to UNESCO). As a complementary activity, UNESCO contributed technical assistance to a United Nations inter-agency team, established to prepare a medium- to long-term investment programme to address soaring food prices in Pakistan. UNESCO's contribution was to ensure inclusion of education as a priority area in social policy development. It is important to note that the strong and consistent support of the PCPD Unit in Headquarters has been instrumental in the FO contribution to emergency response in Pakistan.

8. Linkage to national development goals and priorities: Pakistan has well developed PRSP and UNDAF development processes, and the Joint Programme closely aligns United Nations programmes with GoP priorities. The JP development process itself was inclusive of government line ministries at federal and provincial levels. This is also reflected in the structure and operational modalities of the JP. UNESCO was an active contributor in 2008 to preparation of PRSP II, now ready for GoP approval, especially to ensure emphasis on EFA goals

Salient trends and developments affecting programme delivery

9. The development of the United Nations Joint Programme has required considerable additional commitment of staff time and resources. The process has been delayed (over 18 months) and significant lessons are to be learned about how long such processes realistically take, given the capacity of all key players to understand the processes, to build greater confidence and trust in the processes, and to build towards the commitment and discipline necessary to make such processes work effectively.

10. Strong and effective leadership is an essential prerequisite of the One United Nations programme development process, as is greater clarity in key roles and responsibilities, and stronger "firewall" provisions which might ensure development of greater trust and confidence in individual United Nations agencies. As a new process, it is to be expected that individual agencies seek to maintain all current programmes, to conceal capacity gaps and, despite demonstrated lack of capacity, appear reluctant to concede ground to agencies with that capacity.

11. The capacity to mobilize extrabudgetary funds and to implement ongoing extrabudgetary projects has been affected by the JP development processes but, where resources have been mobilized, UNESCO has been able to use these to demonstrate a stronger capacity to deliver as a partner in the JP. The challenge will be to maintain that capacity.

12. The Education Joint Programme was completed and its substance agreed by early September 2008. However, it has yet to be signed. There are several reasons for this. While an inclusive process, with a high level of government participation, it took time to agree the fine detail! This has been especially the case with respect to resource flows and the role of government line ministries at federal and provincial level.

13. UNESCO advocacy has resulted in greater recognition of the educational needs of middle and secondary schools, as well non-formal basic education, among education cluster members (as evident from receipt of funds from CERF). Still more work needs to be done on inclusion, skills development and literacy.

14. As noted above, engagement with relevant line ministries has been critical in building ownership of the United Nations Joint Programme. It has also been critical to the success of several other initiatives, including STEP. A strong and positive relationship was built as well with PNCU, as a result of its participation in the Hanoi meeting on One United Nations Programmes in November.

Continued success in mobilizing extrabudgetary resources

15. The Emergency Response and Disaster Risk Management Unit, focusing on support to the post-earthquake affected areas of Azad Kashmir, conflict-affected populations in NWFP, and earthquake-affected areas of Balochistan, has demonstrated strong capacity for timely programme adjustment and delivery in response to the ground realities.

16. The cooperation and support of partners such as the Getty Foundation and Norway reinforce UNESCO Islamabad's efforts towards heritage conservation thereby, providing employment/income-generating opportunities for local communities. Mapping and preserving the cultural assets of Pakistan for future generations is being largely supported by the Government of Norway. This will go a long way in employing culture as an instrument for economy that is both cyclic and self-perpetuating.

Areas needing improvement

17. While technical backstopping on United Nations Reform Programme Development from certain offices at Headquarters has been generally good, both in terms of time and substance, there is a room for improvement in their participation in the form of technical advisory support by different sections/sub-sections of Headquarters to strengthen the design of the UNESCO interventions in One United Nations. This is crucial, especially when the field offices do not have multisectoral expertise in thematic areas.

18. To position itself better within the One United Nations programme and with government, UNESCO must remain able to demonstrate a capacity to deliver effectively. That capacity is compromised by low regular resource allocations, and should be recognized in regular budget allocation for One United Nations countries.

19. The FO capacity to respond rapidly in an emergency requires rapid access to resources until donor commitments are in place. The existence of a UNESCO Emergency Fund would provide such a buffer to enable FOs to respond rapidly.

20. The FO needs to strengthen its programming in SHS and Communication through stronger linkage with Headquarters and other field offices.

21. The FO has a significant budget volume and a large number of projects. The latter need to be rationalized, to concentrate financial and human resources and, complemented by enhanced skills in results-based planning, to achieve improved results.

UNESCO Office in Jakarta

1. The five countries covered by the UNESCO Office, Jakarta are very diverse in terms of size, population, socio-economic development, MDG status, and intensity of United Nations cooperation. Brunei Darussalam, with a population of only about 400,000, has a per capita GDP of \$50,700 which is almost 15 times higher than that of Indonesia (\$3,700) with close to 240 million population. United Nations presence is strong in Indonesia, Timor Leste and the Philippines. The United Nations presence and programme in Malaysia is limited to a few organizations, most with a small number of staff, while others, including UNESCO, cover Malaysia from elsewhere in the region. The United Nations system has no office in Brunei Darussalam, although there has been speculation in the media recently about the possibility of opening an office there (*Brunei Times*, 28 February 2008, www.bt.com.bn).

2. The UNESCO Jakarta Office serves two dimensions: (a) as a Cluster Office, representing UNESCO in Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor Leste in all UNESCO fields of competence; and (b) as a Regional Bureau for Science, covering the Asia and Pacific Region, with programmes in freshwater, oceans, environmental sciences, basic and engineering sciences, earth sciences, and coastal zones and small islands. The Office has

embarked on a strategy, which aims at maximizing programme delivery in Cluster countries and in the region (ASPAC) in terms of effectiveness, impact and visibility. The main elements of this strategy include:

- The development of coherent and demand-driven country-based programmes (UCPDs), which articulate UNESCO's role within the country's Development Plan and within the joint United Nations Programme (UNDAF). A pioneering UCPD was produced for Indonesia in October 2007, and the development of UCPDs for Timor Leste and the Philippines were initiated in 2008 (available early 2009).
- The development of strong partnerships in the region. This includes partnerships at national level, with government, National Commissions, stakeholders and donors, and at regional level, with, *inter alia*, SEAMEO (a new MoU signed by the Director-General in March 2008), ASEAN (new MoU under preparation), ICSU, AIT, ADB, university networks, and with category 2 centres. The strengthening of cooperation with National Commissions receives particular attention, and has resulted, for instance, in the Philippines, where UNESCO is a non-resident agency, in the participation of the NatCom Secretary-General in the UNCT (observer status).
- Improvement of programme effectiveness, which is crucial considering the limited resources available via the regular programme. The aim is to gradually shift the office portfolio from a large number of smaller, often isolated and ad hoc activities towards a coherent and consolidated programme (regional and national). In 2008 a new modality of cooperation with the Japanese Ministry of Education (MEXT) was agreed, that led towards the establishment of a regional science programme for Asia and the Pacific, coordinated by the UNESCO Office, Jakarta. Eventually, this JFIT programme will be expanded into a regional programme on "Science and Technology for Sustainable Development in Asia and the Pacific". Similarly, at country level, the UCPDs (and UNDAFs) will guide the development of larger extrabudgetary initiatives. Such larger initiatives provide opportunities for increased impact and for collaboration with partners, including other United Nations agencies.

3. The UCPDs in Indonesia, Timor Leste and the Philippines have been/are being developed via a consultative process, involving all line ministries and government agencies corresponding to UNESCO's mandate. This approach has clearly strengthened the cooperation with the National Commissions in these countries (the upcoming NatCom in the case of Timor Leste), while it has also provided a better positioning of UNESCO in discussions within the United Nations system in these countries about joint programming initiatives. UNESCO participates (pro-) actively in the UNCT in Indonesia and in Timor Leste. In Indonesia, the UNCT has decided to develop joint United Nations programmes for three regions (Aceh/Nias, NTT, and Papua). In Timor Leste, the United Nations system developed a new UNDAF (2009-2013), which was developed via regular consultation sessions with the government. The new UNDAF was signed in September 2008, and will become operational in January 2009. The "observer" status of the Secretary-General of the National Commission in the UNCT in the Philippines has improved the communications and information exchange; it has, however, not yet resulted in a change of attitude in the UNCT, where it has been difficult for UNESCO to participate and establish a role for the Organization whenever funding opportunities arose (e.g. Spanish MDG programme).

4. A very positive development for the United Nations system in the region in 2008 was the expansion of the Asia-Pacific Regional Directors Team. In November 2008, the first meeting took place of the expanded Asia-Pacific Regional Directors Team, with members and representatives from 14 United Nations agencies – ILO, UNHCR, UNIFEM, UN-Habitat, OCHA, UNICEF, UNFPA, WFP, UNDP, WHO, UNESCO, UNEP, FAO and UNESCAP. RDT ASPAC will meet at least four times a year. One of these meetings will coincide with the RC cluster meetings so as to facilitate the organization of a one-day meeting between RDT and the RCs. This new modality and the

inclusiveness of the new RDT are expected to significantly improve the interaction, cooperation and “Delivery as One” of the United Nations system in the region.

Brunei Darussalam

5. Brunei Darussalam formally joined UNESCO as a Member State in March 2005. The Brunei Darussalam National Commission for UNESCO was established in early 2007 and was inaugurated in May 2007. Following this, the DIR JAK Office invited members of the NatCom to visit the UNESCO Office, Jakarta and the National Commission in Indonesia, to be briefed about UNESCO activities and about the functions and activities of the Indonesian National Commission. In early 2008, two members of Brunei NatCom visited Jakarta, and it was agreed to plan a follow-up visit with the participation of other NatCom members. A proposal by the Brunei Darussalam NatCom under the Participation Programme was recently approved and visits by two groups of NatCom members are scheduled for March 2009. The visit aims to strengthen the capacity of the Secretariat members of the Brunei Darussalam National Commission to fully function and perform their duties.

6. There is no United Nations presence in Brunei Darussalam and there is no continuing United Nations programme in the country. This is related to the strong economic position of the country, which is strongly based on income from oil. The country is committed to an expansion of its economic base by developing other sectors besides the current oil-based economy. Although it is clear that this will require a strong science and technology base, current government spending in these fields is still substantially below the OECD target of 3% of GDP (currently at about 0.053%). For this reason UNESCO will continue to advise the Ministry of Development in setting up a strong science and technology policy. Without systematic planning and capacity-building, Brunei Darussalam also faces serious limitations in the human resources needed for the diversification of its economic activities. Brunei acquired independence only in 1984, and the country is still in the process of developing various national policies. UNESCO could provide assistance to Brunei in the development of national policies. So far, UNESCO has been assisting Brunei in policy formulation for biodiversity in Borneo, for science and technology, and for cultural heritage.

7. The Director-General paid an official visit to Brunei in May 2006 to identify main areas of collaboration. The visit was followed by a series of missions by programme specialists of the Jakarta Office in 2006 and 2007 (unfortunately no missions in 2008). These missions contributed to the development of S&T policy and strategies, to collaborative activities in vocational education and youth-oriented activities, and to ecotourism and zoning-based conservation strategies. Good opportunities exist for cooperation with the National University of Brunei. Other opportunities exist in the field of biodiversity conservation and research.

Indonesia

8. Indonesia assumed the Chair of the E-9 in 2008 and organized a very successful Seventh Ministerial Review Meeting on Education for All in Bali from 10 to 12 March 2008, followed by a Senior Officials meeting held in Jakarta from 22 to 24 October 2008. The Director-General of UNESCO, Mr Matsuura, attended the E-9 meeting in Bali and met on that occasion with H.E. Yusuf Kalla, Vice-President of the Republic of Indonesia, H.E. Bambang Sudibyo, Minister of Education, and with the Ministers of Education of the E-9 countries. The theme of the Ministerial Review Meeting was on “Improvement of Teacher Education and Training as a Focus of Educational System Reform”. The discussions in this Ministerial Review meeting culminated in the “Bali Declaration”, which presents a joint commitment to further cooperation to achieve quality education for all. The meeting further dedicated substantial time to discussions about South-South cooperation. Other United Nations agencies (UNICEF, ILO and UNDP) and the World Bank also participated in both meetings.

9. UNESCO has proactively participated in the UNCT in Indonesia, and as such contributed to new approaches taken by the United Nations system in Indonesia. A new RC arrived in April 2008,

and UNESCO Jakarta Office invited him for a full briefing on UNESCO activities and initiatives in Indonesia. UNESCO Jakarta Office has taken several initiatives to develop joint activities with other United Nations agencies. One example relates to the very successful project entitled “Creating Learning Communities for Children”, which is implemented in collaboration with UNICEF and with support from NZAid (budget \$8.6 million). A new proposal was submitted by UNICEF and UNESCO in November 2008 with a view to expanding the CLCC approach to Aceh and Nias (budget \$5.5 million). The UNESCO Jakarta Office proposed the establishment of two new working groups within the United Nations system in Indonesia, one on education and another on climate change. A joint project proposal on Climate Change adaptation was prepared by UNESCO, UNDP and UNV, and submitted to the Spanish development cooperation (budget about \$12 million). Another initiative by the UNESCO Jakarta Office relates to the establishment of a sub-working group on “HIV/AIDS Education” under the Education Sector Working Group in Indonesia, which gathers all development partners in education. The sub-WG was established in August 2008.

10. The UNCT in Indonesia organized two retreats in 2008 to address the challenges and opportunities of working together and aligning our programme delivery more strongly with the National Development Strategy. In view of the size of Indonesia, the large number of islands (about 17,500) and the strong differences in socio-economic development and MDG status in different parts of the country, the UNCT, in consultation with the government, has identified three priority areas for United Nations agencies to work together. The three areas identified are:

- (a) Papua Land;
- (b) Province East Nusa Tenggara (NTT);
- (c) Province Aceh.

(a) *Papua Land*

11. *Tanah Papua* (Papua Land)⁹ hosts two of the resource-richest provinces in Indonesia: Province of Papua and Province of West Papua. The Indonesian part of Papua has abundant mineral, natural gas and mining sources (e.g. an estimated 2 billion tons of copper). Other substantial and prospective mineral and mining resource deposits include gold, silver, platinum, iron, coal, nickel, marble, and sandstone. In spite of this wealth of resources, Tanah Papua remains one of the poorest regions in Indonesia. Tanah Papua has obtained a special autonomy within Indonesia and efforts by the local government to pursue a people-centred development create unprecedented opportunities for the future to turn the development tide around, and make it work for the poor. These efforts are however constrained by limited local capacities that need to be enhanced. Many assessments have pointed out that lack of capacity is probably the biggest challenge in accelerating development in the region. With a view to addressing these challenges, the United Nations system in Indonesia developed the United Nations Joint Programme Framework (UNJPF) for Tanah Papua. The UNJPF aims to strengthen capacities of local partners to meet its local development goals as described in the Long- and Medium-Term Development Plans, and reflecting the strategies underlined by the Governor of Papua for engagement with international development agencies. The UNJPF will focus on the following key themes and sectors for long-term cooperation:

- 1. poverty reduction;
- 2. health;
- 3. HIV/AIDS;
- 4. education;
- 5. democratic governance;

⁹ The Island of Papua is divided between two countries: the western part is part of Indonesia and the eastern part makes up Papua New Guinea. In this report, we refer to the western part of Papua Island only which is part of Indonesia.

6. environmental sustainability;
7. disaster risk reduction and peace-building.

12. UNESCO/JAK has participated in several joint missions and provided input to the UNJPF document particularly on the education and environmental sustainability section. The CLCC education project, a joint initiative between UNESCO, UNICEF and the Indonesian Government, has started activities in Tanah Papua as well.

(b) *The Province of East Nusa Tenggara (NTT)*

13. Nusa Tenggara Timur (NTT) is one of the poorest provinces in Indonesia, with a poverty incidence of 27.9%¹⁰ as compared to 16% nationally, in particular in the western part of Timor Island, where livelihoods are overwhelmingly dependent on agriculture (80%). Erratic climate and extreme events regularly cause crop failure, placing many at risk of food insecurity. This is of particular concern as climate change has increased the frequency and impact of the El Niño and thus increased vulnerability of the poor. In the past, cycles of three to seven years were reported for El Niño events. However, the last decade has seen two- to four-year cycles. This has resulted in more frequent droughts and more erratic rainfall. The situation calls for an integrated approach to rural development in NTT which combines (1) the need to adapt better and, by doing so, to overcome the so-called underlying causes of food insecurity, and (2) generating alternative and new sources of income, including the potential offered by carbon markets.

14. UNCT has chosen Belu District as a first site for United Nations Joint Programme development as it represents one of the most disadvantaged districts in the province. The Belu district strategic plan for 2004-2008 indicates that about 75% of the households in the district are living below the poverty line. The situation is also characterized by a high infant mortality rate, malnourished children, poor sanitation and a high rate of school dropout. The Joint Programme will address the following six areas contributing to the respective UNDAF sub-outcomes: (1) higher primary school participation (UNDAF sub-outcome 1.1 – increased education opportunities); (2) improved nutritional status among children under five, pregnant and lactating women (1.2 – improved health and nutrition); (3) reduced maternal morbidity and mortality (1.2 – improved health and nutrition); (4) poverty alleviation and economic development (1.4 – improved sustainable livelihoods); (5) strengthened effectiveness, accountability, transparency, and participation in governance (2.2 – improved public service delivery); and (6) sustainable integration and peace-building for ex-refugees and host communities (3.4 – reduced vulnerability of peoples affected by social and natural disasters). For UNJP in Belu, UNESCO collaborates with UNICEF to provide support in the field of education (via the CLCC project).

15. UNESCO, in partnership with UNDP and UNV, has developed a project in the field of climate change adaptation to address increasing desertification in the region. The project proposal entitled “Promoting climate resilient agriculture and natural resources management to improve nutrition and income generation from available and new resources” (PANGAN) was submitted to the Spanish Agency for International Development (AECI) in November 2008. The project aims to mitigate desertification impacts and improve the quality of environment for better livelihood.

(c) *The Province of Aceh*

16. Four years after the December 2004 tsunami disaster, which killed some 167,000 people in this west Indonesian province, the recovery and rehabilitation phase is winding down and the government and aid agencies are seeking ways to consolidate a fragile peace. Peace was established in August 2005 with the signing of an MoU between the government and the Gerakan Aceh Merdeka (GAM), the Free Aceh secessionist movement, ending three decades of conflict. The first direct Provincial Governor election at the beginning of 2007 has put a former Indonesian government opposition leader in the top seat of the province.

¹⁰ Government of Indonesia, Susenas data, 2004.

17. The Rehabilitation and Reconstruction Agency (BRR) for Aceh-Nias, which was installed in 2005 by the President to manage all state and international aid for rebuilding the Aceh and Nias regions, will end its mandate in April 2009. After BRR is dissolved, providing capacity, training, education, health and livelihoods, particularly to former Free Aceh Movement (GAM) fighters and their communities has been noted as the next priority. United Nations activities in Aceh are mostly coordinated by the United Nations Office of the Recovery Coordinator for Aceh and Nias (UNORC), whose mandate is to support the United Nations system in implementing its recovery and development programme for Aceh and Nias.

18. Overall, UNESCO has been very actively participating in the United Nations Reform. Just recently UNESCO endorsed the signing of the “Jakarta Commitment”, a road map to harmonize international aid in Indonesia. The document, an initiative of the Indonesian Government, and developed in consultation with the development partners in Indonesia, is a follow-up to the Paris Declaration and Accra Agenda for Action. In 2008, the UNCT made an UNDAF Mid-Term Review and started preparatory actions for the development of a new UNDAF, which will be finalized after the Indonesian legislative and presidential election in mid-2009. The new UNDAF will be developed in 2009, and will be aligned with the new Country Development Plan, which is expected six months after the presidential elections.

19. On 11 November 2008, the Tsunami Early-Warning System for Indonesia was officially launched by the President of the Republic of Indonesia. UNESCO provided technical advice and coordination between the many institutions and agencies involved in the development of this high-tech warning system. The new warning centre pools new scientific processes and technologies to create an early-warning system that is unique worldwide. With this system, the time it takes to detect an earthquake and calculate the risk of a tsunami is reduced to just a few minutes. This makes it the fastest system available worldwide at the moment.

20. Other important developments:

- In August 2008, Parliament approved the government budget for 2009, which, for the first time, had a provision of 20% of government spending for education.
- The World Heritage nomination for Bali Cultural Landscape was rejected at the 32nd session of the World Heritage Committee held in Quebec in July 2008.

Malaysia

21. Malaysia hosted the 43rd Ministerial Council Conference of the South-East Asian Ministers of Education Organization (SEAMEO) from 12 to 14 March 2008 in Kuala Lumpur. The event was also attended by the Director-General of UNESCO, Mr Matsuura. During the opening ceremony the Director-General signed an updated Memorandum of Understanding (MoU) with the new Director of SEAMEO, Dr Ahamad bin Sipon, from Malaysia. Mr Matsuura explained that this renewal of the first MoU, signed in 1975, aimed to better adapt UNESCO-SEAMEO collaboration to the changing needs in the subregion, and would provide a more structured framework for expanding the cooperation between both organizations in education, science and culture across South-east Asia. At the time of the Director-General’s visit to Malaysia, the new Cabinet had yet to be formed following the general election of 8 March 2008. As a result of the election outcome, Abdullah Ahmad Badawi was re-elected as Malaysia Prime Minister. The new cabinet was reduced from 32 to 27 seats, of which more than half featured new faces. The Minister of Education, Datuk Seri Hishammuddin Hussein, was re-appointed in the same post. During his visit to Malaysia, the Director-General attended the opening of a concert held in the honour of His Majesty Sultan Mizan Zainal Abidin, King of Malaysia, before which he had the opportunity to greet the King.

22. In 2008, Malaysia followed up on the establishment of the International Centre for South-South Cooperation in Science, Technology and Innovation, recently approved as a category 2 centre under the auspices of UNESCO. The construction plans have been developed and budget

for construction and staffing have been secured. The centre will be established within the campus of the Science and Technology Park in Kuala Lumpur. The new centre will also provide office space for the ICSU Regional Office for Asia and the Pacific (ROAP). In July 2008, UNESCO Jakarta Office hosted a one-day workshop to discuss joint programmes and priorities with Professor Nordin Hassan, Executive Director of ICSU Regional Office for Asia and the Pacific (ROAP), and Mr Apichai Sunchindah of ASEAN Foundation.

23. The Melaka and George Town “Historic Cities of the Straits of Malacca” was inscribed on UNESCO’s World Heritage List at the 32nd session of the World Heritage Committee held in Quebec in July 2008. The nomination of Melaka and Georgetown is the first in Malaysia for cultural property and coincides with the recent strengthening, in the country, of the administrative and legal framework for the protection of cultural heritage. A national celebration of the inscription of Melaka and George Town on UNESCO’s World Heritage List was organized by the Government of Malaysia at Kuala Lumpur’s Stadium Merdeka (Independence Stadium), in Kuala Lumpur, Malaysia on 22 December 2008.

24. The United Nations presence and programme in Malaysia is limited due to Malaysia’s status as a country in transition to a developed country.

Philippines

25. UNESCO’s participation in United Nations joint programming in the Philippines has been almost absent, which is partly explained by the fact that UNESCO is a non-resident agency, but for another part by the reluctance of the UNCT and RC to facilitate involvement of non-resident agencies. In 2008, the UNCT in the Philippines has been active in submitting proposals responding to the different calls under the Spanish MDG Fund. In several of these calls, UNESCO Jakarta Office provided inputs and suggestions, and requested to be included in the project teams, but so far this has been without success. This happened because the UNRC and UNCT would not respond to our requests, or, in one recent case, they would argue that there are already too many partners. With a view to improving the communications with the UNCT in the Philippines, two measures were taken in 2008: (a) DIR JAK negotiated the attendance in the UNCT meeting of the Secretary-General of the National Commission; and (b) a UNESCO consultant was contracted to follow up on joint United Nations initiatives and to work on the UCPD. We expect that these initiatives will improve the situation regarding UNESCO’s involvement in joint United Nations initiatives in the Philippines in 2009.

26. In 2008 the United Nations system started working on a new joint United Nations Programming cycle (UNDAF) and several meetings were held. In August 2008, the Government of the Philippines requested the United Nations system in the Philippines to postpone the development of a new UNDAF, with a view to align the UNDAF with the next Medium-Term Philippines Development Plan (2011-2017). The UNCT decided therefore to postpone the UNDAF process, and instead to work on two-year extensions of the respective Country Programme Documents of agencies. The new schedule will enable United Nations country programming to be aligned with the national government’s programming cycle and the programming cycle of the World Bank (WB) and Asian Development Bank (ADB). In 2008 UNESCO has started the development of the Philippine UCPD, which will be finalized early 2009. Also a UNESCO Education Support Strategy (UNESS) has been developed for the Philippines, and will be finalized by February 2009.

27. The latest development in the Philippines is related to the conflict in Mindanao. In a recent UNCT meeting the security situation, potential United Nations interventions (support to Mindanao), i.e., humanitarian and development support, and priority needs and requirements for the immediate future were discussed. UNESCO participated in this meeting and expressed an interest to support interventions in the fields of education and communication.

28. The Philippine National Commission hosted the fourteenth quadrennial conference of the National Commissions for UNESCO of Asia and the Pacific Region, and the Director-General’s

consultation with National Commissions of Asia and the Pacific Region. The event was held in Manila from 19 to 23 May, 2008, and was very well organized. The President of the Philippines, H.E. Gloria Macapagal-Arroyo opened the event and delivered a speech to the delegates.

29. In March 2008, the Philippines hosted a Regional Workshop on Lifelong Learning for Sustainable Development. The workshop was organized within the framework of the United Nations General Assembly Resolution 59/237 on the United Nations Decade of Education for Sustainable Development (ESD) and also as part of the Philippines' initiative to host a future category 2 centre on lifelong learning for education for sustainable development. A draft proposal for this centre has been prepared and a feasibility study was commissioned by UNESCO mid-2008.

Timor Leste

30. Timor Leste started the year 2008 with political turmoil; on 11 February, the President was shot in front of his home. Soon after, the Prime Minister Xanana Gusmao declared a 48-hour state of emergency, including a night-time curfew. Since then the situation has become stable and calm, and the President has fully recovered.

31. UNESCO has fully participated in the newly developed UNDAF for Timor Leste (2009-2013). Besides education, the UNDAF also includes specific reference to UNESCO's mandate in science, culture, and communication and information. The UNDAF has identified a number of specific outcomes where UNESCO has a role, mostly in collaboration with other United Nations agencies. The total budget for the implementation of the UNDAF is about \$90 million, most of which needs to be mobilized via extrabudgetary initiatives. The Jakarta Office has discussed with the RC about a resource mobilization strategy. This needs to be given substantial attention during the start of the new UNDAF period (early 2009). In parallel to the UNDAF process, the UNESCO Jakarta Office and the Programme Implementation Unit in Dili have also started the development of the Timor Leste-UNESCO Country Programming Document (TL-UCPD) and UNESS. These documents are now in the final stages and will be ready for printing early 2009. Several project concept notes have been developed for further discussion with the respective ministries and with development partners.

32. In December, the Ministry of Education organized the Second National Education Congress, which was held in the capital Dili. This event was first organized in 2003 and will be held every five years.

33. Capacity-building in all sectors and at all levels remains a prime challenge in the country. With limited programme budget available for Timor Leste in 2008, UNESCO therefore prioritized the participation of officials from Timor Leste in UNESCO events by providing financial support. This resulted in an improved knowledge and awareness of UNESCO's mandate and programmes, and also helped to upgrade technical expertise of participants.

34. During the year, DIR JAK Office had several meetings with Ms Kirsty Gusmao, Education Minister Joao Cancio Freitas, the Minister of Foreign Affairs, and others about the establishment of the Timor Leste National Commission for UNESCO. The members of the new NatCom were announced during the closing session of the Second National Education Congress, and the formal inauguration is expected to take place in March 2009. The National Commission for UNESCO is composed of the same membership as the national Education Commission (chaired by Ms Kirsty Gusmao), complemented with few additional members. In December, the host country agreement was signed between Timor Leste and UNESCO.

UNESCO Office in Kabul

1. The Paris Conference in Support of Afghanistan on 12 June 2008 to which more than 80 delegations and United Nations agencies attended (including UNESCO) resulted in two major

landmarks, namely, the launch of the Afghan National Development Strategy (ANDS: 2008-2013) and donors' commitments to the ANDS execution roadmap by pledging \$21.4 billion in the coming five years. In accordance with the commitments made in the Paris Conference, the UNCT in Afghanistan decided that the ongoing UNDAF, which was planned to be closed in 2008, will continue until the end of 2009.

2. Priority areas of the ongoing UNDAF are fourfold: (1) governance, rule of law and human rights; (2) sustainable livelihood; (3) health and education; and (4) environmental and natural resources. 34 C/5 activities executed in 2008 (total execution rate 37.1%: ED – 38.7%, CLT – 42.5%, CI – 32%, SC – 2.5%) contributed in general to the attainment of UNDAF expected outcomes and in particular to the achievement of MLAs and strategic objectives set by UNESCO. Upstream technical supports of 34 C/5 activities, such as institutional capacity-building and policy and strategy development both to the Ministry of Education and Ministry of Culture and Information enjoyed appreciation by the ministries, United Nations agencies and donors. Upstream work in education and culture sectors have allowed UNESCO to be a lead technical and coordinating agency.

3. UNESCO has also been actively involved in United Nations Joint Programme in 2008, leading the literacy joint programme and actively participating in other programmes in youth and school health. Some elements of the 34 C/5 activities have been strategically modified to meet the needs identified in these joint programmes.

4. It is also to be noted that through the 34 C/5 implementation, the level of UNESCO's involvement in the development of next UNDAF (2010-2013) was quite high and appreciated thanks to the strong upstream work undertaken during 2008 in both the education and culture sectors. UNCT agreed to focus on three pillars in the next UNDAF, i.e. (a) Governance, Peace and Stability, (b) Sustainable Livelihood: Agriculture, Food Security and Income-Generation, and (c) Basic Social Services: Health, Education and Water and Sanitation. UNESCO Kabul co-chairs the Basic Social Services pillar along with UNICEF and WHO, and leads the education thematic groups. The promotion of culture is a cross-cutting issue.

5. Mobilizing extrabudgetary resources: The 34 C/5 regular budget, which was mostly used for the upstream work such as policy and strategy development, capacity-building and coordination, facilitated funds mobilization. For example, the ED activity, "Implementation of LIFE country action plan in Afghanistan (\$100,000)" led to the Japan-funded "Enhancement of Literacy in Afghanistan (\$15 million for 2008-2011)". Similarly, CTL activity, "Effective Implementation of World Heritage Convention (\$100,000)" helped the Office to obtain additional resources for the UNESCO-UNMAS project, "Support to the Mine Action Project in Bamiyan (funded by Japan, \$409,128 for one year). Given that UNESCO's regular budget is smaller than those of other United Nations agencies and the funds and programmes and that the security situation does not allow extensive field operations, the regular budget should put more focus on upstream work, namely capacity development, policy interventions, coordination and research.

6. Collaboration with field offices, regional office and institutes: Most-appreciated technical backstopping to the Office was that of IIEP in capacity development of the Planning Department of the Ministry of Education under the US-funded \$3.5 million project, "Reconstructing the education system in Afghanistan". Another successful technical support to the Office was provided by the Bangkok Regional Office for the "Development of non-formal education management information system". Such close and concrete collaboration among FOs, ROs and institutes and substantial links between the activities will produce the maximum results within the limited budget.

7. PCPD: Afghanistan being a post-conflict country, requests for assistance are often for contingency and immediate humanitarian assistance. Due to lack of financial and human resources, as well as flexibility of the C/5 execution process, UNESCO is often unable to meet such requests. In designing the 35 C/5 work plans, humanitarian assistance activities should be reflected on, especially in PCPD countries.

8. Work plan designing: The UNDP AWP template was used for the 34 C/5 activity planning and monitoring. The template was very helpful in communicating UNESCO's plan and position to the concerned ministries and United Nations agencies and for placing the activities in the UNDAF framework. This resulted in the signing of a MoU for programme implementation with the Minister of Education as well as the Minister of Culture and Information for the first time in the Kabul Office. SISTER planning and monitoring process should be more aligned to the United Nations standard at national level.

9. UNESCO's comparative advantage: The subject-oriented and interdisciplinary approach of UNESCO is well fitted to the needs of the PCPD country (e.g. peace promotion, intercultural and faith dialogue, community development and environmental conservation). As a concrete case of the intersectoral activity, two activities of ED and SHS Sectors, "Promoting gender equality and girls' access and retention in education in Afghanistan" and "Capacity-building for the gender studies in Afghanistan" were integrated at national level to support the country in promoting gender equity and equality. UNESCO's global leadership in such subjects should find its translation at the national level through a strong advocacy work.

UNESCO Office in Kathmandu

1. Throughout 2007, the Kathmandu Office was without a head, which impacted upon the presence of UNESCO in United Nations Country Team activities and programming exercises, as well as upon concrete cooperation with other United Nations agencies, funds and programmes.

2. In Nepal, the new RC has encouraged joint projects under the United Nations Peace-building Fund, the first round of which took place in October. The SRSG and the RC are extremely concerned to ensure that the development agendas of the United Nations family become adapted to the post-conflict transitional nature of the country, which includes the enormous challenge of moving from a weak centralized system with low delivery capacity to a more complex federal State, of which the country has no experience. The new constitution should be promulgated in April 2010.

3. The consequences of liquidating the immediate effects of the long insurgency is a considerable modifications to the existing UNDAF, to which UNESCO had contributed through its participation to three of the four theme groups. The post-conflict context has also led to the emergence of groups, bringing together United Nations and bilaterals, notably around issues such as the Constituent Assembly Resource Centre, federalism, and human rights/social inclusion. However, coordination is still a weak point.

4. These groups, and the UNCT, have provided platforms for UNESCO's advocacy of a specific federalism programme (informing the constitutional discussion in education, culture and communication), which has reached the stage of working out projects for extrabudgetary funding in education and communication. The Office has benefited from the support of the PCPD platform and the Education Emergency unit, which are seeking ways to support additional short-term staffing. Ideally this short-term programme, which includes focus on "preventive development" in the Terai region and governance, should be followed by a UNESCO programme on real state-building, notably in education and culture.

5. Contacts have been made with ILO, OHCHR, UNDP, UNFPA, the Asian Development Bank, the World Bank, in the perspective of cooperation on specific projects, but with the exception of UNFPA (girls' and women's education), and to some extent OHCHR (media training), these have not yet yielded results.

UNESCO Office in Phnom Penh

UNCT meeting

1. From 17 to 20 September 2008, UNESCO took an active role in the UNCT retreat in Siem Reap to discuss and clarify outstanding issues and to agree upon a set of actions that will feed directly into the 2009 UNCT work planning. The next UNDAF process or the UNCT's programme of reform and United Nations cohesion were also discussed. One main activity of the retreat was for UNCT to see UNESCO's activities at the Angkor World Heritage Park. UNCT has a clear and better understanding of UNESCO's role in preservation and development work after visiting several restoration sites.

2. UNESCO Phnom Penh has been taking the lead in coordinating EFA programmes and activities in Cambodia and is also supporting the Ministry of Education, Youth and Sport (MoEYS) in bridging the Cambodian Government with other education donor agencies in Cambodia. UNESCO Phnom Penh Office chaired the Education Sector Working Group (ESWG) from 2001 to 2007. In 2008, the chairmanship was rotated to UNICEF while UNESCO still acts as Deputy Chair. ESWG key members, UNESCO, UNICEF, UNFPA, WFP, World Bank, Asian Development Bank, European Commission, JICA, USAID, NGO Education Partnership, meet once a month. To reflect the ESWG recommendation, a donor-government Joint Technical Working Group (JTWG) has been established and UNESCO ensures the co-lead facilitator role with UNICEF to discuss policy and strategies for education development. This mechanism is very effective.

3. UNESCO is the lead agency for the MDG-SF for the cultural window: "Creative Industries" coordinating ILO, UNIDO and FAO. UNESCO is working closely with UNDP, UNICEF and UNFPA on Youth Policy development. UNESCO is the deputy Chair of UNTG for HIV in Cambodia.

UNESCO Office in Tehran

1. UNESCO Tehran Cluster Office (UTCO) hosts UNESCO's representative function to the Islamic Republic of Iran and Turkmenistan and has a full mandate for the implementation of UNESCO programmes in education, science, culture and communication as defined by documents 34 C/4 and 34 C/5. With this assignment, UTCO works in full cooperation with the governments and United Nations country teams in the Islamic Republic of Iran and Turkmenistan in the development of UNDAF, UCPD and inter-agency cooperation. The Cluster Office also covers Afghanistan and Pakistan, with a main role to support UNESCO Islamabad Office and UNESCO Kabul Office for components of programme development and implementation, as well as their coordination work for UNDAF processes.

2. The development contexts of these four Member States and the challenges they face vary greatly. They are in different ways affected by the global and regional challenges related to poverty, peace and security, quality education, environmental degradation and climate change, cultural diversity, rights of expression, and access to knowledge and information. The current global financial crisis is adding another overriding challenge to all – the impacts of which remain to be seen. International political tension also continues in the region. The current war in Gaza brings great concern to all, aggravating international relations in some of the countries.

3. The four countries' social and political situation, along with the experiences gained through UNESCO activities, confirm the relevance of UNESCO's Medium-Term Strategy (2008-2013) and its strategic priorities. Feedback from the governments, other partners and stakeholders underscore that all four Member States require not only sustained but increased support from UNESCO in all its fields of competence. There is also increased interest and opportunities for subregional and regional initiatives through UNESCO programmes.

Afghanistan

4. Although it is not yet involved in CCA-UNDAF processes in Afghanistan, UTCO works closely with UNESCO Kabul Office for all programme sectors.
5. In education, UTCO facilitated the training of Afghan experts from the Ministry of Education on TVE curriculum development. Future activities will focus on (a) further disseminating UNESCO EFA publications, in Dari/Farsi languages; (b) developing a joint programme to improve academic qualifications of teachers through training at universities in the Islamic Republic of Iran; and (c) supporting education for Afghan refugees in the Islamic Republic of Iran in cooperation with UNHCR (Kabul and Tehran) and UNICEF.
6. In science, training on GIS and remote sensing was provided to the Ministry of Water and Energy and hydro-engineers working on Kabul Basin Water Management. Initial contact was made with UNEP, WCS and UNDP on a nomination for a first biosphere reserve (Wakhan Corridor). Discussions were also initiated for a UNESCO Geo-Park initiative in northern Afghanistan and consultations on core capacities for S/T carried out, a major theme for Kabul Office in the Afghanistan UNDAF.
7. In culture, UTCO organized training for enhanced urban heritage conservation and management, with Afghanistan's Ministry of Culture. Kabul Office, the Islamic Republic of Iran's Shahid Beheshti University and other experts on heritage conservation contributed. An Afghan expert participated in the UNESCO Award of Excellence for Handicrafts International Roundtable, 2008 Subregional Jury Session and Jury Training. Consultations were initiated for a World Natural Heritage nomination (Band-e-Amir lakes).
8. In communication, consultations were undertaken with Kabul Office and the Ministry of Culture and Communication, and Radio Television of Afghanistan (RTA). National interest in Memory of the World, indigenous languages and technical capacity-building on broadcasting and reporting were identified as priority areas for UTCO input in 2009.
9. A crucial element of future cooperation involves the need for training and capacity-building for the Afghanistan National Commission.

Islamic Republic of Iran

10. UNESCO's contribution in the country covers all programme sectors and most of the cross-cutting issues prioritized by document 34 C/5. Although the overall context has been challenging for international agencies in recent years, UNESCO maintains an appreciated and constructive presence in the country.
11. In education, EFA is the central programme, addressing particularly quality education and capacity-building in national education policies and planning. *The Global EFA Monitoring Report 2008* was translated into Farsi and widely distributed. The government produced a Mid-Term EFA assessment and a first draft of UNESS. High-level consultations were maintained between UNESCO and the Ministry of Education through UNESCO forums and platforms. Contributions have been made to schools in APSnet and the Bam School restored by UNESCO after the 2005 earthquake. The UNESCO Education Programme contributes to both the current (2005-2009) and the new UNDAF (2010-2014). Challenges remain, particularly in (a) fulfilling the objectives of the government in higher education for all, on the provision of education conducive to employment to a growing number of students, especially young women; (b) improving curricula and upgrading the quality of primary education for marginalized communities; (c) addressing teacher shortages and oversupplies through improved human resource planning; (d) providing TVE programmes conducive to better employment for the youth population; and (e) increasing physical education and participation in sports by both genders.

12. In science, sustainable management of water resources, land resources and biological diversity remain priorities. Iranian experts participated in major UNESCO exchanges including, e.g. the Madrid Conference on Biosphere Reserves and the IHP Council (for seventh phase of IHP), and contributed to UNESCO regional technical workshops on irrigation, traditional integrated water resources management, management of artificial recharge, water harvesting, urban water management and adaptation strategies for climate change for dryland countries. The Iranian model in water allocation was identified for the WWAP and third *World Water Development Report*. Nine Iranian biosphere reserves are being developed as UNESCO learning sites for sustainable development, while seven new sites are in the nomination process. In science policy, UNESCO continues fostering new S/T transfer mechanisms, and developed a road map to cluster S/T parks. In social and human sciences, science ethics, bio-safety and human rights, as well as urban development challenges are of paramount interest. The UNESCO Science Programme contributes to both the current UNDAF (2005-2009) and the elaboration of the new UNDAF (2010-2014), in terms of S/T transfer, environmental sustainability and natural disaster preparedness. Main challenges, are related to (a) responding to demands on sustainable water governance; (b) improving the service of UNESCO category 2 centres; (c) developing mechanisms for S/T for development; (d) improving national early-warning systems on natural hazards and disasters; (e) protecting oceans and coastal zones; and (f) developing nationally driven initiatives in the field of human rights research, with linkages to cultural diversity.

13. Culture has been a central interest of the Islamic Republic of Iran in UNESCO's programmes. Main lines of action on cultural dialogue, cultural diversity and conservation and promotion of cultural heritage (tangible and intangible), have acquired national importance, leading to commendable actions, and UNESCO's expertise for cultural heritage conservation and urban planning continue to play significant roles in the Islamic Republic of Iran. UNESCO's standard-setting instruments for culture were published and promoted in the local language, and training provided by Iranian UNESCO experts to officials in Afghanistan and Iraq. Following the inclusion of the Armenian Monasteries in Iran's West and East Azerbaijan Provinces on the World Heritage List in 2008, the Islamic Republic of Iran now hosts nine cultural World Heritage sites, the highest number in the West Asian region. Consultations have also been initiated for the possible nomination of a World Natural Heritage site. UNESCO's Award of Excellence for Handicrafts programme resulted in 40 awards for the Islamic Republic of Iran in 2008. The Culture Programme contributes to both the current UNDAF (2005-2009) and the elaboration of the new UNDAF (2010-2014). Indeed, in the new UNDAF, culture is underscored as one of the central pillars for development. Main challenges relate to (a) the improvement of heritage site management and preservation; (b) integrated urban development; (c) increasing awareness of intangible culture heritage; and (d) promoting intercultural and interfaith dialogue.

14. In the current biennium, the communication and information sector in the Islamic Republic of Iran emphasizes inclusive access to information and capacity-building of media professionals. Particular attention is given to cross-cutting issues and the role of ICT for education, science and culture. As a contribution to UNDAF, technical training of Iranian television producers and reporters was provided. To improve diffusion of UNESCO key messages in the field of CI, an agreement was reached with the Iranian National Commission of UNESCO to translate main UNESCO CI publications into Farsi. Capacity-building on the Memory of the World Programme has generated wide interest in the country. The UNESCO CI Programme is contributing to both the current UNDAF (2005-2009) and the elaboration of the new UNDAF (2010-2014), with the central objectives of increasing socio-economic equity in access to knowledge and information and of addressing educational, environmental and cultural challenges as well as natural disaster preparedness through ICTs. Main challenges concern (a) policies on the free flow of information; (b) improvement of quality journalism in professional media communities; and (c) technical access and information literacy especially in deprived and rural areas.

15. For future planning, lessons learned from previous activities in the Islamic Republic of Iran indicate that in all sectors, coherent and coordinated approaches, involving different authorities and other stakeholders, are essential for achieving sustained impacts. This requires UNESCO to focus

on the creation and nurturing of networks of stakeholders at international, national and local levels. Also, many of the pressing challenges are complex, and best addressed through cross-cutting approaches involving several UNESCO sectors. The capacity of UNESCO to integrate and flexibly apply expertise from its sectors can be further developed. Particular attention should also be paid to how UNESCO's programmes can contribute to intangible but deeply influential social challenges, such as issues related to social trust, social cohesion, adherence to social norms and solidarity, and people's positive engagement with the society and its future.

16. Iran is currently under its fourth National Development Plan (2005-2009). The country is developing a fifth National Development Plan (2010-2014), which will be the central reference for UNDAF (2010-2014) and UNESCO programmes in the country. Consultations related to UNESCO's programmes and interests are under way with line ministries, to outline the priorities of Iran for the new national development plan.

17. 2008 was the 60th anniversary of the Islamic Republic of Iran's membership of UNESCO and the establishment of the Iranian National Commission. A series of national events were organized with the National Commission and key governmental counterparts. Public attention and visibility of UNESCO in the media indicated a clear interest and demand for continued and stronger UNESCO presence in all its fields of competence. The established partnerships with line ministries, academic societies, UNESCO Centres, UNESCO Chairs, World Heritage sites, biosphere reserves and NGOs provide a sound and comprehensive basis for future cooperation, and reflect the ownership of the country in UNESCO programmes.

Pakistan

18. UTCO input to UNDAF in Pakistan, a "One United Nations" pilot country, is coordinated by the UNESCO Islamabad Office. So far UTCO input is limited to environment issues, especially water and biodiversity, through IHP and MAB-related regional seminars/workshop. With the facilitation of UTCO, Pakistan carried out a national case study, contributing to the United Nations World Water Development Report. Activities included capacity development and the establishment of the "Regional Centre for Water Management Research in Arid Zones" in Pakistan. There is both the need and interest to prepare a national strategy for the protection of natural and mixed World Heritage properties and to establish a World Heritage Tentative List with a first World Natural Heritage site nomination as well as a second biosphere reserve in Pakistan. So far progress on these has been slow, and hopefully increased stability and security in the country will be achieved, facilitating the work to pursue these priorities within the UNDAF, in 2009.

Turkmenistan

19. 2008 has brought a much strengthened framework of cooperation between UNESCO and Turkmenistan. On the political level, there have been several rounds of consultations related to UNESCO's fields of work, involving direct contact with the highest leadership of the Member State. This has ensured that UNESCO, although not a residential agency in Turkmenistan, has a prominent role as a respected specialized agency and a high-level service provider. A public poll organized by UNFPA in late 2007 indicated that UNESCO was the best-known and most-appreciated United Nations agency among the United Nations family. This positive image is attributed to the work of UNESCO in culture and heritage, education and sciences. On the technical level, while the programmes in education and culture continue to progress, science and communication have become more active. UNESCO expects to become, through the remainder of the 34 C/5 period, fully engaged with all its major programmes in Turkmenistan.

20. UTCO's contribution to the current UNDAF in Turkmenistan (2005-2009) has been chiefly related to education. In contrast, UTCO's contribution to the new UNDAF (2010-2014) involved all UNESCO sectors. The Office participated in the Country Assessment and the preparation of UNDAF document and results matrices. Programme sector inputs were elaborated jointly with

other United Nations agencies and programmes under each of the national priorities and UNDAF Outcomes.

21. In education, UTCO assisted the Ministry of Education in the completion of a first draft EFA Mid-Decade Assessment report and developed a programme for high-level education exchanges with the United Kingdom, UNESCO IIEP and the Education Sector in Paris. To address capacity gaps, a training course for education planners was organized at IIEP. As a cross-cutting effort with CI, ICT-education activities, such as prototype e-curricula and ICT teaching guidelines for schools were developed with the government. Education in Turkmenistan has been, since 2005, carried out as a UNESCO-UNICEF joint programme, evoking wide cooperation. Main challenges concern (a) policies related to languages; (b) curriculum development that would reconcile past heritage with new, international systems; (c) quality teaching; (d) development of quality education contents, using ICTs; and (e) strengthened overall assessments on higher education.

22. In science, progress was made in the fields of freshwater and land/biodiversity, especially related to dryland management through UNESCO IHP and MAB. Turkmenistan hosted major regional workshops with support from UNESCO, the Ministry of Nature Protection and the Ministry of Water Economy as well as UNDP Turkmenistan. These led to regional recommendations for cooperation concerning trans-border water management, efficient irrigation schemes, dry land management, biodiversity conservation, long-term ecological monitoring, and preparation of new biosphere reserve nominations in Central and West Asian countries. UNESCO investigates, at the request of the President of Turkmenistan, mechanisms for the conservation and sustainable management of the Garagums Desert, which constitutes approximately 80% of Turkmenistan's territory. New activities in 2009 will include ecotourism development. Main challenges include (a) activating national focal points on IHP to enhance participation in UNESCO IHP and water programmes; (b) consolidating and empowering UNESCO counterparts in biodiversity issues; (c) science policy development; and (d) English-language training for scientists and researchers.

23. In culture, Turkmenistan participated in the UNESCO Award of Excellence for Handicrafts International Roundtable, 2008 Subregional Jury Session and Jury Training. UTCO implements World Heritage Fund activities to support the government's efforts to conserve the three WH properties. Turkmen efforts for World Natural Heritage are also fully supported. Main challenges include: (a) capacity-building for intangible and tangible cultural heritage conservation; and (b) efforts to prepare a WNH nomination.

24. Although the Communication and Information Sector so far has limited activities in Turkmenistan, in 2008 ICT for education has been developed as a cross-cutting initiative with the Education Sector. The needs and potential in this field are deep and long-term. UNESCO, through the new UNDAF, will initiate cooperation on ICT-related programmes for cultural diversity, environmental sustainability, human rights, HIV/AIDS awareness and natural disaster preparedness. Journalism training may also constitute a potential field of cooperation.

LATIN AMERICA AND THE CARIBBEAN

UNESCO Office in Brasilia

1. The Brasilia Office (UBO) has been constantly present in most UNCT discussions in Brazil and UBO is recognized as one of the major UNCT team players. During the current biennium, UNESCO had a seat and actively participated in all seven UNCT thematic groups. A recent reform conducted by the Resident Coordinator in Brazil reduced to three the permanent UNCT groups which regularly meet to discuss common strategies for Brazil (AIDS, Gender and Race and the Security Management Team). Nonetheless, UBO is present in all these discussions and shall play an active role in two new UNCT task-forces, i.e. climate change and South-South cooperation.

2. The Brasilia Office has played a relevant role in coordinating the UNCT communication group. This was translated into better United Nations communication strategies at national level (campaigns, celebration of United Nations international dates and ad hoc activities or seminars with a special focus on the 60th anniversary of the UNDHR). DIR/UBO is now the Chair of the expanded UNAIDS group in Brazil and a stronger emphasis on preventive education initiatives (i.e. including UNESCO's EDUCAIDS) will arise after the first UNCT meetings expected for the first semester of 2009.
3. UBO is also committed to the United Nations reform and, jointly with UNDP in Brazil, has commissioned a study on the United Nations role for middle-income countries (MICs), with a special focus on countries where national execution (NEX) is a particularly present modality of international cooperation. Such a study, due in the first semester of 2009, shall bring insights and inputs to help reposition the United Nations in a country where self-benefiting projects represent a large percentage of the project portfolios of United Nations agencies.
4. Bearing in mind the political will of Brazilian authorities to support new avenues in South-South and triangular cooperation, particularly with Portuguese-speaking countries, the Brazilian UNCT (including UBO) is also engaged in high-level discussions with the Ministry of Foreign Affairs and the Brazilian Agency of Cooperation (ABC) to seek funding and niches of intervention for United Nations projects. UNESCO is considered a potential "partner-of-choice" taking into account its comparative advantage with national or cluster offices in priority countries for Brazil such as Mozambique, Angola and Haiti.
5. The Brasilia Office is also engaged in better addressing sectoral strategies for Brazil. The first Brazilian UNESS has just been drafted and is a direct consequence of a large consultation process with education authorities and Brazilian civil society. The key findings and expected outcomes of UNESS were also discussed in the UNCT.
6. Besides better formulating our strategic and programmatic priorities for the country, UNESCO is playing a leading role in the UNDAF review (2007-2011). By delegation of the United Nations Resident Coordinator in Brazil, UBO is piloting the UNDAF revision with the support of all United Nations agencies in the country. The initiative will contribute towards further programmatic, operational and institutional synergies among the United Nations system in Brazil.
7. As far as "joint programming" is concerned, at least two inter-agency projects will be further developed in 2009. One is being conducted in São Paulo with Japanese funds channelled by UNSTF. The project – with a focus on human security and violence prevention – counts on UNESCO as lead agency and is supported by UNFPA, UNICEF and WHO. A second project may start in 2009 further to the approval of a UNESCO/UNDP/UNICEF/ILO/UN-HABITAT concept note by the UNDP-Spain MDG Achievement Fund (Thematic Window: Conflict Prevention and Peacebuilding).
8. A new bidding process for a single travel provider for the United Nations system in Brazil was completed by the Resident Coordinator on behalf of the UNCT and is still awaiting the final decision of the UNDP bidding committee. This is seen by UBO as a major improvement in terms of strengthened control over travel management. In addition to that, in 2008 UBO has also adopted a common United Nations convergence manual for procurement and other administrative routines endorsed by Headquarters.
9. UBO is also strengthening its operational ties with other entities of the United Nations system in Brazil. A "United Nations Common House" will be set up in the city of Salvador in order to maximize the United Nations visibility and comparative advantage in a Brazilian strategic city where many United Nations agencies are already physically present

UNESCO Office in Havana

1. The UNESCO Office in Havana was established in 1950 as the UNESCO Office for the Western Hemisphere. In 1972, it became the Regional Bureau for Culture in Latin America and the Caribbean. With the implementation of UNESCO's decentralization strategy since 2001, the Office became also the Latin Caribbean Cluster Office and represents UNESCO to the Governments of Cuba, the Dominican Republic and Aruba. The cluster also includes Haiti, which has a National UNESCO Office.

Regional Bureau for Culture in Latin America and the Caribbean

2. The Regional Bureau supports regional integration and cooperation through intergovernmental mechanisms, particularly the Forum of Ministers of Culture and Officials in Charge of Cultural Policies in Latin America and the Caribbean and the Portal for Culture of Latin America and the Caribbean, as well as through regional institutions, festivals, congresses and encounters. It implements regional programmes and activities in the areas of cultural policies, the management of cultural properties – both tangible and intangible –, networking on indigenous and Afro-American religions and cultures, promotion of UNESCO cultural conventions, the safeguarding of the intangible heritage, endangered languages, cultural diversity and cultural industries – with emphasis on film and handicrafts –, arts education and the cultural approach to HIV/AIDS. It promotes networking and dissemination through its Portal for Culture, its Documentation Centre and two regional periodicals (*Oralidad* and *Cultura y desarrollo*).

3. In 2008, the Office made important advances in developing its role of clearing house, facilitator and coordinator. The first regional meeting of culture specialists in Latin America and the Caribbean took place in Havana in November 2008 and constituted a key moment in the construction of synergy and team-building. The Bureau has consolidated a regional programme of activities and services that also interacts with the culture programmes implemented at the subregional, cluster and national levels. From this position, it will also be able to strengthen its communication with the Member States in the region, which was requested at the regional consultation meeting with the National Commissions in June 2008.

Cluster Office (Cuba, Dominican Republic, Haiti and Aruba)

4. The Cluster Office covers three Member States (Cuba, Dominican Republic and Haiti) and one Associate Member (Aruba), with a National Office in Haiti. In this function, the office promotes cluster consultations, implements programme activities in Cuba, Dominican Republic and Aruba and assists the Haiti Office in its functions. In education, emphasis was placed on raising the quality of education for all and in science on disaster preparedness. In culture, highlights were programmes that were implemented in cooperation with the Offices in Port-au-Prince and Kingston, namely the Caribbean Capacity-Building Programme for World Heritage and the Travelling Caribbean Film Showcase. In communication and information, special emphasis is placed on the training of communication professionals in areas such as hurricanes, basic sciences, education and the cultural approach to the prevention of HIV and AIDS. The number of intersectoral activities increased considerably.

5. The Offices in Havana, Kingston and Port-au-Prince jointly cover the Caribbean subregion that calls for increased coordination and cooperation to respond to the specific interests and needs of the 16 Member States and four Associate Member States of the Caribbean.

6. In Cuba, the Office continues its intensive participation in the United Nations Country Team and its five inter-agency thematic working groups, all aligned with the five priority areas of the UNDAF: (1) local human development; (2) natural disasters; (3) environment and energy; (4) health; and (5) food security. In 2008, the cooperation of Cuba with the European Union and its Member States was re-established. This opened new avenues of cooperation for the United

Nations system, including the submission of concept notes to the MDG-Fund under the windows on food security and the private sector.

7. 2008 was marked by the passage of four hurricanes (Fay, Gustav, Hanna and Ike) that had an extremely serious impact on food production, health services, housing, and educational and cultural institutions. The UNCT succeeded in obtaining two emergency funds (CERF) from OCHA one of which included assistance to the reconstruction of educational facilities that was proposed and implemented by UNESCO. A comprehensive United Nations Plan of Action in response to the hurricanes included projects in education, environment and culture and UNESCO received important funding from Norway in support of the revitalization of cultural institutions.

8. Whereas the above circumstances required considerable inputs from all staff, at times to the detriment of the implementation of planned activities, it also provided opportunities for inter-agency collaboration and an effective joint response to particular needs in the Member State.

9. In the Dominican Republic, UNESCO co-signed the UNDAF in April 2006 and is participating in the programming and implementation of its four priority areas: (1) democratic governance; (2) growth and development with equity; (3) social services with quality for all; and (4) sustainable environmental management and management of risks, facing emergency situations and disasters. In 2007, the Office coordinated the preparation of the UNESS document with broad participation of national counterparts and a number of United Nations agencies. It also participated in the preparation of concept notes for the MDG-Fund, and provided leadership for the window on Culture and Development. In spite of adverse conditions posed by hurricanes, the Office succeeded in implementing a number of important activities in the fields of education, environment, culture and communication and information.

10. The establishment of a UNESCO focal point in the Office of the Resident Coordinator and the strengthening of the capacities of the National Commission significantly contributed to the successful implementation of activities and full participation in the United Nations system. The condition of non-resident agency continues to pose challenges, even more so in situations of emergency caused by hurricanes in which it is virtually impossible to participate actively in system-wide response mechanisms.

11. The collaboration with Aruba was strengthened through the National Commission and particular needs were identified (such as multilingual education). Aruba has shown keen interest in participating in cluster activities that have proven to be of benefit to all participants.

12. As to Haiti, during the present biennium, the Havana and Port-au-Prince Offices continued very close collaboration and joint programming and budgeting, in particularly in culture and communication and information. Collaboration was also established in the field of education. This led to an optimum use of human and financial resources and a systematic participation of Haitian experts in cluster activities.

UNESCO Office in Kingston

1. All 16 countries in the Kingston Cluster Office are classified as small island developing States (SIDS) with their features of smallness in geographical size and population as well as insularity. The subregion constitutes one of the priority geographical groups for UNESCO's programme actions. Among the major development challenges in the Caribbean SIDS are (i) vulnerability to human-made and natural disasters such as earthquakes, volcanic eruptions and the impact of climate change – as seen in the annual passages of hurricanes; in 2008, three hurricanes caused massive damage/disasters in some of the countries in the cluster, including Belize, Jamaica and Saint Lucia; (ii) increased migration to developed societies; (iii) the high prevalence of HIV and AIDS; and (iv) the increasing crime and violence rate, especially among young people. The Member States in the cluster are also characterized by political stability and democratic principles. In the past two years, there have been changes in the Governments of

Belize, the Bahamas, Barbados, Grenada, Jamaica and Saint Lucia. Similar to other countries, the Caribbean SIDS in the Kingston Cluster were subjected to the buffets of the international financial and food crises which marked much of 2008. In devising appropriate responses to these crises, the governments in the subregion requested the assistance of United Nations agencies and international development partners and the UNESCO Kingston Cluster Office has been active in the discussions held with governments across the subregion concerning strategies, measures and operational actions to respond to or deal with the international financial and food crises as well as other development challenges.

2. Given the number of countries it covers, the Kingston Cluster Office belongs to three United Nations Country Teams (UNCTs) (in Jamaica, Guyana and Suriname) and two United Nations Subregional Teams (UNSTs), that is, the UNST for Barbados and the Organization of Eastern Caribbean Countries (OECS) and the UNST for Trinidad and Tobago and the Netherlands Antilles. Effective participation in and contribution to the work of these joint mechanisms for providing United Nations development assistance to the Member States in the context of the One United Nations Approach, as well as collaboration with other international development partners operating in the countries continue to pose major challenges to the Office. Nevertheless, during the period of January to December 2008, the Kingston Cluster Office participated in a number of meetings and retreats of the United Nations system in Jamaica, Guyana, Suriname and Trinidad and Tobago, as well as subregional team for Barbados and the OECS (Anguilla, Antigua and Barbuda, British Virgin Islands; Dominica, Grenada, Montserrat, Saint Kitts and Nevis, Saint Lucia, and Saint Vincent and the Grenadines).

3. Worthy of mention here are the meeting of the United Nations system Regional Directors Team for Latin America and the Caribbean with the Executive Management Committee of CARICOM Secretariat (Georgetown, Guyana, April 2008); meeting of the United Nations system Regional Directors Team for Latin America and the Caribbean with officials of the Government of Suriname on United Nations system coherence in the country; and the meeting of the Regional Directors Group in LAC on HIV/AIDS, both of which were held in Paramaribo on 3 and 4 April 2008. The inputs of the Office in these meetings helped to bring to bear UNESCO's views and areas of concern in the discussions and recommendations. Also during the year, the Office continued to contribute to the implementation of the UNDAFs in Jamaica, Guyana, Suriname, and Trinidad and Tobago, as well as to further the work on developing a subregional UNDAF for Barbados and OECS. The Kingston Cluster Office continued to chair the United Nations Theme Group on HIV/AIDS in Jamaica in 2008; UNESCO's two-year term of chairing this Theme Group ended in December 2009 and WHO is scheduled to take over in early 2009. UNESCO also served as member of the Theme Group on Gender and Development in the UNST for Barbados and OECS. It is worth noting here that, as a non-resident agency and in the face of inadequate financial resources and staff to carry out missions to participate in the numerous meetings, our personal participation in meetings of the UNCTs and UNSTs as well of the theme groups (outside of the ones in Jamaica) is limited and participation/contribution is mainly through teleconference and e-mail contributions.

4. The implementation of the regular programme activities and extrabudgetary projects by the Kingston Cluster Office for the Caribbean during 2008 was geared towards assisting countries in the cluster to address some of the development challenges which they face. In education, some of the most important challenges include the need to improve school preparedness for children entering primary education, especially through strengthening the quality of early childhood education as well as an increased focus on students' achievement at all levels. Governments are looking at developing policies and strategies to increase enrolment in, and completion of, secondary education as a way to foster opportunities for human, social and economic development. Within this framework, policies and strategies to achieve quality education for all need to focus on the most vulnerable groups such as young boys, indigenous people, inner city youth, and people with disabilities. A renewed attention is on ensuring that education systems provide students with knowledge and entrepreneurial skills to compete in the Caribbean Single Market and Economy (CSME) and in the larger global context, along with the promotion of

citizenship skills such as democratic participation, the rule of law and respect for human rights as a way to address the increased violence in the Caribbean societies, inside as well as outside schools. There is an equally strong commitment to strengthening the role of education in its response to the HIV/AIDS pandemic, ensuring that education systems fully play their role in prevention as well as in the fight against stigma and discrimination.

5. To contribute to the achievement of the EFA and PRELAC goals in the cluster during 2008, the Education Programme in the UNESCO Kingston Cluster Office provided support to build capacity in quality assurance at all levels of education; education data collection and analysis in Belize, the Bahamas, Barbados, Dominica, and Trinidad and Tobago to improve informed policy-making; carrying out research to inform policy-making, particularly in gender studies, secondary education, HIV and AIDS education, and sustainable development. The Office also continued its action to strengthen the response of the education systems in the cluster to the HIV/AIDS epidemic through building capacities in Belize, the Bahamas, Guyana, Jamaica, Saint Lucia and Saint Kitts and Nevis in partnership with the World Bank, the Partnership for Child Development at Imperial College, London, and the Education Development Centre. To help to improve the quality of early childhood education, UNESCO, in partnership with UNICEF, supported the CARICOM Secretariat to develop regional minimum standards for early childhood education and care. These guidelines were endorsed by CARICOM Ministers of Education and launched in Guyana in November 2008. UNESCO and UNICEF are also supporting the development and testing of indicators to monitor the quality of early childhood education and care services. To raise awareness among policy-makers and educators about the increasing problem of violence in schools, UNESCO collaborated with the Government of the Bahamas and the Organization of American States (OAS) in organizing a Caribbean conference to share good practices and devise possible common actions in dealing with that problem.

6. The Culture Programme is geared towards placing culture at the centre of development objectives in Caribbean countries. This includes working with the CARICOM Secretariat, ministries and departments of culture in the region in promoting, elaborating, implementing and updating cultural policies that address the protection of the tangible and intangible cultural heritage, the expansion of the creative industries and participation of young people in the protection of natural and cultural heritage sites. The Youth PATH project is successfully involving young people primarily in rural communities from 11 countries in the Kingston Cluster in sustainable community tourism and the preservation of cultural and natural heritage sites. The project places emphasis on establishing effective linkages between national poverty alleviation strategies, preservation of natural and cultural heritage as well as employment creation. Training and capacity-building in the management of cultural and natural heritage sites is an ongoing priority of the project. Significant achievements were made in the identification and safeguarding of the intangible cultural heritage through the establishment of inventories and cultural centres for the protection and promotion of the music and cultural traditions of the Maroons in Jamaica and the traditional music of Dominica. Collaboration with various culture agencies led to the enhancement of measures for the protection and rehabilitation of endangered cultural property in national museums in Grenada. Saint Lucia benefited from cooperation with Barbados on capacity-building and public awareness for museum development.

7. Support provided to initiate the first Caribbean Regional Cultural Observatory, “The Creative Industries Exchange”, based at the University of the West Indies campus in Barbados, has been instrumental in systematic research and mapping of the economic and social contribution of the creative sector in the Caribbean region, thus facilitating the exchange and dissemination of information on the cultural economy and cultural policies. The Observatory provides a single regional forum which contributes to concerted action for the protection of the diversity of cultural expressions in the Caribbean SIDS. The monumental volumes of the UNESCO publication, the *General History of the Caribbean*, present a new perspective on Caribbean history and promotes intercultural dialogue. Systematic efforts made in advocating and promoting the Convention on the Protection of the Underwater Cultural Heritage (2001); the Convention for the Safeguarding of the Intangible Cultural Heritage (2003); and the Convention on the Protection and Promotion of the

Diversity of Cultural Expressions (2005) continued through workshops and discussions with CARICOM Ministers of Culture; it is envisaged that such efforts will lead to increased ratification of those conventions by Caribbean Member States. The launching of the project on cultural approach to HIV prevention education and empowerment is contributing through the use of indigenous language to awareness-raising about HIV and AIDS issues among indigenous communities in Belize, Guyana, Suriname and Saint Vincent and the Grenadines.

8. During the period under review, the Communication and Information Programme continued to support activities towards building inclusive knowledge societies in the Caribbean through information and communication. There were many indications of continued improvements and positive trends in the communication and information-related areas in the cluster countries. The subregion made important strides towards reinforcing an enabling environment for freedom of expression and freedom of information through UNESCO support for launching the Portal of the Caribbean Centre of Excellence for E-Governance and a new Regional Plan of Action for the Information Society in Latin America and the Caribbean, as well as the convening of the tenth Annual Caribbean Media and Communication Conference and the first Caribbean Media Summit to commemorate World Press Freedom Day (May 2008). The year also recorded 16 nominations from Latin America and the Caribbean for the International Memory of the World (MoW) Register, six of which were from Dutch- and English-speaking Caribbean countries. The increased number of nominations suggests increased awareness of the importance of preserving the documentary heritage of Caribbean countries. Similar achievements were made in promoting the development of free, independent and pluralistic media through support to establish community multimedia centres (CMCs). Three new CMC initiatives were launched with financial support from the International Programme for the Development of Communication (IPDC), namely the Caribbean's first mobile community multimedia centre – *iStreet Lab* (inner city of Kingston, Jamaica), a reconfigured wheeled garbage disposal bin featuring laptop computers, a radio transmitter, an electronic community newspaper, wireless Internet access and other peripherals; the region's first Farmers' Association Radio, JET FM 88.1 also in Jamaica; and the first Community Library Radio, Infolight FM 108.0, in the Bahamas.

9. Furthermore, continued support was provided to enhance the capacity of information and media professionals, such as through the Caribbean workshop in e-librarianship in Belize; a series of workshops held in association with TV Court on Media and the Caribbean Justice System in the Caribbean and the Caribbean Media and Communication Resource Centre. During the period, there was increased engagement with partners such as the Caribbean Vizion, Violence Prevention Alliance, the University of the West Indies, the Association of Caribbean University Research and Institutional Libraries (ACURIL), and the Caribbean Telecommunications Partnership. A collaborative platform on the use of ICTs in education was initiated. This strategy will involve the Jamaican Collaborative for Universal Technology Education for Development and other Caribbean initiatives in adopting relevant models and best practices for ICT applications in education.

10. The main directions of the Social and Human Sciences Programme during the year included promoting the SHS Strategy on Caribbean Small Island Developing States with its thematic thrust on "Sustainable Development and Coastal Resources in Caribbean SIDS" and the preparation for the first Forum of Caribbean Ministers responsible for Social Development. Among the main achievements were (i) the establishment of a network of social science researchers at subregional level on issues of sustainable development of Caribbean SIDS; (ii) the promotion of South-South cooperation in undertaking joint research studies; (iii) an increased number of countries in the cluster which ratified the International Convention against Doping in Sport (Jamaica, the Bahamas, Barbados, Trinidad and Tobago, Saint Lucia and Saint Kitts and Nevis); (iv) awareness raised on the high costs of poverty in the Caribbean through support for a conference on the costs of poverty in the Caribbean (Kingston, Jamaica, March 2008); and (v) the recognition by CARICOM governments of the need to give priority to sports as a tool for development and peace expressed in the Kingston Declaration on Sports for Peace and Development which was adopted at the International Conference on the theme organized jointly by UNESCO and the Government of Jamaica (Kingston, September 2008).

11. The primary focus of the Natural Sciences Programme during the period under review was on increasing the recognition of the importance of science and technology in development through support provided to the Conference on “A Decade of CARISCIENCE: Its Impact and Future” (Port of Spain, Trinidad and Tobago, September 2008) to mark the tenth anniversary of CARISCIENCE. A situational analysis of water resources issues in CARICOM countries was completed and is being prepared for publication in 2009 and the Strategy on Science and Technology for Sustainable Development in Small Island Developing States (SIDS), which was initiated in 2007, was completed; plans have been made to publish and disseminate this strategy. Support was also provided to raise awareness about Man and the Biosphere (MAB) issues in Dominica, Jamaica, Saint Kitts and Nevis, and Saint Lucia, as well Trinidad and Tobago, and raise capacity in those Member States to prepare nominations on the biosphere reserves. As part of the implementation of the intersectoral platform on the implementation of the Mauritius Programme of Action for the Sustainable Development of SIDS, support was provided to the Sandwatch Foundation in Saint Kitts and Nevis to reinforce Sandwatch activities, strengthen networking mechanisms and promote Sandwatch interregionally.

12. Collaboration and partnerships in implementing regular programme actions and extrabudgetary projects during the year under review contributed to strengthened relationships between the Kingston Cluster Office and such key stakeholders as sister United Nations agencies working in the cluster, the World Bank, National Commissions for UNESCO in Member States, CARICOM and OECS secretariats and international development partners and increased recognition of UNESCO’s position, mandates and comparative advantage within the context of the One United Nations approach.

UNESCO Office in Montevideo

1. The UNESCO Office in Montevideo carries out the functions of Regional Office for Science in Latin America and the Caribbean, for UNESCO representation to MERCOSUR and UNESCO representation in Argentina, Paraguay and Uruguay. In this regard, the programmes being executed are mostly of regional and subregional scope, implemented through actions at country level.

2. The strategy of the Office aims at interrelating these three levels of action: regional, subregional and national. It favours multinational cooperation by supporting horizontal transfer of knowledge and experiences between institutions in the region and the promotion of multinational activities. It complements local efforts, by providing technical advice, financial support (partially) and the identification, formulation and execution of projects and programmes at local or regional level.

3. The Office has concentrated its actions in priority problem areas and supported the identification and formulation of operational projects. Particularly, the Office has focused its action in inter-agency cooperation through the execution of projects and joint activities with other international cooperation organizations and the United Nations system.

4. Within this context, the UNESCO Office in Montevideo is participating in the process of design and execution of UNDAF 2007-2010 and “Delivering as One” 2007-2010 in Uruguay, and at the same time participates in the current process of the design of the UNDAF in Argentina and Paraguay and revision of the UNDAF in Uruguay.

5. The proposal of the Uruguayan Government for the execution of the Joint Programme 2007-2010 “United in Action” emerged from initiatives from different bodies of the State. The framework of the proposal of “Strengthening of national capacities and transformation of the State for the promotion of integral development” possesses three main axes:

- (a) strengthening of the State’s capacities for the planning of development strategies;
- (b) promotion of citizen participation and local development; and

- (c) strengthening of social policies, social inclusion programmes and plans counteracting the different sources of inequities.

6. The defined Outcomes of UNDAF/One United Nations Programme were the following:

- By 2010 the country will have advanced in the generation of capacities for the incorporation of knowledge, innovations and diversification in the production processes of goods and services oriented towards a sustained and sustainable growth.
- By 2010 the country will have advanced in the formulation and the management of policies to eradicate and reduce poverty.
- By 2010 the country will have progressed in the formulation and the management of policies that make possible the access to more qualitative and fairer social services, the reduction of discrimination and the promotion of social integration processes.
- By 2010 the country will have progressed in the effective harmonization of the legislation and national practices with international commitments and in the strengthening of public institutions and of civil society for the formulation, execution, follow-up to and evaluation of public policies.

7. After a negotiation process UNESCO leads two of the 10 projects of the Joint Programme (environment and education) and is co-executing agency of the joint project on citizen participation and local development (with UNDP as lead agency). In addition, UNESCO is lead agency in the inter-agency project in the Thematic Window on “Culture and Development” of the UNDP Spanish Fund for the Achievement of the MDGs.

8. UNESCO, together with UNFPA and UNDP, leads the inter-agency group on the MDGs, Human Rights and Civil Society. The Resident Coordinator has invited these agencies to design a joint project on this subject to be financed with the coherence funds.

UNESCO Office in Port-au-Prince

1. Within the framework of the activities of the Haiti Office for the second half of 2008, in particular those relating to the other agencies of the United Nations system and the United Nations Stabilization Mission in Haiti (MINUSTAH), and according to the “Delivering as One” philosophy, the Office participated actively in:

The elaboration and finalization of the United Nations Development Assistance Framework (UNDAF) 2009-2011.

2. The UNDAF document was formally approved by the Government of Haiti on 28 November 2008. Three areas of cooperation were targeted, taking into account the fact that the United Nations system’s vision in Haiti is based on inclusion and social protection:

1. democratic governance;
2. sustainable human development;
3. management of the environment and natural hazards.

3. These three priority action areas also feature in the National Growth and Poverty Reduction Strategy Paper (GPRSP), approved by the Government of Haiti in 2007. This national GPRSP covering 2009-2010 served as the benchmark for the UNDAF, the United Nations system’s coordinated and holistic response for 2009-2011.

4. The UNDAF was initially elaborated on a participatory basis within the United Nations agencies and bodies present in Haiti and, then, in close partnership with the Government of Haiti, civil society and the technical and financial partners working in Haiti. UNESCO participated, on a permanent basis, in the inter-agency technical group that was formed to facilitate the broad and harmonious participation of the agencies and the proposal of a results matrix designed to meet the political, social and economic requirements of the country.

5. UNESCO's activity in the three priority areas is as follows:

(a) Partnership framework for democratic governance

Conformity with the international conventions already ratified or in the process of being ratified by Haiti: these are primarily the international conventions concerning culture, adopted by the Member States of UNESCO in 2001 (underwater cultural heritage); 2003 (intangible heritage) and 2005 (cultural diversity). These three conventions have not yet been ratified by Haiti, and there should be continued advocacy for their ratification in keeping with the existing national laws.

(b) Partnership framework for sustainable human development

Technical and financial resources will be made available by the Government and the TFPs so that the Education for All (EFA) national strategy, adopted by Haiti in 2007, can be implemented, in particular to promote free and universal school enrolment (since 2003, UNESCO has been coordinating the Education Sector Group of the technical and financial partners in Haiti).

(c) Partnership framework for the management of the environment and natural hazards

Management structures for the environment and natural resources will be put in place and/or reinforced. In regard to water resources, UNESCO, through IHP and its National Committee, will continue to support the university structures that conduct research on drinking water, the risks of the pollution and exhaustion of groundwater as a result of deforestation, and the uncontrolled use of drinking water sources.

Also under the UNDAF, with the other United Nations system agencies, UNESCO will continue to devote particular attention to the key areas of human rights, youth, gender-related issues and HIV/AIDS, which will be dealt with using a cross-cutting approach.

6. Within the framework of an integrated mission and in conjunction with the United Nations Stabilization Mission in Haiti (MINUSTAH) and its Division for Public Information and Communication, the UNESCO Office in Haiti has set up training courses for local journalists, using the funds earmarked under RP/CI/34 C/5. MINUSTAH, which has opened about 10 multimedia centres (MMCs) throughout the country, is making its multimedia centres and the required trainers available to carry out this training. The contents are taken from the CI Sectoral Platform and translated into French and Creole. During the second half of 2008 (October and November), courses, lasting three days in each locality and concerning "Journalism and post-conflict situations" were held in three of the country's 10 departments, successfully so and with the participation of the different associations of journalists. These training courses should continue in 2009 on the theme of Internet use and access by journalists. A Haitian journalist serving in MINUSTAH was also given training on science journalism, in December 2008 in Havana, with the assistance of the Havana Regional Bureau for Culture.

UNESCO Office in San José

1. The San José Office (SJO) took an operational approach to United Nations reform through its active participation in the joint programming exercises under the Spanish Millennium Development Goal Fund (MDG-F). The MDG-F required joint programming projects submitted under its thematic windows to be linked specifically to the UNDAFs of the respective countries. The

MDG-F provided a significant incentive for United Nations Country Team (UNCT) members to come together in a cooperative spirit.

2. SJO's experience in the MDG-F joint programming highlighted the importance of maintaining the redlining concept calling for all the cooperating partners to respect the limits of their own mandates as well as the mandates of others. In the elaboration of the activities for the results matrices, redlining became a key tool for resolving conflicts and avoiding duplication and overlap.

3. We are involved in three projects on culture and development – in Honduras, Nicaragua and Costa Rica, and two more in Nicaragua on climate change and economic governance. In addition, we participated in Costa Rica and Panama in the elaboration of project documents for the thematic window on conflict resolution and peace-building, and in Costa Rica on youth, employment and migration. These projects are awaiting approval from New York.

4. SJO incorporated the "Delivering as One" approach to United Nations reform into the development of its regular programme and extrabudgetary activities. The thematic window on conflict resolution, for example, brought together SHS, ED and CI in integrated activities involving training of youth, community representatives and teachers in leadership and managing conflict, uses of the media by youth for the promotion of tolerance and rights including promoting gender equality and ending gender-based violence, and non-formal education. The CI and SHS units also collaborated in carrying out projects involving youth development that also featured a strong gender component. The SC and CI units are also collaborating in the MDG-F project in Nicaragua on climate change.

5. The Delivering as One approach also involved horizontal cooperation among the San José, Guatemala and Mexico offices in the thematic windows and vertical cooperation between San José and the parent sectors at Headquarters.

6. Improved participation in the regular United Nations Country Team (UNCT) meetings where we are a non-resident agency came through both direct attendance and via Internet-based videoconferences provided through the facilities of UNDP in Costa Rica.

7. There is growing awareness among our programme specialists of the importance of linking their regular programme activities not just with the expected results of the C/5 document but also with the UNDAFs of the countries in the cluster. The Office takes part regularly in the monitoring and evaluation exercises carried out by the various UNCTs, which gives us a chance to monitor our own progress in contributing to the UNDAF results. The elaboration of our activities for document 35 C/5 will provide further opportunities for linking our regular programme work plans with the UNDAFs and keeping the country-level focus for our activities.

8. The three extrabudgetary projects that we have on youth development and preventing youth violence, financed by Japanese Funds-in-Trust, illustrate how the country-level emphasis can also be adapted to a subregional issue. The three projects are being carried out independently in Honduras, Nicaragua and El Salvador, but they were developed with common objectives, expected results and activities and their successful completion (the El Salvador project ended in December 2008) will produce a coherent set of results in the three countries.

9. The education unit in 2008 also completed its drafting of the UNESS documents for Costa Rica, El Salvador, Honduras, Nicaragua and Panama, which provide comprehensive strategies for cooperation in the area of education with the Member States concerned.

10. The country-level approach should not mean abandoning regional or subregional projects.

11. The areas of managing natural resources are specific cases where SJO activities are focused on promoting subregional cooperation. The Office has participated in activities to promote the network of MAB National Committees and Focal Points for Ibero-America and the Caribbean

and the network of biosphere reserves in Mesoamerica, with the view of promoting international coordination, strengthening of capacities, sharing expertise and best practices, and developing common strategies towards modern management of biosphere reserves.

12. Cultural activities concerning transnational groups, such as the Garifuna on the Caribbean coasts of Belize, Guatemala, Honduras and Nicaragua, also lend themselves more to a subregional approach.

13. The San José Office's culture unit, in cooperation with the University of Costa Rica, published a series of educational materials on the history of Afro-descendants in Central America. Another subregional project developed cultural indicators to measure the impact of cultural activity on economic development and gross national product. The San José Office and UNESCO Institute of Statistics cooperated in the organization of a subregional meeting on this topic that took place in January 2009.

14. The UNESCO San José and the Coordinación Educativa y Cultural Centroamericana (CECC) began negotiations for an agreement to promote strategic and technical cooperation between the two organizations in the subregion. The office's ED unit has also elaborated a new strategy on literacy for the subregion that will be implemented in 2009 and involve reinforcing the Member States' initiatives by providing technical assistance in the areas of planning, budgeting, capacity-building, and monitoring and evaluation.

15. With support from IPDC, the San José-based Inter-American Institute for Human Rights is carrying out applied research on the opportunities, risks, and challenges faced by the mass media in the digital age. The San José Office also provided support to the Inter-American Press Association for its subregional seminar in Guatemala City on investigative reporting of corruption and money laundering, which also included a session on safety issues in pursuing high-risk journalism.

16. In another example of intersectoral cooperation, the Office's SHS unit took part in the "III Jornadas de Cooperación Iberoamericana sobre Cultura de Paz y Educación en Derechos Humanos" that was organized in San José by UNESCO's Regional Office for Education for Latin America and the Caribbean. SHS focused its presentation on its activities to promote the right to education in Latin America and the Caribbean.

17. There are several key issues in the subregion that tie in with UNESCO priorities:

- reducing the level of youth unemployment and their high dropout rate demands special attention and merits an intersectoral approach. Strategies need to focus on projects to retain youth in school or provide them with opportunities to return to school or take part in non-formal education initiatives aimed at skills-building for future employability. Involving young people in media projects has been shown to be effective in building awareness among youth themselves of their potentials, and in articulating alternatives to violence-prone activities such as gang membership and also helping prevent migration;
- gender equality, promoting women's rights as well as educational and development opportunities as a vehicle to empowerment; with attention also to awareness-building on reducing gender violence;
- strengthening education systems, especially at the secondary level, including through teacher training, capacity-building in educational planning, management and budgeting; developing adult education initiatives;
- on HIV/AIDS, collaborating with Member States in the subregion in the development of their preventive education and information programmes, including capacity-building for teachers;

- capacity-building in meeting the challenge of climate change, with a particular emphasis on networking, and implementation of sustainable development policies in the fields of water, ecological and earth sciences;
- natural resources management with links to sustainable development practices in the management of ecosystems;
- culture and development: The three projects under the MDG-F have the potential to give impetus to the cultural aspects of development being reflected more strongly in the UNDAFs;
- promoting the tangible and intangible world heritage;
- promotion of good governance and citizen participation, especially through the development of online services and alternative digital.

Costa Rica

18. In Costa Rica, the San José Office has worked closely with the government's initiatives to strengthen the education system through more teacher training, management reform including a focus on decentralization and efforts to increase educational opportunities for women. These activities tied in with the UNDAF expected result of strengthening the capacity of public institutions and the area of priority dealing with sustainable and equitable human development. Other key areas where UNESCO is collaborating with the Ministry of Public Education include strengthening education in the areas of ethics, aesthetics and citizenship, reduction of inequalities in access to education, and monitoring and evaluation of the impact of training activities on the quality of education.

19. The CI and ED units, in an example of intersectoral collaboration, are working with the Ministry of Public Education on its policies for HIV/AIDS, including the development of a website that incorporated spaces for youth to communicate with their peers.

20. Under the UNDAF objective of promoting citizen participation, the San José Office supported activities by the NGO Instituto de Prensa y Libertad de Expresión (IPLEX) on public access to information, and also provided training to communication professionals on the concept of public journalism. Capacity-building activities involving community radios, in association with the Instituto Costarricense de Enseñanza Radiofónica (ICER), also served to promote citizen participation and access to information.

21. The science unit participated in the organization of several workshops promoting networking and technical capacity-building for management of biosphere reserves and integrated management of water resources and also promoted coordination among the countries of the subregion for the sustainable development of transboundary aquifers and biosphere reserves.

22. SJO's culture unit has played one of the leading roles in the development and implementation of the MDGF project "Intercultural policies for social inclusion and generation of opportunities". This project, which began execution in the second half of 2008, seeks to empower rural and marginalized urban communities in relation to their cultural expressions and rights, as well as to provide capacity-building in the management of cultural resources. The project also seeks to build institutional capacity in the management of cultural policies. The project represents a main area where SJO is working closely with the other United Nations partners, UNDP, UNICEF, WHO and FAO, and its activities will focus on meeting the results of the UNDAF priority area of reinforcing sociocultural practices that promote respect for human rights, non-discrimination and cultural and ethnic diversity.

23. The San José Office's involvement in the drafting of project documents for the MDG-F thematic windows on youth, employment and migration and on conflict resolution and peace-

building provided a further opportunity for strengthening relations with the UNCT and with the collaborating government ministries, notably planning, education, labour, justice and culture and youth. The proposed activities for these windows are intersectoral, concerning SHS, ED and CI. As mandated by the United Nations, both projects will have strong gender components and address the Millennium Development Goal of promoting gender equality and the empowerment of women. Our contribution to both projects will place major emphasis on youth development, particularly in the areas of formal and non-formal educational opportunities, training in the uses of media and ICTs (including using ICTs for online training in learning a second language), and training of youth in leadership and conflict resolution techniques.

El Salvador

24. El Salvador was the first of three countries in which the San José Office, with SHS as the lead unit, implemented a project on youth development and prevention of violence that was supported by Japanese Funds-in-Trust. The other two countries are Honduras and Nicaragua. Many of the project activities took place in El Salvador's youth development centres (*Centros Integrales de Desarrollo Juvenil*), and involved young people at risk of becoming involved with youth gangs. The youth development project contributed to three priority areas of the UNDAF for El Salvador: investment in human and social capital, economic development and achieving the Millennium Development Goals, and democratic governance, particularly for the latter in the areas of promoting citizen security and capacity-building for the prevention of violence.

25. The project activities carried out in 2008 included training workshops on gender and on culture of peace and tolerance, and training in small business development, "Make Your Business a Reality," that also awarded prizes for the best concepts developed by youth entrepreneurs. The project organized leadership workshops for youth, teachers and parents on the management of conflicts that were based on training modules in conflict resolution developed by UNESCO's Regional Office for Education in Latin America and the Caribbean.

26. Participating youth received training in the uses of media and digital technologies through workshops on radio programming, on writing for the press and on video documentary production. German Cooperation, GTZ, gave additional support to documentary workshops by purchasing digital video cameras, and the Secretariat for Youth and the Universidad Centroamericana José Cañas also collaborated with UNESCO in the organization of the media workshops.

27. In follow-up to this project, the San José Office is preparing, in consultation with the Ministry of Education and the Secretariat for Youth, a project proposal on education for the prevention of violence that will be submitted for extrabudgetary financing. The planned project will be intersectoral, involving the ED, SHS and CI units.

28. The San José Office provided technical advice to the education ministry on matters relating to teacher training, curriculum development and planning. The Mexico Office also provided technical assistance in the area of educational budgeting. El Salvador was one of the countries covered in the study carried out by OREALC, with additional support from SJO, on the cost of illiteracy (*Costo de No-Alfabetizar*) and was included in the subregional study on *Education, Human Rights, Culture of Peace and Democratic Living Together*.

29. El Salvador hosted the 10th Water Information Summit (WIS-10) and Central American Water Forum which took place in June 2008, and El Salvador will also host the 2009 IberoMAB meeting promoting international cooperation in the management of biosphere reserves. The country is participating in the development of the Mesoamerican network of biosphere reserves. These activities fall under the UNDAF area of sustainable management of the environment.

Honduras

30. In 2008, the San José Office began implementing in Honduras its second Japanese FIT project on youth development and preventing violence, with SHS as the lead sector but also with technical contributions from the CI and ED units. The First Lady of Honduras presided over the project's inaugural ceremony and the President's Programme for Honduran Youth will be cooperating with UNESCO in its implementation. The two-year project's activities last year included the establishing of a network of partner Honduran institutions that would collaborate in the planning and execution of the project's activities, selecting the local community coordinators as well as planning its workshops on promoting youth entrepreneurship. UNESCO's Brasilia Office is working with the project on the implementation of workshops to introduce the Open Schools/Open Spaces concept that that office has promoted successfully in Brazil. This youth development project also addresses several key areas of the UNDAF, such as investment in human resources and democratic governance, particularly the areas of promoting citizen participation and improving security.

31. Also in support of democratic governance, and to improve the capacity of the media to promote debate on public policies, the CI unit financed a workshop to train community media practitioners in the concept of "Medios de Intermediación" that involves going beyond news reporting and taking a more active role in leading public discussion and resolving conflicts.

32. In the area of education, SJO carried out activities towards achieving the MDG of education for all and the UNDAF objective of providing "equal and universal access to formal, non-formal and cultural educational services". The education unit worked closely with the government in the formulation of national policies on basic education and literacy, including education for adults and out-of-school youth. The unit also provided technical input to the evaluation of the national literacy programme. Honduras also participated in a subregional study on education, human rights, culture of peace and democracy and in subregional seminars on teacher training.

33. Honduras is one of the three countries in which the San José Office is participating in the Spanish MDG-F joint programmes on culture and development. The three-year project, "Creativity and Cultural Identity for Local Development", began operating in 2008 with the aim of identifying the cultural resources of the country in order to transform them into assets for development.

34. Honduras is also one of four countries covered in the project financed by Japanese Funds-in-Trust to preserve and revitalize the Garifuna culture of Afro-descendants living on the Caribbean coast, and to promote the transmission of Garifuna cultural expressions from one generation to the next. The language, dance and music of the Garifuna were included in 2001 in UNESCO's List of the Intangible Cultural Heritage.

35. The culture unit promoted the development of educational materials on slavery's impact on the history and culture of Honduras as well as organizing an international symposium on "Slavery, Citizenship and Memory". The Office also carried out activities to strengthen the capacities of anthropological and historical museums to preserve their collections and improve their management, and to work more closely with communities on promoting more use of the museums' facilities by local residents. These cultural activities contributed to the UNDAF objective of improving access to cultural educational services under the priority of investing in human resources.

36. In the area of science, SJO's science unit helped carry out activities on capacity-building for sustainable management of biosphere reserves. The office is supporting initiatives to establish new biosphere reserves in Honduras including transboundary reserves with Nicaragua, El Salvador and Guatemala, and is involving Honduras in the development of a Mesoamerican network of biosphere reserves.

Nicaragua

37. The San José Office is active in Nicaragua in three joint programming projects funded by the Spanish MDG Fund: on climate change, on water and sanitation under the economic governance window, and on culture and development. The climate change project began execution in the last quarter of 2008, while the other two will begin execution in early 2009. These MDG-F projects all have a duration of three years and will be a significant mode of UNESCO's cooperation with Nicaragua during that span. The climate change project will focus its activities on the Bosawas Biosphere Reserve, while the water and sanitation and the culture and development projects will be carried out in the northern and southern regional autonomous zones of the Atlantic coast, known respectively as the RAAN and the RAAS.

38. The MDG-F projects address UNDAF areas such as democratic governance, guaranteeing social rights, reducing inequality, promoting cultural identity, environment preservation, strengthening institutions and citizen participation.

39. The Office took an intersectoral approach to planning its activities under the MDG-F thematic windows. SC and CI will be working together on the projects for climate change and water and sanitation, while the project on culture and development will include activities requiring technical inputs from ED and CI. Just as importantly, these MDG-F projects provide opportunities for SJO to build closer relationships with its United Nations system partners in the three MDG-F projects as well as with the relevant government ministries and agencies involved in their execution.

40. As in other countries in the subregion, SJO helped implement workshops on the sustainable management of natural resources and biosphere reserves, as well as promoting transboundary cooperation concerning aquifers and conservation of biodiversity. Nicaragua is also taking part in activities of the Local and Indigenous Knowledge Systems programme (LINKS), with the participation of Mayangna communities and including the publication of the book *Conocimientos del Pueblo Mayangna sobre la Convivencia del Hombre y la Naturaleza: Peces y Tortugas*.

41. SJO is working closely with the Ministry of Education on the reform of secondary education and this consultation will continue in 2009. The Office organized teacher training activities that included curriculum development, stress management issues and also uses of ICTs in education. These activities are contributing to an overall initiative by the government to improve the quality of education. The Office also included Nicaragua in the subregional study on *Education, Human Rights, Culture of Peace and Democratic Living Together*.

42. Nicaragua is one of the three countries in which SJO is implementing with Japanese Funds-in-Trust a project on youth development and prevention of violence. Under the leadership of the social sciences unit, last year the project carried out workshops on cultural activities such as theatre for young people and on risk management and management of conflict aimed at family and school counsellors. The project will continue in 2009 and include activities involving training of youth in the uses of digital media for the production of their own radio and video programming.

43. As part of UNDAF-related activities to strengthen institutions and public administration, the CI unit organized with Nicaragua's National Council for Science and Technology a seminar for government offices on the concept of interoperability in IT systems.

44. The Nicaraguan Government, through its GOBeNIC initiative, has made a major commitment to the development of e-government in both the areas of public administration and in the provision of information and transactional services. The workshop on interoperability was designed to present the concept that for electronic information systems to have maximum impact, both internally and in providing information access to the public, they have to be interoperable not only in their technology and software, but also in terms of their syntax and definition of terms for the purposes of creating commands, archives, databases, etc. In addition, there must be organizational interoperability in terms of identified goals, terminologies, uses, etc. of these

systems. Interoperability also means that all the e-government systems are standardized and harmonized in terms of security and privacy protections, as well as in their policies in these areas and in the area of transparency.

45. Nicaragua is another of the four countries participating in the Japanese FIT project on the language, music and dance of the Garifuna culture concentrated in Nicaragua on its southern Atlantic coast. The culture unit is also working with the National Institute of Culture and the National Commission on another Japanese-funded project to safeguard the El Gueguense, a traditional street theatre incorporating dance, music and masked costumes that in 2005 was proclaimed part of the intangible cultural heritage. The El Gueguense project seeks to promote the value of this cultural tradition, particularly among the young, and renew community interest and participation as well as document it for future generations.

46. The Garifuna and El Gueguense projects are also example of how extrabudgetary projects can contribute to the results of the UNDAF, in this case the guarantee of rights including the inclusion of cultural practices in public policies.

Panama

47. The ED unit worked closely with the Panama on developing a methodology for its programme to end adult illiteracy that included recommendations for monitoring implementation and measuring results. Follow-up cooperation in this literacy drive will be a key component in 2009 of San José's cooperation with Panama.

48. The UNFPA office in Panama and SJO signed in 2008 an MoU for joint activities on education for the prevention of HIV/AIDS, such as the modernization of the website of the National Council for Youth (CONJUPA) and the development of an electronic bulletin with information on sexual and reproductive rights, HIV/AIDS, leadership themes and citizen participation. The MoU also included working with the Public Defender on developing guidelines for protecting the rights of those with HIV/AIDS and preventing discrimination against them. The CI and ED units contributed funding to this UNESCO-UNFPA cooperation.

49. Panama is participating in a series of studies on the mental stress faced by teachers with a view to making recommendations on improving their working conditions. The studies are a collaboration between SJO and the LAC Regional Office for Education.

50. The project document on conflict resolution and peace-building, as in Costa Rica, was a joint effort involving San José's CI, ED and SHS units with United Nations partners and the Panamanian Ministries of Justice, Education, and Social Development. The project will focus on youth in trouble with the law, preventing violence including gender violence, and on training in conflict resolution and on human rights issues in law enforcement.

51. As part of its series of workshops on e-government and the concept of interoperability, the CI unit, in conjunction with the Panama Canal Authority and the UNESCO Chair in Communication at the Universidad Especializada de la Américas, organized a training seminar for IT specialists that examined state of development of e-government services in Panama, shared best practices and made recommendations for improving government policies. The recommendations from the workshop will form the basis for follow-up activities in 2009 under the UNDAF objectives governance and modernization of the State, as well as contribute to Major Programme V's MLA 3 of promoting universal access to information.

52. The culture unit carried out a workshop on Tools for the Design of Cultural Indicators, which focused on developing a methodology for measuring how cultural activities contribute to Panama's economic growth. The seminar was part of a subregional project in this area, and the Office will present the results at the meeting on cultural indicators that SJO and UIS are organizing in early 2009 in San José.

53. Panama participated in global and regional events such as the Third World Congress on Biosphere Reserves and meetings of the IberoMAB network, which promoted best practices for the sustainable management of biosphere reserves. Further technical capacity-building for the sustainable management of natural resources will be a key component of the SC unit's planned activities for 2009.

UNESCO Office in Santiago

1. Progress thus far:

- strengthened inter-agency coordination (executive, operational and programmatic);
- progress in implementing the UNDAF;
- support given to development and dissemination of Second National Report on the Achievement of the MDGs.

UNESCO and UNDAF process

2. The Regional Bureau has undertaken technical support activities, jointly with United Nations agencies, through the development of joint programmes within UNDAF. The three main areas of collaboration have been:

- Inter-agency Working Group (IWG) on MDGs;
- IWG on Indigenous Peoples and Human Rights;
- IWG on HIV/AIDS.

3. UNESCO Santiago also leads the recently constituted Thematic Working Group on Education with the participation of UNDP, ECLAC and UNICEF, with the following aims:

1. to formulate and coordinate the response of the United Nations system to the requirements of the Ministry of Education, Universities, teachers and other education actors in Chile;
2. to prepare research and studies to guide the public policy in education in Chile.

Joint activities

4. In Chile, led by UNFPA, UNESCO has joined the United Nations Inter-Agency Task Force on strategies to reduce violence against women. Other agencies are WHO and UNDP. IATF aims to implement joint programming on violence against women in 10 countries (Chile is one of them). IATF is in the process of publishing the first Baseline Assessment on Violence against Women in Chile (April 2009).

5. Regionally, in collaboration with ECLAC and EuroSociAL (technical cooperation programme of the European Commission to support social cohesion in Latin America), UNESCO Santiago is also contributing to a study on "Good Practices in Education Budgets" in three countries: Chile, Argentina and Costa Rica. This is part of a major study on the "cost of illiteracy" developed within the framework of the PRELAC; it represents a key priority area in the context of the economic crisis.

Indigenous dialogue

6. A major theme of the UNCT in 2008 has been the conflict with indigenous groups in Chile. This led to an agreement signed with the government to support the development of indigenous policy in Chile, for the 2008-2010 period.

7. The agreement concerns conflict reduction with a focus on human rights and development. Two projects have been prepared: the first has already been approved by the BCPR (Bureau for Conflict Prevention and Recovery, UNDP) “Supporting the development of indigenous policy in Chile” with a budget of \$578,000.

8. The second has also been approved by the MDG Spanish Fund “Strengthening national capacities for the prevention and management of intercultural conflict in Chile” with a budget of \$2.5 million. UNESCO participates in both projects. The implementation of the projects starts in early 2009.

9. Training for United Nations staff and government personnel has also been conducted in social dialogue and conflict prevention with support from BCPR.

10. After the ratification of the ILO Convention 169 by Chile on 15 September 2008, nine workshops have been conducted for indigenous leaders and government officials in as many regions of Chile, on the implementation of the Convention.

UNDAF and MDGs

11. The preparation and dissemination of the “Second National Report on MDGs” was a salient result of the UNCT in 2008. The report incorporates the human rights perspective in the analysis and indicators, and it identifies the gaps existing in the progress towards MDGs. It also includes a chapter on qualitative information on Goal 8. Regional seminars were organized to launch the report, widely covered by the media.

Progress on UNDAF’s areas of cooperation

12. United Nations agencies in Chile have agreed to work in three areas for assistance in 2007-2010:

- Assistance Area 1: Reduce the economic, social, demographic, gender, territorial and ethnic inequities in the country;
- Assistance Area 2: Strengthen decentralization and local development;
- Assistance Area 3: Strengthen the participation of Chile in South-South Cooperation with Latin America, the Caribbean and other developing countries.

13. For area 2, the UNCT created an Inter-Agency Group on Local Development and the MDGs which implemented the joint project “Support to Reform Process for Municipal Achievement of the MDGs” with participation of the Undersecretary for Regional Development (SUBDERE) and the Chilean Association of Municipalities (ACHM), UNDP, FAO, IOM, PAHO, ILO, UNESCO and UNICEF.

14. The project sought to strengthen the capacities of municipalities and prepare them for new responsibilities within a process of municipal reform towards achieving the MDGs in Chile.

15. In 2008 three documents were developed based on territorial equity (fairness and equality framework, framework for participation and citizenship, and framework on equity and territory). Likewise, 30 public hearings on municipal reform were organized and a new system of training on municipal experiences set in place.

16. In area 3, the UNCT established close relations with the Chilean International Cooperation Agency (AGCI). This institution signed the Joint Project “Support South-South Cooperation between Chile and Latin America, the Caribbean and Other Developing Countries” amounting to \$422,480. The main activity carried out under the project has been a Regional Seminar for South-South Cooperation in November 2008 with the participation of 50 persons responsible for

international cooperation in 17 countries in LAC. The meeting identified challenges of the region, priority areas and modalities for implementation of South-South cooperation.

EUROPE AND NORTH AMERICA

UNESCO Office in Moscow

1. The Moscow Office has embarked on its office strategy which aims at quality programme delivery in cluster countries in terms of accountability, effectiveness and visibility. The main elements of this strategy are: (i) a gradual shift towards coherent and consolidated demand-driven country-based programmes, while preserving regional and subregional activities; (ii) focus on a limited number of well-selected programme priority areas, in line with the UNESCO Medium-Term Strategy; (iii) strengthened cooperation with other United Nations agencies in the cluster countries; and (iv) strong partnerships in the cluster countries in order to achieve more visible and tangible impact in the cluster countries.

Armenia

2. In order to harmonize and coordinate actions at country level with other United Nations agencies, in the context of the United Nations reform process, and the provision of a better country-level perspective on UNESCO's programme activities and UNESCO's contribution to the country's development, UNESCO has developed the UNESCO Country Programming Document for Armenia on the basis of the current United Nations Development Assistance Framework, the National Development Priorities and UNESCO's comparative advantages.

3. The Government of Armenia has been actively engaged in this exercise; the UCPD was signed in March 2008 by the Minister for Foreign Affairs, UNESCO and the UNRC, Armenia. For the next two years the focus of UNESCO's activities will mainly be on advocacy, capacity-building, research, policy dialogue and the provision of technical assistance in partnership with United Nations sister agencies and other organizations in the area of UNESCO's competence: education, science, culture, communication and information.

4. In pursuance of the UCPD, UNESCO made upstream interventions for policy reform in science, technology and innovation through the expert recommendations to the government.

5. UNESCO has also been actively involved in the development of project proposals and partnerships with other United Nations agencies to further address the linkages between culture, tourism and craft industries.

6. UNESCO has prepared the UNESCO National Education Support Strategy (UNESS) which was submitted to the Ministry of Education for their review and final approval.

7. Within the framework of the International Programme for the Development of Communication (IPDC), UNESCO implemented a project which aimed to establish a direct television communication link between the Lori region and the capital in order to promote free, independent and pluralistic media in the region through capacity-building technical assistance.

8. UNESCO participated regularly in all steps of the new UNDAF (2010-2014) process. The priority areas agreed with the National Commission have been integrated into the six UNDAF outcome groups: enable economic opportunities, healthcare, social services, democratic governance, human rights, environmental issues and crisis management. UNESCO took active part in the work of the technical working groups set up within the UNCT, notably those dealing with social services, environment, and economic opportunities with focus on cultural tourism.

9. It should be noted that 2008 was marked by an increased integration of UNESCO activities in Armenia with the wider United Nations activities.

Azerbaijan

10. The United Nations Team in Azerbaijan is advocating for the development of Azerbaijan based on converting the country's "black gold" (oil) into "human gold" (improved human capital). It is committed to bringing knowledge, experience and resources to help the Azerbaijani people to build a better life in partnership with the government and the international community for the achievement of the Millennium Development Goals.

11. The principal area of activity in Azerbaijan consists in providing support for quality education, in particular in relation to improving literacy and vocational and technical education.

12. With regard to the UNDAF, the Government of Azerbaijan has requested that the new cycle of UNDAF roll-out be postponed until 2009 due to the upcoming presidential elections. UNESCO has intensified its efforts to build a higher profile within UNCT, through more active participation in the UNDAF review and preparation process.

Belarus

13. According to the UNCT Joint Results Matrix (2006-2010 programme cycle), HIV and AIDS prevention, migration management and environmental protection are the most relevant areas to UNESCO activities in Belarus.

14. Within the framework of HIV and AIDS prevention, UNESCO, in close cooperation with the Academy of Post-Diploma Education, has developed a concept paper on HIV and AIDS prevention education, which was officially approved by the Ministry of Education.

15. In the field of environmental protection, UNESCO continued its support to the establishment of a trans-boundary biosphere reserve in the Polesy area.

Moldova

16. In 2008, special efforts were made to align UNESCO Moscow programme activities with the national development goals, as expressed in the UNDAF document and other strategies. Following up the initiative, in elaboration of the UCPD for Moldova, the UCPD document will be finalized in May 2009.

17. UNESCO has been providing support, in close cooperation with UNICEF, to the Ministry of Education and Youth for the EFA-Fast Track initiative and improvement of pre-school education services. In 2008, EFA/FTI Country Adviser funded by UNESCO/UNICEF was actively involved in providing guidance and assistance to the MoE during the implementation of the EFA/FTI grant while ensuring the institutionalization of community centres along with kindergartens.

18. It is worth mentioning that UNESCO has played a key role, through the provision of expert assistance, in the harmonization of education legislation as well as through the provision of technical support for the international fora for education and science, in preparation of a new Code of Education, subsequently approved by the Government of Moldova in December 2008.

Russian Federation

19. In 2008 the United Nations agencies, including UNESCO, continued aligning the United Nations-Russian Federation joint efforts towards achieving the national development plans through flexible coordination mechanisms such as regular thematic and working groups, as well as the formation of an ad hoc group on demographic issues – all reflecting United Nations attention to areas which the government views as its priorities.

20. UNESCO is an active member of the following thematic and working groups: Security Management, Communication, Operational Management, AIDS, Youth, Disabled people and the Arctic.

21. One of the United Nations joint activities was the preparation of a policy report on “Demographic policy in Russia: from reflection to action”. Importantly, it showed how demographic policy is linked to a broader social policy. It demonstrates the deleterious consequences of leaving demographics unaddressed in social policy. Furthermore, it identified concrete tasks for different levels of implementation of demographic policy (federal, regional, and local). UNESCO Moscow Office provided financial and consultative support for this project.

22. UNESCO has been actively involved in the preparation of the Joint United Nations Programme of Support on AIDS in the Russian Federation for 2009-2010, which for the first time unites the work of all United Nations agencies under a common framework that directly supports the efforts of our national partners.

23. On the United Nations operational front, following a serious negotiations process, the United Nations in the Russian Federation managed to finalize the optimum space distribution and costing arrangements of the United Nations House in Moscow. Starting December 2008 it will accommodate 10 United Nations agencies. However, UNESCO Office in Moscow has been provided a stand-alone office building. In addition, substantial financial support was received from the Government of the Russian Federation for its maintenance.

UNESCO Office in Venice

1. The activities of the Office benefit countries in South-East Europe (SEE) as well as other European Union and non-European Union countries in Central Europe and the Mediterranean, (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, FYR of Macedonia, Greece, Hungary, Malta, Moldova, Montenegro, Romania, Serbia, Slovakia, Slovenia and Turkey).

2. The cooperation was occasionally extended to selected Eastern European countries since there are fields where Eastern European countries cooperate with SEE or upon the specific request of the UNCT (Ukraine).

3. The Venice Office’s strong representation in SEE (number of activities as well as frequent missions) has been strengthened with the establishment of an Antenna Office in Bosnia and Herzegovina and two Project Culture Antennas in Albania and Turkey (to be fully operational by beginning 2009) thus permitting BRESCE to actively participate in the joint United Nations initiatives at the country level.

Overall assessment – One United Nations, UNDAF and joint programmes

4. During 2008 BRESCE has been oriented towards a major shift from stand-alone UNESCO sectoral activities to increased Office programme activities connected to the United Nations reform processes.

5. The Director-General approved the procedures the BRESCE recommended to him on 6 June 2008, for the planning, execution and reporting on UNDAF/CCA (United Nations Development Assistance Framework – Common Country Assessment), the One United Nations pilot Albania, the Spain-UNDP Millennium Development Goals Achievement Fund (MDG-F) and the special United Nations Human Security Trust Fund (UNHSTF) projects.

6. DIR/BRESCE has been appointed as coordinator for UNESCO’s participation in the One United Nations pilot Albania and four UNDAF 2008 roll-out countries: Bosnia and Herzegovina, FYR of Macedonia and Serbia. In addition, the Office in Venice was requested to provide support to CEPES for UNDAF in Romania. Lately, during the course of 2008, BRESCE was also requested to participate in the mid-term review of UNDAF Ukraine.

7. At the strategic level DIR/BRESCE is representing UNESCO and is responsible for all activities related to One United Nations, UNDAF, MDG-F and all other joint programmes at the country level. The Director is assisted by an Operations Coordination Officer (CO) and by the Administrative Officer (AO) in the overall coordination.

8. In order to guarantee UNESCO's proper involvement in these processes and ensure full participation in the United Nations Country Team activities, including programme development and early action planning, Focal Points have been appointed for each UNDAF 2008 roll-out country, as well as for each Thematic Working Group for UNDAFs and One United Nations Programme in Albania.

9. For the implementation of the Joint Programmes (JPs), BRESCE Project Officers, responsible for the development and implementation of each project, have been appointed. They operate and report directly to the Director of BRESCE, keeping the Senior Programme Specialists informed. For Albania and Turkey they will be assisted by an ALD/NOA operating in the newly established Culture Project Antenna.

10. In order to ensure the consultation and involvement of National Commissions for UNESCO in the United Nations reform process in the region, BRESCE continued to organize cooperative meetings with the National Commissions for UNESCO, their committees and related bodies (Chairs, institutes, Clubs, etc.) that constitute an invaluable asset for UNESCO. This represents an essential policy direction in strengthening the relations with and within SEE Member States.

11. To enable the Bureau to play its role of UNESCO coordinator, UNESCO has allotted, to date, an amount of \$47,000 for UNDAF 2008 roll-out countries and \$15,000 for One United Nations Albania from the funds foreseen in the regular budget of BFC (Bureau for Field Coordination) under an activity entitled: "Timely reinforcement of field offices involved in joint United Nations initiatives at country level". In addition, \$25,000 were received from the regular budget of BSP, under the 2% modality foreseen for the support of programme activities.

12. All the above elements should be perceived as an important UNESCO contribution to the United Nations reform process, as well as to the normative and standard-setting initiatives of the common United Nations exercise at country as well as subregional levels. The processes in SEE are strengthening the inter-agency cooperation, the harmonization of business practices, and more effective use of resources, which result higher visibility of UNESCO and its programmes.

13. The process furthermore requests more integrated and intersectoral actions and new internal structures and procedures of UNESCO. It calls for more transparency and flexibility in order to respond to the accelerated development process and the EU accession of the SEE countries.

Albania

14. The One United Nations process was formally launched with the participation of the Prime Minister of Albania and the UNDG Chair. The ceremony was attended by the Office.

15. The One United Nations Programme was signed by the Prime Minister and the United Nations RC and officially launched on 24 October 2007.

16. Twelve agencies, funds and programmes participated in the One United Nations Programme. These are – UNICEF, UNFPA, UNDP, UNIFEM, UNV, UNAIDS, WHO, UNHCR and non-resident agencies ILO, FAO, UNEP and UNESCO.

17. Since the current UNDAF only started in January 2006, the UNCT decided to build on the priority areas identified therein. The following four areas were identified from the existing UNDAF outcome areas:

- more transparent and accountable government;

- greater participation in policy- and decision-making;
- increased access to quality basic services;
- regional development.

Important cross-cutting areas for United Nations system support are capacity development, scaling up work on gender equality and strengthening the United Nations role in environment in response to national priorities.

18. The One United Nations Programme for Albania covers the period 2007-2010 and is a country programme action plan document. The team agreed that the existing agency agreements with the government, cost-sharing agreements for current projects and programmes, work plans, etc. will not be superseded by the One United Nations Programme.

19. In 2008, UNESCO contributed to the implementation of the One United Nations Programme activities in the field of culture, science and education as follows:

- DEVELOPMENT GOAL 1: MORE TRANSPARENT AND ACCOUNTABLE GOVERNANCE

OUTCOME 1.1: National institutions and public sector able to respond to the requirements of the EU Accession process, including implementation of the IPS.

UNESCO activity: “Enhancing the quality of science, higher education and innovation governance in Albania through evidence-based decision-making tools” aiming at contributing to the elaboration of the national science strategy and to the reform of the university and education system as well as to the organization of a workshop on statistics. This project benefited from a financial contribution (\$25,000) from the One United Nations Coherence Fund in Albania.

OUTCOME 1.3: Government adopts economic policy, regulatory and institutional frameworks that promote pro-poor growth, socially inclusive legal and economic empowerment.

UNESCO activities: BRESCE contributed to this component with its own ongoing extrabudgetary projects: (i) capacity-building for preservation and restoration of cultural heritage of the Republic of Albania (FiT UNESCO-Italy); (ii) restoration of the historical centre of Gjirokastra in Albania (FiT UNESCO-Albania); and (iii) safeguarding Albanian folk Iso-polyphony – a UNESCO Masterpiece of the Oral and Intangible Heritage of Humanity (FiT UNESCO-Japan).

UNESCO-UNDP Joint Project in Culture and Development financed under the Spain-UNDP MDG Achievement Fund, “*Heritage and Culture for Social and Economic Development*”. The execution of this programme was formulated as a partnership between UNDP and UNESCO, in close consultation with the Ministry of Tourism, Culture, Youth and Sports (MoTCYS) and the Ministry of Foreign Affairs (MFA), to ensure consistency with government priorities and sectoral strategies. This programme will help national stakeholders – particularly the MoTCYS, the MoFA, the Ministry of Education (MoEd), the Institute of Cultural Monuments (IoCM), the National Tourism Organization (NTO), as well as local/regional governments, universities and civil society organizations (CSOs) – to strengthen their capacities in the fields of culture and development and to better articulate Albania’s cultural identity and heritage in the promotion of the country’s image abroad. Funded by the Spanish MDG Achievement Fund for Culture and Development, this joint programme will focus in particular on such transformative activities as: the conversion of the National History Museum into a modern cultural institution; protection of and access to two of the country’s most important archaeological parks, Apollonia and Antigonea; strengthening the capacities

of state employees and other culture professionals to manage, preserve and present Albania's cultural heritage; demonstrating the viability of new economic opportunities through cultural tourism in Gjirokastra and Berat; strengthening of national policies to safeguard Albania's cultural heritage and developing new national capacities to promote a more accurate image of Albania's culture abroad. The Programme Management Unit (PMU) has been completed and is presently located in premises rented by the CO previously. The Final Draft Annual Work Plan for Year One has been finalized.

- DEVELOPMENT GOAL 3: INCREASED AND MORE EQUITABLE ACCESS TO QUALITY BASIC SERVICES

OUTCOME 3.2: Institutional framework for education in place that promotes inclusive quality education for all children.

UNESCO Activity: "Promoting quality education for all: Human Rights and Democracy Education in Albania". This FiT project financed by Italy has been concluded mid 2008.

20. UNESCO fully participated in and actively contributed to the finalization and implementation of a Joint Communications Strategy for the One United Nations Programme as well as in the preparation of the Working Principles and Accountability Framework for UNCT Albania.

21. Following the decision of its Director-General, UNESCO has established a BRESCE Culture Project Antenna in Albania for the period of implementation of the MDG-F Joint Project under the Culture and Development Programme, by appointing a resident staff member in order to represent UNESCO's interests. Considering the fact that UNESCO is NRA in Albania, its role is important, in order to guarantee the quality of the joint programme implementation and to enhance cooperation with the national institutions.

22. UNESCO has actively contributed to the One United Nations Programme Albania and the Director of BRESCE is a member of the Joint One United Nations Executive Committee, while other BRESCE staff participate in the One United Nations Technical Working Groups (in the fields of governance, participation, regional development, basic services and environment) to ensure UNESCO's cooperation at the strategic and operational levels.

23. UNESCO's presence and role in the One United Nations Framework Programme and MDG-F Joint Project demonstrate:

- that UNESCO has proved its capacity to be a credible and experienced partner among the United Nations agencies, despite the fact that it is not a resident agency. UNESCO acquired an important and recognized role in science and research governance, cultural heritage preservation and cultural tourism for which UNESCO has the leadership for implementation;
- the opportunity for an increased funding for programme activities;
- the government priority for ensuring environmental sustainability.

Bosnia and Herzegovina

24. In 2008, the Director-General of UNESCO decided to transform the Culture Project Office in Sarajevo into a permanent Antenna of the UNESCO Office in Venice – BRESCE, thus facilitating UNESCO participation in the CCA/UNDAF process. UNESCO has been a full member of the UNCT in Bosnia and Herzegovina for several years and is located in the United Nations House in Sarajevo. UNESCO has been involved in the drafting of the following documents:

- Draft CCA BiH 2008 Report;
- Stocktaking Reports of 27 March 2008.

25. UNESCO participated since the beginning in the UNDAF 2008 roll-out for Bosnia and Herzegovina, through its BRESCE Antenna Officer who attended both the UNCT Brainstorming Session (15-16 April 2008) and the Strategic Planning Retreat (7-9 October 2008). Participants at this workshop were Heads of agencies, national (government and CSO) and international partners, and United Nations programme staff who are involved in the CCA/UNDAF process. By the end of the workshop, the United Nations Country Team (UNCT) and the other participants had on the basis of the United Nations Common Country Analysis (CCA):

- (i) formulated potential United Nations Development Assistance Framework (UNDAF) outcomes;
- (ii) enhanced their knowledge and skills in the human rights-based approach (HRBA) and results-based management (RBM) methods needed to finalize the UNDAF results matrix;
- (iii) reviewed and validated the major national development problems and the comparative advantages of the UNCT as set out in the Common Country Analysis (CCA);
- (iv) translated these high priorities into potential UNDAF outcomes and, where possible, identified contributing agency outcomes and outputs based on RBM and HRBA tools and principles;
- (v) reviewed an action plan for finalization of the UNDAF that includes strategies to engage key stakeholders.

26. The final draft UNDAF for Bosnia and Herzegovina 2009-2014 has been prepared and circulated among the participating agencies. The consolidated comments of the PEER group of the UNDP Regional Office in Bratislava were received at the end of December 2008. The clarification to the comments raised, as well as the correction of the documents, is to be finalized by 21 January 2009. It is planned to submit the final UNDAF document to the Government during the first week of February 2009, in order to start the formal approval process by the Government that should be completed by the end of March 2009, at the latest. Major competences of UNESCO have been included into all four UNDAF pillars:

- (i) social inclusion;
- (ii) environment;
- (iii) economic governance;
- (iv) human security.

UNESCO is also involved in three joint projects for a total of \$2,167,184.

27. In addition to the CCA and UNDAF process UNESCO is, as part of UNCT actively involved in MDG Fund processes, financed by Spanish Government, and so far two joint projects were already approved:

- (a) *“Improving Cultural Understanding in Bosnia and Herzegovina”* for which a total amount of \$8 million is approved, of which the UNESCO component is \$1,790,289.63 or 22.38% of the total project approved. This joint programme provides a vehicle for enabling this change through strengthening cross-cultural understanding and dialogue. The joint programme aims to strengthen cross-cultural understanding by: (i) improving the cultural policy and legal framework; (ii) improving cross-cultural understanding; (iii) strengthening the cultural industries; and (iv) improving tolerance towards diversity. This will help build social cohesion, develop greater respect for an intercultural approach, and increase awareness of cultural commonalities. The BiH UNCT is supporting the government’s goal of creating a “strong, multi-ethnic democratic system”, and increasing cross-cultural understanding and tolerance will have a

significant, positive effect on the progress towards this goal. In addition, the joint programme outcomes and outputs are consistent with the first two UNDAF Outcomes: (1) Strengthened accountability and responsiveness of the government to proactive citizens and (2) Improved access to and quality of basic education, health, and social protection services. The programme was formulated as a partnership between UNDP, UNICEF and UNESCO, in close collaboration with the State-level Ministry of Civil Affairs, Entity Ministries of Culture and of Education, as well as other institutions responsible for education and culture. The Spanish Embassy, the Council of Europe (culture and education), the OSCE and the EC Delegation were also closely involved in the programme formulation. The relevant MDGs that are being primarily targeted are MDGs 1 and 8, with relevance in education sector work to MDGs 2 and 3. The programme builds on existing efforts by the UNCT BiH in the areas of protecting and revaluing cultural heritage, inter-ethnic dialogue, tolerance-building in education, and human rights-based approaches to programming, including social inclusion. Programme formulation focused on identifying the strengths and comparative advantages of the United Nations agencies and ensuring strong links with existing programmes, including those managed by other donors. This not only helped with coordination, but will also help to assure sustainability.

- (b) *“Mainstreaming environmental governance: linking local and national action in B&H”* under the Environment and Climate change Programme. The total amount approved for this JP is \$5,499,863, of which the UNESCO component is \$150,000 or 3% of the total approved amount. The proposed joint programme is designed to address and overcome the significant barriers faced in effectively delivering environmental services and management at the local level in Bosnia and Herzegovina. This requires a multi-level approach integrating responsive local government, improved local delivery, and national level process development, reflected in the three programme outcomes:

- improved local level environmental planning;
- enhanced management of environmental resources and delivery of environmental services; and
- increased national environmental awareness and action, localizing and achieving the MDGs.

28. The proposed programme is going to be jointly implemented by FAO, UNDP, UNEP, UNESCO and UNV, and will address and overcome barriers to deliver environmental services and management at the local level in Bosnia and Herzegovina.

29. In addition, UNESCO is implementing the Joint Programme financed by UNHSTF (United Nations Human Security Trust Fund) “Community Reconciliation through Poverty Reduction”. The total budget of this JP is \$2,286,269 of which the UNESCO component is \$300,000.) The project aims to promote community reconciliation, as it is necessary for a common future vision which envisages the development of the ethnic communities in the region, from which all communities will benefit in the short as well as in the long term. In order to ensure that cooperation is secured between the communities, it is essential that inter-community cooperation be assured. Cooperation will assist individuals, groups and communities as a whole to overcome fears, hostilities and misconceptions about those of different ethnic background by increasing interaction between them and breaking down ethno-nationalistic stereotypes.

30. Furthermore, UNESCO also participated in the elaboration of the Concept Note under the Window dedicated to Private Sector Development. Concept Note entitled “Sustainable growth for employment generation in Bosnia and Herzegovina”. The proposed budget for this Concept Note is \$70,630,144 of which the UNESCO component proposed is \$484,282 or 6.35% of the total budget. The proposed Joint Programme (JP) will address one of the country’s key priorities for economic

growth and employment generation, i.e. the development of its core economic and business competencies to tap market demands.

Serbia

31. The UNDAF preparation process started in June 2008 launched by a four-day UNDAF design workshop facilitated and supported by the UNSSC. UNESCO, through its Office in Venice-BRESCE, was asked to be part of that process, also due to its visibility in the country (especially in relation to the World Heritage sites), and actively participated in the UNDAF Design Workshop, which was held in Belgrade from 3 to 6 June 2008.

32. Serbia is a transition country, which is rapidly recovering from a decade of crisis and is proceeding with the reforms towards EU accession and joining the group of the middle income countries. Currently, Serbia is a potential candidate for EU membership. The new government, established in July 2008, sets an ambitious mid-term agenda with EU integration as an overarching theme.

33. The Country Analysis document further identifies GoS priorities, which are structured according to the criteria required to achieve the MDGs and which are relevant to the work and mandates of UNCT Serbia:

- (i) inclusive development – employment and labour, regional and rural development, gender equity;
- (ii) social responsibility – social welfare, education, health;
- (iii) governance and anti-corruption and the rule of law;
- (iv) human rights.

34. Due to a number of changed circumstances, the UNCT decided to postpone the finalization of the UNDAF document to 2009. A final draft CCA including most of the PSG comments has been circulated and will be considered as internal document, until UNDAF process gets reactivated.

35. Serbia is considered as one of the UNDAF roll-out countries for 2009, with the aim to be operational in this respect in 2011.

36. The UNCT has identified four key cross-cutting priorities for 2008-2009 that will form the basis for determining the priority areas for the next UNDAF 2010-2014:

- (i) *inclusive development*: the focus on inclusive development includes (a) vulnerable populations (i.e. people with disabilities, Roma, youth, IDPs and refugees, people living with HIV/AIDS and other vulnerable and marginalized individuals and groups), (b) processes and methodologies to address (i.e. rule of law, risk management, communication and advocacy), and (c) cross-cutting issues dealing with human rights, gender equality and EU integration process;
- (ii) *capacity development*: focusing on government institutions at local and national levels, crisis and disaster management, service delivery, strengthen government and civil society organizations, evidence-based policy development through partnership building, anti-corruption and rule of law;
- (iii) *regional/local development*: building local partnerships and increasing attention to local-level actions. Strengthen municipal capacities on service delivery, administrative and other service provision to their citizens;
- (iv) *policy development and advocacy*: support the formulation of the social and other policy frameworks, support the development of stronger social protection measures, building national ownership and national capacities. Public-private partnership

development as well as engagement in the field of corporate social responsibility and enhancing the process of social dialogue.

37. UNESCO-BRESCE's scientific activities in Serbia in 2008 aimed at mobilizing scientific knowledge and policy for sustainable development. In particular, by contributing to the integration of cultural and environmental heritage into territorial planning and building inclusive knowledge societies through information and communication, UNESCO-BRESCE can coach the adoption of shared visions and development strategies. By revitalizing traditional knowledge, establishing modern museum management, promoting intangible heritage, as well as biosphere reserves and World Heritage sites, UNESCO actively contributed to the creation of added values in culture and ecotourism.

38. Ongoing and future UNESCO-BRESCE actions in Serbia will, in fact, include activities on transboundary cooperation, shared river basins and ecosystem sustainability for the Drava-Mura corridor and the Sava River basin, as well as the capacity-building of stakeholders in the use of state-of-the-art spatial planning and territorial governance tools. As a contribution to the United Nations Decade of Education for Sustainable Development, activities also foresee utilizing biosphere reserves as learning places for sustainable development. UNESCO is fostering the adoption of integrated territorial management plans by the Serbian Government and encouraging cooperation with intergovernmental programmes (e.g. Man and the Biosphere (MAB) and the International Hydrological Programme (IHP)) as well as other relevant initiatives, such as the World Heritage Convention.

39. Other actions, promoted by UNESCO-BRESCE within a regional framework initiative in Serbia, are supporting science and the higher education system in its transformation process towards international standards and defining its role in the society. UNESCO-BRESCE fosters basic and engineering scientific networks and enhances opportunities for young people and women in the sciences. UNESCO-BRESCE is enhancing activities in the field of cultural diversity and intercultural dialogue to attain social cohesion, reconciliation and peace.

40. Activities related to the protection of tangible and intangible heritage are priority areas as well as providing management techniques and expertise. In cooperation with relevant ministries and institutions UNESCO-BRESCE has continued in 2008 to be actively involved in the protection, preservation and promotion of the cultural heritage of Serbia. Furthermore, UNESCO-BRESCE is currently implementing initiatives related to the safeguarding of cultural heritage in the region.

41. UNESCO participated in the 2008 United Nations Week in Serbia, which was primarily devoted to the Roma and minority issues. On that occasion, UNESCO also contributed to the preparation of a brochure, published both in Serbian and in English, aiming at raising the awareness of the civil society and of the other organizations on the activities that are currently carried out by the UNCT in the country.

42. Furthermore, UNESCO-BRESCE also participated in the elaboration of the Concept Note for the Window dedicated to "Private Sector and Development". The Concept Note entitled "Sustainable Tourism and Rural Development" was elaborated jointly by UNDP (lead), UNICEF, UNWTO as Resident FAO (non-resident), UNEP, UNIDO; UNESCO was requested to support UNWTO in the implementation of the part on tourism, related to World Heritage sites and biosphere reserves in the country.

The former Yugoslav Republic of Macedonia

43. The former Yugoslav Republic of Macedonia has made significant progress in its transition to democracy and to a functional market economy since its independence in 1991. Yet the achievement of equitable and sustainable development continues to be a challenge. The country is still recovering from the economic, political and social fallout of a prolonged transition.

44. European Union (EU) membership is the country's key target and the most certain path to achieving accelerated human development, and the EU accession has been at the core of the country's development agenda since the European Council granted it EU candidate status in December 2005. The EU accession agenda also acts as a social catalyst, enjoying wide support from the general population across ethnic and political divides.

45. The country's aspiration to EU accession has generated much momentum for political, economic and social reform, which is reinforced by the commitment to abide by the Millennium Declaration and achieve the Millennium Development Goals (MDGs). In that respect, the promotion of equitable and inclusive development based on human rights frames the future national development agenda. In pursuit of this agenda, the government has set an ambitious programme that seeks to underpin economic growth, improves living standards of all citizens, creates jobs, fights corruption, increases education opportunities, develops democracy and improves inter-ethnic relations.

46. UNESCO as a non-resident agency in The former Yugoslav Republic of Macedonia has been present since 1993 (United Nations admission) and more intensely since 2001, in the wake of the creation of the "Ohrid Framework Agreement".

47. The cooperation with the National Commission continued to be exemplary. Covering the full range of the UNESCO mandate, although understaffed, the Commission manages to transmit the Organization's message clearly and achieve significant results and visibility. The specific impact of this cooperation lies in the domain of intercultural and interreligious dialogue where The former Yugoslav Republic of Macedonia plays an important subregional role.

48. In 2008 the process of the 2010-2014 UNDAF roll-out started. Major competences of UNESCO have been included into the UNDAF three programme pillars:

- social inclusion
- local governance and territorial development
- environmental protection area/ UNDAF outcome

49. The particular focus of UNESCO (Venice Office) in 2008 has been placed on strengthening the cooperation with the UNCT. It was mainly focused on the development of the MDG-F Joint Project "Enhancing Inter-Ethnic Community Dialogue and Collaboration in FYR Macedonia" under the Conflict Prevention and Peace-Building window. The total amount requested for this JP is \$4 million, of which the UNESCO component is \$926,000.

50. Both exercises will be completed in 2009 and will enter the implementation phase. They significantly contributed to the capacity of the Venice Office in United Nations joint programming in SEE and country-oriented activities.

51. In this framework, the main objective of the Organization's cooperation with The former Yugoslav Republic of Macedonia continues to be the support to build institutional and strategic capacities for policy-making and implementation of the activities falling within the mandate and expertise of UNESCO.

52. The ongoing name dispute and absence of a final and satisfactory solution greatly influences domestic political, economic and social stage as well as the international image of The former Yugoslav Republic of Macedonia. Lack of such an element also has a negative impact on the efforts of the government to strengthen the Member State as a multicultural and multi-religious society.

Turkey

53. UNESCO has not yet been involved in the preparation of UNDAF roll-out scheduled for 2009. Since mid 2008 BRESCE was requested to implement the already approved United Nations Joint Programme “Alliances for Culture Tourism (ACT) in Eastern Anatolia”, financed by the UNDP-Spanish MDG Achievement Fund under Culture and Development and involving UNESCO, UNICEF, UNWTO and UNDP.

54. The Ministry of Foreign Affairs and the Ministry of Culture and Tourism of the Republic of Turkey signed the Joint Programme Document respectively on 16 and 18 June 2008.

55. Further to the decision of the UNESCO Director-General to strengthen UNESCO presence and staff capacities temporarily by establishing a Project Antenna to ensure solid implementation of approved projects in those countries where UNESCO is a non-resident agency, BRESCE initiated the procedure to recruit a National Professional Officer (ALD/NOA).

56. BRESCE enjoys good cooperation with the Turkish National Commission for UNESCO and requested its involvement in the selection of the National Antenna Project Officer as well as its assistance in order to locate the Culture Project Antenna working space within its premises. The Turkish National Commission decided not to get involved in this Joint Project. Therefore, Director/BRESCE negotiated with UNDP in order to locate the Antenna Office in the premises of UNDP or of the MDG-F JP. This will also ensure the involvement of UNESCO-BRESCE in the roll-out of UNDAF 2009.

57. The Programme was officially launched on 18 November 2008 in Ankara in the presence of the Secretary-General of the Turkish National Commission for UNESCO.

58. The United Nations Joint Programme (UNJP) “Alliance for Cultural Tourism in Eastern Anatolia” will mobilize the culture sector in Turkey’s Eastern Anatolia region. It will result in a model of participatory governance for strategic direction, prioritization and coordination of cultural heritage protection and cultural tourism delivery in Turkey’s less-developed regions in general and increased incomes for the people of Kars in particular where implementation will take place.

59. As such, the UNJP will contribute to the realization of Millennium Development Goal (MDG) 1, at a localized level by addressing Turkey’s regional development disparities. Specifically, the joint programme will develop the cultural tourism sector in Kars, contributing to social cohesion by recognizing pluralism and by reducing income disparities between the people of Kars and the rest of the country.

60. The UNJP will be geographically concentrated in the province of Kars in Turkey’s Eastern Anatolia region and on the country’s border with Georgia and Armenia. This region of Turkey is home to cultural and natural heritage. Kars, in particular, is home to the ancient city of Ani, which is one of the areas richest in medieval art and architecture. Mobilization of the culture sector in Turkey’s Eastern Anatolia region, and more specifically in Kars, is significant in terms of establishing good models for Turkey and, at the local level, management of tangible and intangible assets in a way which heeds the significance ascribed to such assets by multiple traditions and cultures, and which leverages them for sustainable local area development. The UNJP is based on lessons learned from prior programming in Turkey and relies on national ownership and coordination as guiding implementation strategies.

61. The UNJP will utilize the respective capacities of four United Nations agencies (UNDP, UNESCO, UNWTO and UNICEF) in coordination with the Ministry of Culture and Tourism of Turkey to implement the joint programme based upon existent national strategies, including the Ninth Development Plan (2007-2013), the government’s Tourism and Strategy Action Plan for 2007-2013 and the 2023 Tourism Strategy in mobilizing cultural values as a complementary asset for promotion of tourism.

62. The UNJP will ensure national ownership through the effective cohesion of programme outputs with the institutional set up of management of cultural policy and cultural tourism in the country and of programme targets with those of the relevant national authorities.

63. UNESCO's tasks and activities within the UNJP are mainly focused on enhancing the capacities of relevant stakeholders in the target area with regard to the identification, preservation and management of cultural heritage, in all its diverse forms of expression (both tangible and intangible). UNESCO's contribution will thus constitute the very basis on which other agencies' activities will be developed, with a view to promoting cultural assets as a means for sustainable development, intercultural dialogue, and the protection of cultural diversity.

64. The relevant budget code was activated and funds made available in December 2008. BRESCE is currently participating in the recruitment of the UNJP team, to be completed by end of January 2009. The first meeting of the Programme Management Committee and the UNJP's Inception Workshop are tentatively scheduled by mid-February 2009 (dates to be defined as yet). Meanwhile, BRESCE is defining the terms of reference for consultants and experts to be deployed for the implementation of activities scheduled in the first year of the programme. Related selection procedures will be activated by the end of January 2009.

Ukraine

65. UNESCO, through its Office in Venice (UNESCO-BRESCE) has been invited by the Ukraine UNCT to participate as non-resident agency in the UNDAF Mid-Term Review. BRESCE is presently defining possible actions to be proposed for the revised UNDAF documents, with special reference to the contribution of culture and science to the processes of institutional reform, civil society empowerment and alleviation of poverty.

66. BRESCE will reinforce the UNESCO involvement in Ukraine by actively participating in the UNDAF roll-out. Ukraine is not covered by the Moscow Cluster Office, therefore a major involvement by BRESCE is requested and needed.



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

ADDENDUM 2

UNESCO Priority Gender Equality Action Plan for 2008-2013

SUMMARY

This present document contains the **UNESCO Priority Gender Equality Action Plan for 2008-2013**, called for by the Medium-Term Strategy for 2008-2013 (34 C/4). It contains information on:

- strategic actions by programme sectors pertaining to gender equality with corresponding expected outcomes and performance indicators for 2008-2013;
- principal elements of implementation, monitoring and reporting on action in support of the global Priority Gender Equality;
- institutional mechanisms for the pursuit of gender equality in the Organization with focus on capacity development, accountability and representation of women and men in decision-making levels in the Secretariat.

The Action Plan is the companion strategy document to document 34 C/4 for Priority Gender Equality and it is harmonized with the preparation of draft document 35 C/5. Thus, there are no separate administrative and financial implications beyond those factored in the C/5 document.

No decision is proposed.

PART A

Context and background

1. The **UNESCO Priority Gender Equality Action Plan for 2008-2013** provides a road map to translate UNESCO's policy commitment to Priority Gender Equality, described in its Medium-Term Strategy for 2008-2013, into specific actions and outcomes by adopting a concerted and systematic gender equality (GE) perspective. It describes what actions UNESCO will take between 2008 and 2013 through its programme sectors in education, the sciences, culture and communication and information, in order to ensure that UNESCO programmes and initiatives contribute fully and actively to the pursuit of women's empowerment and gender equality efforts.
2. The Action Plan builds on the Medium-Term Strategy for 2008-2013, including its global priorities, overarching and strategic programme objectives and its intersectoral orientation. It is also guided by the sectors' existing programmes and strategies when applying the principle of "mainstreaming".
3. The Action Plan focuses on the first strategic thrust contained in paragraph 11 of the Medium-Term Strategy, namely, UNESCO programming to promote women's empowerment and gender equality in Member States. The second strategic thrust of paragraph 11, i.e. internal measures to support equal career opportunities and increase gender parity in decision-making, has been operationalized in a separate Action Plan developed by HRM and submitted to the Executive Board at its 179th session (179 EX/5 Part I, pp. 8-15 and Annex 16-17).
4. UNESCO has been committed to women's empowerment and gender equality for many decades, although the focus and modalities have changed over time. Under the previous Medium-Term Strategy for 2002-2007 (31 C/4), women, youth, Africa and the least developed countries were identified as "mainstreaming areas", meaning that all sectors and programmes were required to address the needs and requirements of these areas. Regarding the mainstreaming of "women", the Strategy further noted that "As regards women, a gender perspective will be integrated in policy planning, programming, implementation and evaluation activities in all areas of UNESCO's competence with a view to promoting empowerment and achieving gender equality".
5. Through this focus on "mainstreaming of women's needs", UNESCO developed and tested key instruments of its gender mainstreaming methodology and elements of its architecture. The Medium-Term Strategy for 2008-2013 will constitute Phase 2 of the implementation of the UNESCO mainstreaming approach, with targeted mainstreaming and targeted gender-specific programming strengthened by a focus on gender-specific results, accountability, capacity-building and partnership.
6. The 2008-2013 Medium-Term Strategy accords global priority to Gender Equality and Africa. It defines their priority status as follows (pp. 8-10):

UNESCO Medium-Term Strategy for 2008-2013 (34 C/4)

Section A.II Priorities

"5. UNESCO shall accord **priority to Africa** and to **gender equality** in all its fields of competence throughout the duration of the Medium-Term Strategy. Moreover, **specific interventions** will be envisaged for the following priority groups and groups of countries:

10. **Priority gender equality:** As called for by the 2005 World Summit Outcome document, priority will also be given to the pursuit of **gender equality** through action in all of UNESCO's fields of competence supported by a two-pronged approach pursuing both **women's empowerment** [through gender-specific programming] and **gender mainstreaming** in Member States and within the Organization.

11. UNESCO is committed to a series of actions supportive of women's empowerment, women's rights and gender equality in Member States by:

- mainstreaming gender equality issues throughout the programming cycle at all programme levels; preparing a results-based action plan to define the action envisaged by UNESCO in its fields of competence as provided for in the C/5 documents, and reporting results against specific gender-relevant indicators;
- building commitment, competence and capacity for gender mainstreaming through dedicated capacity development and resources for these purposes;

Internally, UNESCO will:

- support equal career opportunities for staff and appropriate working arrangements to balance work and life; and
- progressively increase the representation of women in decision-making levels within the Secretariat to reach 50% by 2015."

Box 3

Of the world's one billion poorest people, three fifths are women and girls.

Of the 960 million adults in the world who cannot read, two thirds are women.
Fifty-seven per cent of the 77 million children who are out of school are girls.

In sub-Saharan Africa, 57% of those living with HIV are women, and young women aged 15-24 are at least three times more likely to be infected than men of the same age.
Women make up only one quarter of the world's researchers.

The gender divide is one of the most significant inequalities within the digital divide, and it cuts across all social and income groups.

Sustainable development, human rights and peace at the global, regional and local levels can only be realized if women and men enjoy expanded and equal opportunities, choices and capabilities to live in freedom and dignity. Equality between men and women exists when both sexes are able to share equally in the distribution of power and knowledge; have equal opportunities, rights and obligations in terms of work or income generation; are given equal access to quality education, capacity-building opportunities throughout life and in all domains, and the possibility to develop their full potential and personal ambitions. Gender equality is a fundamental human right, a commonly shared value and a necessary condition for the achievement of the internationally agreed development objectives, including all Millennium Development Goals (MDGs).

UNESCO's gender mainstreaming strategy ensures that women and men benefit equally from programme and policy support. It is intended to transform development such that equality becomes both a means and an end. It aims at achieving all international development goals, including, but

not only, those explicitly seeking to achieve gender equality. Gender mainstreaming means:

- identifying gaps in gender equality through the use of gender analysis and sex-disaggregated data;
- raising awareness about gaps;
- building support for change through advocacy and alliances/partnerships;
- developing strategies and programmes to close existing gaps;
- putting adequate resources and the necessary expertise into place;
- monitoring implementation; and
- holding individuals and institutions accountable for results.

7. Document 34 C/4 addresses also gender equality in the context of the strategic and programmatic definition of Priority Africa – contributing to development and regional integration through education, science, culture and communication. In Box 2 of document 34 C/4 it is stated, *inter alia*: “Particular emphasis will be placed on women’s empowerment and gender equality”.

8. The Gender Equality Action Plan has the following objectives:

- to reaffirm UNESCO’s dual approach to gender equality that consists of both mainstreaming gender and supporting specific actions/initiatives focused on empowerment through gender-specific programmes;
- to identify strategic actions with corresponding expected outcomes and expected results, performance indicators and resource allocations by programme sectors for the duration of three biennia;
- to lay out principal elements of implementation, monitoring and reporting for evidence- and results-based programming in support of Gender Equality;
- to describe enabling institutional mechanisms for gender equality in the Organization with focus on capacity development, accountability and representation of women and men in decision-making levels in the Secretariat.

9. The Action Plan is also linked to UNESCO’s participation in and contribution to United Nations system inter-agency activities, in particular concerning the promotion of gender equality in programming, including in the framework of the “Delivering as One” United Nations reform approach globally, regionally and at the country level.

10. UNESCO is actively involved in all United Nations discussions and initiatives in the area of women’s empowerment and gender equality, both at the global level through participation of senior management in CEB, UNDG and other bodies and at the country level through the participation of field office staff in United Nations Country Teams. More specifically, UNESCO is fully engaged in system-wide gender equality work through membership in the following mechanisms and activities:

- United Nations Inter-Agency Network on Women and Gender Equality (IANWGE);
- IANWGE Task Team on the Gender Dimensions of Climate Change (co-manager);

- UNDG Sub-Task Team on Gender Equality – recently replaced by the informal network of United Nations Gender Division Directors/Heads;

11. In addition, UNESCO contributes regularly to relevant reports of the United Nations system and by the United Nations Secretary-General, submitted to the General Assembly and the Security Council, and participates as observer in the OECD-DAC GENDERNET.

12. The following Action Plan was prepared in-house through a broad consultative and collaborative process coordinated by the Division for Gender Equality of the Bureau of Strategic Planning. The primary audience is UNESCO staff at Headquarters and in field offices. Beyond, the Action Plan will also serve as a reference document for other stakeholders, including UNESCO's Member States, National Commissions and other partners to help advance the quest for Gender Equality.

13. The present document is in a sense work in progress, as it is closely related to the preparation of the Draft Programme and Budget for 2010-2011 (Draft 35 C/5). Thus, it will need to be reviewed later in 2009 when the Executive Board and the General Conference have provided their comments and have adopted document 35 C/5, which has a strong gender equality component and visibility.

PART B

Priority Gender Equality – Programme content

14. UNESCO's overall objective for Priority Gender Equality is the pursuit of gender equality and women's empowerment through action in all of UNESCO's fields of competence.

15. For UNESCO, gender equality is a fundamental human right, a commonly shared value and a necessary condition for the achievement of the internationally agreed development goals (IADGs), including all Millennium Development Goals (MDGs).

16. There is increasing evidence that making progress on women's empowerment and gender equality is directly linked to achieving progress on all other development objectives. Concomitantly, it is also broadly accepted that failing to reach MDG 3 on gender equality will cause considerable economic and social costs.

17. Ultimately, women's empowerment and gender equality is a political issue that requires a political response based on political action and commitment by world leaders and by those who decide on policies and programmes. It is for this reason that the current designation of UNESCO's Priority Gender Equality has been a timely response by UNESCO's Member States to the call by the 2005 World Summit Outcome document for a renewed commitment by all to the goal of women's empowerment and gender equality.

18. The UNESCO Secretariat has then the responsibility to translate this political commitment into a concrete programmatic response through the design and implementation of "gender-responsive" and better yet "gender-transformative"¹ policies and programmes.

19. During the three biennia falling in the 2008-2013 period, UNESCO will use both (i) reinvigorated gender mainstreaming and (ii) gender-specific programming approaches in order to improve effectiveness and sustainability of results as well as efficiency of resources of UNESCO-supported programmes and initiatives in Member States pertaining to women's

¹ **Gender-responsive** policies and interventions differentiate between and address the similar and different needs, aspirations and capacities of men and women, but they do not challenge biased and discriminatory policies, practices, ideas and beliefs. **Gender-transformatory** policies and interventions challenge biased and discriminatory policies, practices, ideas and beliefs.

empowerment and gender equality. This dual approach of mainstreaming and targeting at the same time is in line with other United Nations and international agency approaches and aims to make the overall efforts more effective.

Guiding principles of the Action Plan:

20. The following are guiding principles of the Action Plan:

- grounded in national and regional realities and needs, strategic entry points and specific challenges;
- focus on action in the core areas of the Organization's programmes;
- rights-based and culturally sensitive;
- based on evidence regarding gender inequalities and adapting good practices in addressing them;
- continuous monitoring of gaps and emerging challenges;
- focus on South-South as well as North-South and North-South-South sharing and learning;
- adoption of an incremental approach, starting from a realistic and practical scope and coverage and moving towards a scaling up in line with absorptive capacity;
- focused on results;
- based on incentives and successes rather than mandates and sanctions;
- emphasis on programming linked to gender dimensions of staffing, including equal representation of women and men in decision-making positions in the Secretariat;
- a living document that can be revisited and adjusted in line with exigencies of biennial programme and budget documents.

21. The following narratives and the table present a summary of actions by programme sectors with related expected outcomes, and performance indicators designed to promote gender equality. More detailed sectoral biennial actions pertaining to Priority Gender Equality with corresponding expected results, benchmarks/performance indicators and, as appropriate, budget allocations will be contained in an online annex to this Action Plan, which is currently under construction and is expected to be completed by April 2009.

Gender Equality Action Plan for 2008-2013 **Strategic directions, expected outcomes and performance indicators**

General focus

22. During the time-frame of the Medium-Term Strategy (2008-2013), UNESCO will continue to support women's empowerment and gender equality in Member States through its programmes in all its fields of competence and through coordinated action within the United Nations system at the international, regional and country levels. The focus will be on (i) capacity-building in order to institutionalize efforts to empower women and promote gender equality both in Member States and within the Secretariat, (ii) systematic and strong policy dialogue for continued support to women's empowerment and gender equality at all levels, and (iii) upstream policy advice to Member States based on evidence and value added.

23. Efforts to promote gender equality may succeed if such efforts demonstrate relevance and usefulness in addressing existing challenges. Compelling evidence already exists which demonstrates that efforts to reduce poverty, promote human rights, achieve sustainable peace and economic and social development will be unlikely to succeed without systematic and concerted support of women's rights, women's empowerment and gender equality. It is necessary to focus strategically on areas where this link can be demonstrated. Hence the need for UNESCO's programme sectors to focus on key priority areas.

24. Efforts to empower women and promote gender equality have implications for the distribution of power, authority and resources. This has been and continues to be a sensitive area which requires unwavering political and institutional support. It also requires strong alliances and development of win-win situations. It is becoming increasingly evident that it is essential to integrate gender equality considerations in areas that have a high political profile, such as peace and conflict resolution, climate change, food crisis and most recently the economic and financial crisis. The challenge for the coming years is to transform the work on gender equality into a demand-driven, targeted and prioritized area that responds to the needs of people.

Outcomes	Performance indicators
1. Progressive increase in the number and quality of gender-responsive and gender-transformative programmes and initiatives in all sectors and field office initiatives	<ul style="list-style-type: none"> • The extent to which policy commitments to women's empowerment and gender equality are reflected in organizational strategies, programming and budget documents, and sectoral policy documents, such as UNESS, GAP for EFA, EDUCAIDS, HRBA Strategy, World Reports
2. Women's empowerment and gender equality in Member States advanced through policy dialogue and programmes promoted by UNESCO	<ul style="list-style-type: none"> • Change in number and percentage of gender-specific programmes/projects – by sector and by biennium (baseline: 2008-2009) • Change in number and percentage of programmes mainstreaming gender equality, i.e. those with gender-specific results – by sector and by biennium (baseline: 2008-2009) • Change in the amount and percentage of budget allocated to gender-specific initiatives, by sector and by biennium (baseline: 2008-2009) • Change in the amount and percentage of budget allocated to gender mainstreaming initiatives (to be defined by BSP/GE in collaboration with BB and each sector) by sector and by biennium (baseline: 2008-2009)
3. Commitment to gender equality institutionalized in the Secretariat and in programming	<ul style="list-style-type: none"> • Change in gender parity of staff at senior management levels as per the targets set in the HRM Gender Parity Action Plan for 2008-2015

Major Programme I – Education

25. Throughout 2008-2013, UNESCO will mainstream gender into all its activities in education. This will entail including a specific gender component within each activity, ensuring that gender equality considerations are fully integrated into policy advice, advocacy, research, and normative and standard-setting actions at the global level, as well as into capacity development, monitoring and assessment, and other technical assistance at the country level. An example will be the promotion of gender-responsive planning, management and implementation of literacy programmes under the Literacy Initiative for Empowerment (LIFE).

26. In addition to this mainstreaming, the Organization will undertake specific activities in each region aimed at addressing gender inequalities in education. Priority will be given to five thematic areas: literacy; teachers; secondary and technical and vocational education and training (TVET); sector-wide educational planning and the right to education; and education and HIV and AIDS. Among other actions and in a context of rising numbers of primary school graduates, the Organization will therefore assist Member States in expanding opportunities for secondary education of quality for girls, including TVET. Similarly, UNESCO will assist countries in developing gender-sensitive teaching and learning materials that promote the equal participation of women and men in society and at work.

Outcomes	Performance indicators
1. National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls	<ul style="list-style-type: none"> • Number of gender-based literacy programmes supported by UNESCO • Number of LIFE countries that have integrated a GE perspective in curricula and learning materials
2. Gender-sensitive teacher policies developed in Member States	<ul style="list-style-type: none"> • Number of countries where new and/or revised teacher education and training policies reflect a tangible gender dimension
3. Teachers better trained in gender-sensitive teaching and learning approaches	<ul style="list-style-type: none"> • Number of countries where teacher education and training curricula are revised to integrate gender-sensitive learning approaches • Number of countries implementing teacher training programmes that address HIV and AIDS and gender
4. Quality of secondary education enhanced to expand equal access and ensure retention of girls and boys	<ul style="list-style-type: none"> • Number of countries where education content and provision for formal and non-formal learning (secondary general and technical/vocational) is gender-sensitive • Number of countries where systems to monitor access and assess learning achievements of girls and boys in secondary education (general and technical/vocational) are put in place
5. National TVET policies reviewed to ensure adequate skills acquisition for employment for girls and boys alike	<ul style="list-style-type: none"> • Number of countries adopting inclusive TVET policies

	<ul style="list-style-type: none"> • Number of countries with policies integrating strategies for preventing gender-based violence in schools
6. National capacities strengthened to prepare and manage inclusive, rights-based education sector plans and policies that are gender sensitive and assure equitable access to education	<ul style="list-style-type: none"> • Number of countries where national reports reflect sex-disaggregated statistics on access to education for all levels of education • Number of countries with national educational plans and policies developed or reviewed according to the principles of gender equity
7. Education systems' responses to HIV and AIDS are gender-sensitive	<ul style="list-style-type: none"> • Number of countries adopting education sector strategies and workplace policies on HIV and AIDS that are gender-sensitive

Major Programme II – Natural sciences

27. Gender equality considerations will continue to be mainstreamed, to the extent possible, in all activities of Major Programme II. In water sciences, training, capacity-building, educational activities and research projects will be designed, monitored and evaluated through a gender equality perspective. Efforts will be made to ensure a more gender-balanced representation in networks of experts, as well as access of women not only to hydrological research but also to the outputs of such research. At UNESCO-IHE, capacity-building and training activities will give priority to women's education, and efforts will be made to increase the number of female students in both M.Sc. programmes and short courses, with a view to contributing to women's empowerment in developing countries through enhanced education of women.

28. In the ecological and Earth sciences, participation of women scholars and teachers in the capacity-building activities organized in different regions will be strengthened. Gender equality will be promoted in the implementation of the Madrid Action Plan for Biosphere Reserves at the national, regional and international levels. Applications of women to the MAB Young Scientists Research Grant Scheme will continue to be encouraged. Such emphasis on increased participation of women will be sustained and promoted for all grants and awards. In the framework of the 2010 International Year of Biodiversity, the importance of the role of women and gender-balanced approaches in biodiversity conservation and sustainable use will be highlighted and promoted. The Association of African Women Geoscientists (AAWG), originally created with UNESCO's support, will receive increased assistance in order to encourage women to present their work at scientific conferences. UNESCO/IOC will also strive to achieve gender balance in all its capacity-building activities, including support to women scientists in their work environment in the follow-up to training courses.

29. Through various partners, notably the UNESCO-L'Oréal Partnership "For Women in Science" and the UNITWIN/UNESCO Chairs Programme, activities in the basic and engineering sciences will place special emphasis on supporting and encouraging young women scientists and will deploy for this purpose a variety of means, including allocating fellowships or grants, providing mentoring, promoting role models, awarding prizes to increase the visibility of successful women scientists, fostering training for women scientists at various levels, advocating the importance of women decision-makers in science and research, encouraging the creation of associations and networks of women scientists and engineers, and increasing the public understanding of science with a focus on girls and women.

30. In science policy, gender equality will be mainstreamed recognizing the need to promote science policy by, for and about women. Activities will include support to the design,

implementation and evaluation of gender-responsive science and technology policies, including a gender-balanced composition of science decision-making bodies and the integration of the gender dimension effectively into science policy development plans (engendering science and technology policy). A gender-balanced representation in science policy dialogue platforms such as the Inter-Parliamentary Fora for Science and Technology will be pursued.

31. Particular attention will be paid to the key role of women in the transmission, preservation and elaboration of local and indigenous knowledge, particularly related to sustainable development, natural disaster preparedness and response, biodiversity conservation and climate change. Educational materials produced for indigenous schools will emphasize the important role of women as holders of unique and specialized indigenous knowledge. As recommended in the Mauritius Strategy and the Mauritius Declaration, policies will be promoted in SIDS which recognize that sustainable development in SIDS must be rooted in gender-specific traditional knowledge and practices, in conjunction with science. The role of women as agents of change and community cohesion at the local level will also be emphasised in SIDS-related activities.

32. Activities related to disaster prevention will also emphasize the needs and roles of women in building a culture of disaster resilience. The importance of integrating a gender equality perspective, as well as of engaging women in the design and implementation of all phases of disaster management, will be highlighted. In particular, gender-sensitive and socioculturally relevant approaches incorporating local and indigenous practices for risk reduction will be promoted as integral components of education and training for disaster risk reduction. The role of women as key actors in natural disaster preparedness will be strengthened, notably with respect to education for disaster risk reduction through activities undertaken in the framework of the UN-ISDR thematic platform, Knowledge and Education, in which UNESCO plays a pivotal role.

Outcomes	Performance indicators
1. Gender equality perspective integrated in the design, monitoring and evaluation of educational, training and capacity-building activities and research projects to meet the global water challenges defined by the MDGs	<ul style="list-style-type: none"> • Increase in the number of female professionals trained through UNESCO water centres (category 2) • Documented increase in the number of female experts on UNESCO working groups and steering committees (target: at least 30% representation of women) • At least 40% representation of women students and trainees in M.Sc. courses and short courses at UNESCO-IHE
2. Value of indigenous and local knowledge held by women, as well as women's contributions to sustainable development in SIDS, highlighted and showcased, with particular reference to natural disaster preparedness and response, biodiversity conservation and climate change	<ul style="list-style-type: none"> • Number and nature of documents on SIDS with specific reference to indigenous and local knowledge of women
3. Participation of women in the basic sciences increased through capacity-building and training activities	<ul style="list-style-type: none"> • Sex-disaggregated data for all sponsored activities. A balanced percentage of men and women achieved in activities supported in basic sciences
4. Gender-responsive approach to disaster risk reduction promoted	<ul style="list-style-type: none"> • Number of gender-responsive tools or initiatives advocated by UNESCO within the framework of the UN-IGPP platform on

	framework of the UN-ISDR platform on knowledge and education
5. Gender-responsive approaches to biodiversity conservation and sustainable development fostered through promotion of effective participation of women in decision-making processes	<ul style="list-style-type: none"> • Gender equality included as an objective in the Man and the Biosphere (MAB) Programme texts • Gender-balanced representation in MAB National Committees, Biosphere Reserves Advisory Committee, and Biosphere Reserve Coordinator/Focal Point offices • Sex-disaggregated data on the distribution of MAB Awards • Organization of at least one event on the issue of gender and biodiversity in the framework of the 2010 International Year of Biodiversity
6. Science policy processes progressively gender mainstreamed	<ul style="list-style-type: none"> • Quantity and quality of science, technology and innovation national development plans addressing GE considerations
7. Effective participation of women in processes shaping scientific policies and promotion of national science policy agendas	<ul style="list-style-type: none"> • Sex-disaggregated data on participation in parliamentary fora on science, technology and innovation at national, regional and international levels • Sex-disaggregated data on participation in network activities
8. Gender balance in capacity-development initiatives of training, research and education, as well as in scientific events organized by IOC, promoted and progressively increased	<ul style="list-style-type: none"> • Improved attendance by women at IOC-sponsored functions – to at least 20% of total invitees • Female enrolment improved at IOC-sponsored expert groups by at least 10% over 2010-2011 biennium
9. UNESCO-L'Oréal Women in Science partnership continued	<ul style="list-style-type: none"> • Number of scholarships, awards, etc.
10. Gender dimensions of poverty and knowledge/technology transfer addressed through UNITWIN/UNESCO Chairs Programme	<ul style="list-style-type: none"> • Change in sex-disaggregated data
11. Participation of women scientists and engineers in academic research and innovation, especially in developing countries, promoted	<ul style="list-style-type: none"> • Change in sex-disaggregated data

Major Programme III – Social and human sciences

33. The Social and Human Sciences (SHS) Sector addresses challenges to gender equality within its programme objective of promoting human rights and policy-oriented research on social

transformations. The programme has a strong and consistent commitment to eliminating all forms of discrimination, particularly through the education of women and girls, and to women's participation in social transformations through their roles in democratic and peace-building processes. SHS mainstreams the gender perspective and approach in all programme planning, implementation and evaluation, emphasizing issues of migration, democracy, poverty, urban development and ethical debates. Specific modalities are networking, research, advocacy, capacity-building and sharing of best practices with a view to producing policy briefs that fully integrate the gender perspective. Within the Gender Equality Action Plan, the Social and Human Sciences Sector will in particular continue implementing a sectoral strategy with three objectives: (i) the study of the impact of globalization on women's socio-economic, political and cultural condition and rights; (ii) the analysis of those sociocultural institutions, laws, norms, practices and values that inhibit equality between the sexes or that help to reproduce violence against women; and (iii) the promotion of women's involvement in conflict resolution, peace-building and reconstruction.

Outcomes	Performance indicators
1. Policy recommendations for women's socio-economic empowerment formulated and communicated to policy-makers	<ul style="list-style-type: none"> • Quality and quantity of policy research conducted/commissioned by UNESCO • Policy dialogue organized between researchers and policy-/decision-makers focusing on socio-economic empowerment
2. Awareness raised among national authorities on the impact of poverty on women during review of National Poverty Reduction Strategy Papers	<ul style="list-style-type: none"> • Number of countries where systematic consultative national processes are initiated and capacity-building initiatives are carried out
3. Awareness raised among youth on gender-specific issues in the fight against HIV/AIDS-related discrimination	<ul style="list-style-type: none"> • Number of young people participating in the capacity-building seminars on HIV/AIDS-related discrimination
4. Municipalities' awareness of gender issues in the fight against racism and discrimination enhanced	<ul style="list-style-type: none"> • Ten-point action plan of regional coalitions of Cities against Racism amended to integrate GE dimensions
5. Participation and visibility of women philosophers in SHS philosophy programme initiatives promoted and enhanced	<ul style="list-style-type: none"> • Number of women philosophers participating in various activities of the philosophy programme, or in partnership with other international philosophy networks or events, such as the World Philosophy Day, the World Congress of Philosophy, etc
6. Gender equality issues integrated into ethical frameworks for science and technology	<ul style="list-style-type: none"> • Gender equality issues addressed in the reports produced by COMEST • Specific section on gender in the report of IBC on the principle of respect for human vulnerability and personal integrity
7. Gender equality dimensions integrated into the MOST tool	<ul style="list-style-type: none"> • Gender indicators included among descriptors of different domain knowledge models

	<ul style="list-style-type: none"> • A critical mass (30++) of gender equality documents processed into briefs and included into MOST tool
8. Gender equality considerations integrated into the work on migration	<ul style="list-style-type: none"> • Chapters devoted to gender dimensions in at least two reports on regional migration agreements • Sections devoted to gender in at least three reports/publications on the migration-human rights nexus
9. Awareness of gender equality issues in sports and physical education enhanced	<ul style="list-style-type: none"> • Number of awareness-related initiatives in sport that address gender inequalities/promote gender equality (such as prevention of HIV, promotion of girls' education, skills development, etc.) • Number of sports events supported by UNESCO with equal number of young women and men participating
10. Equal participation of young women and young men in UNESCO youth initiatives promoted	<ul style="list-style-type: none"> • 50% gender balance of participants in all UNESCO "youth" initiatives by 2013

Major Programme IV – Culture

34. Major Programme IV will ensure that gender equality considerations are fully and strategically integrated through policy advice, advocacy, research and the implementation of normative and standard-setting actions at the global level, as well as with regard to capacity development at country level. UNESCO will strengthen its efforts to effectively and systematically mainstream gender equality considerations in its cultural activities in order to ensure that women and men benefit from equitable opportunities in terms of empowerment, income-generation and cultural participation.

35. Culture clearly plays a central role in the social and economic empowerment of women. Gender equality will be promoted, with a view to contributing to the achievement of MDG 3, through international cooperation and at the national and local levels by focusing on two interrelated objectives: highlighting and documenting the role played by women in the development of culture; and the impact that cultural development can have on women's empowerment across cultures and societies.

36. Action will also be pursued to sustain the need for reflecting gender perspectives in cultural policies for development, as well as highlighting the diversity of women's empowerment patterns in different social and cultural contexts. This will include raising awareness of gender issues and concepts, as well as building capacities within ministries and cultural institutions so that gender perspectives and concerns are understood and addressed, and gender gaps in sociocultural practices are reduced.

37. UNESCO will assist Member States in establishing policies and practices that take into account the active involvement of women in cultural heritage conservation and management, notably for the effective implementation of UNESCO Conventions in the cultural heritage domains, as well as in the development of cultural institutions, including museums. This will imply efforts to facilitate equal access to capacity-building and specialized training. The mainstreaming of gender

equality considerations in heritage policies will focus on those aspects that relate to economic development, conservation, education and training. Priority will be given to investing in capacity-building through training of both women and men, and to using heritage resources to ensure women's economic, political and social empowerment. Activities in this regard will also include strengthening women's professional and specialized networks and associations, and advocating institutional reforms through special awareness-raising programmes, as well as data collection and monitoring.

38. The approach will also focus on enhancing women's empowerment and gender equality by ensuring their full participation in all processes of the development of their societies, in particular at the community level. Women are crucial actors in the transmission of intangible heritage and central agents for its safeguarding; hence, they play a central role in contributing to sustainable development at large. Processes and practices of women as agents of transmission and community cohesion at the local level will thus be documented.

39. Women's contribution to creation and creativity will continue to be actively sustained through specific fields of cultural activity such as creativity in crafts, literature and cultural industries. Emphasis will be placed on technical and vocational training for women that addresses specific areas of cultural creation, as well as on the promotion of women's entrepreneurship in crafts and cultural industries in terms of access, production and marketing with a view to enhancing new employment opportunities. Action to heighten the socio-economic impact of small craft enterprises will give priority to women craftworkers. Capacity-building of women entrepreneurs will be supported through capacity-building and training, notably through successful programmes such as the Award of Excellence in Crafts and the "Design Social Network".

40. As gender inequality is one of the core factors underlying the AIDS pandemic, related projects will focus on the relation between culture, gender and HIV to build capacities in UNESCO and United Nations-wide, enabling the development of culturally appropriate and gender-responsive policies and actions in country-level programming processes. This will include the development of gender-responsive and culturally appropriate information campaigns at the community level with a view to addressing root causes more comprehensively.

41. The Organization will also strengthen its cooperation with women's associations involved in dialogue, especially interreligious dialogue, so as to engage "new voices" in interreligious dialogues for conflict resolution and reconciliation.

Outcomes	Performance indicators
1. Gender perspectives in cultural policies for development promoted	<ul style="list-style-type: none"> • Research study on the link between cultural diversity, human rights and gender equality produced • High-level seminar on the central role of women in reconciliation processes in Africa organized
2. Gender equality considerations integrated into policies and practices related to cultural heritage conservation	<ul style="list-style-type: none"> • Number of women participants in World Heritage training programmes • Support provided to women's professional and specialized networks and associations
3. Awareness of the gender dimensions of intangible cultural heritage (ICH) enhanced	<ul style="list-style-type: none"> • Number of policy-relevant references to the gender dimensions of ICH in national planning documents

	<ul style="list-style-type: none"> • Number of documented showcases on the gender dimensions of ICH
4. Gender equality integrated into the development and implementation of capacity-building activities for museums	<ul style="list-style-type: none"> • Increase in the number of women experts participating in training activities, notably with a managerial focus • Development of special training sessions targeting young professional women in Africa and LDCs
5. Women's active and visible participation in cultural and creative industries increased	<ul style="list-style-type: none"> • Increase of women participating in Design 21 Social Design Network programme, international events, fairs and festivals • Increase of UNESCO projects supporting creative industries led and managed by women
6. Gender-responsive policy and strategies to fight HIV and AIDS strengthened	<ul style="list-style-type: none"> • Support to social science research initiatives on the "feminization" of the HIV epidemic • Integration of a gender-responsive component into United Nations joint programmes to fight HIV/AIDS

Major Programme V – Communication and Information

42. Media, information and communication technologies (ICTs) can be a powerful catalyst for political, social and economic empowerment of women. Consequently the identification of the gender equality dimensions of ICTs – in terms of access, production and use – is an important step in devising strategies that would address capacity-building needs in this area in order to enhance employment opportunities for women and the potential for women's empowerment, including participation in public life.

43. At the country level, UNESCO will assist Member States and other stakeholders in establishing communication and information policies and practices that take into account the particular needs and potential contributions of girls and women. In line with WSIS Declaration of Principles and UNESCO's gender equality policy and principles, the approach will be gender-transformative and will focus on enhancing women's empowerment and gender equality by ensuring their full participation in all processes of the development of their societies, especially at decision-making levels. Particular attention will be given to promoting gender-inclusive national information policies.

44. The Beijing Declaration and Platform for Action adopted at the United Nations Fourth World Conference on Women (1995) clearly recognized the potential of the media to make a greater contribution to the advancement of women. The Declaration called on governments and international organizations to take action to address stereotyping of women and inequality in women's access to and participation in all communication systems, especially the media. Therefore, UNESCO will continue to highlight the need for reflecting gender perspectives in media content and advocate for equal opportunities in the decision-making positions of media. Integrating the gender dimension into media will be fostered by: (a) promoting gender-sensitive reporting at all levels of professional media training and journalism education; (b) developing the critical abilities of young people to evaluate and produce media content with a gender perspective, especially when fostering media and information literacy; (c) ensuring gender equality in all training activities

supported by UNESCO; and (d) supporting initiatives to develop media outlets managed by both women and men.

45. Capacity-building of women media professionals will be supported through strategic development of media institutions to offer high-quality and gender-responsive training. Special initiatives to assist women in cultural self-expression and to promote gender-responsive approaches will be encouraged in the context of efforts to increase the capacity of media and ICTs to foster cultural diversity, facilitate dialogue and safeguard intangible memory. Similarly, efforts to contribute to the empowerment of women in acquiring media skills to enable informed judgement of information sources and reliability of information – as well as to increase the opportunities for their contribution to the information and knowledge pool – will be further encouraged in the context of community development and participation.

46. Finally, in close collaboration with other international intergovernmental and non-governmental organizations, special attention will be given to promoting the role of women and their involvement in conflict resolution, peace-building and reconstruction processes through increased access to information and strengthening their ability to engage in various governance mechanisms. Support will also be provided for initiatives aimed at enhancing the safety of women journalists in conflict and post-conflict situations.

Outcomes	Performance indicators
1. Gender equality perspectives fully integrated into communication and information-related policies and strategies	<ul style="list-style-type: none"> • National information and communication policies developed encompassing a gender equality perspective • Support provided to infostructures development supportive of gender equality practices • Number of national programmes and projects including a high level of gender sensitivity on media development issues
2. Enabling environment for equal accessibility to information and knowledge promoted through media and ICTs	<ul style="list-style-type: none"> • National strategies formulated to strengthen libraries, archives and other information access centres for women • Number of countries having implemented gender-sensitive e-government and e-education policies • Number of gender-balanced networks created for information sharing • Gender-balanced ICT capacity-building workshops and lifelong learning opportunities
3. Women empowered to participate in development and public life through access to information and knowledge	<ul style="list-style-type: none"> • Women's active involvement in community media development • Number of women in management positions in media outlets • Number of professional organizations supported to provide training

<p>4. Gender perspectives in media content increased</p>	<ul style="list-style-type: none"> • Women’s active involvement in content development • Training institutions applying agreed standards for journalism training curricula including gender perspectives • Gender equality issues included in World Press Freedom Day publications, website and press releases
<p>5. Capacities of media institutions enhanced to offer high-quality and gender-responsive training</p>	<ul style="list-style-type: none"> • Gender-balanced capacity-building workshops carried out • Increase in number of female media professionals assigned to decision-making positions • Training institutions accepting agreed standards for journalism training curricula including gender perspectives
<p>6. Women’s involvement in conflict resolution and peace-building processes, as well as reconstruction efforts, strengthened through better access to information</p>	<ul style="list-style-type: none"> • Number of women and girls trained in conflict resolution and conflict-sensitive reporting approaches • Support to initiatives aimed at increasing women’s involvement in conflict resolution and peace-building through access to information
<p>7. Safety and security of female media professionals and journalists in conflict and post-conflict situations strengthened</p>	<ul style="list-style-type: none"> • Number of professional organizations supported to provide safety training to female journalists

PART C

Accountability, monitoring, evaluation and reporting

47. Strengthened accountability systems are essential for effective implementation of the Priority Gender Equality Action Plan and for the achievement of sustainable and broad-based results.

48. The implementation of UNESCO’s Global Priority Gender Equality via the road map identified in this Action Plan is the responsibility of all UNESCO staff at Headquarters and field offices as well as in UNESCO category 1 institutes.

49. Responsibility for results: The Assistant Directors-General of programme sectors, Directors of Central Services and Directors/Heads of field offices have the responsibility of ensuring the implementation of the gender equality related actions identified in the Action Plan and the C/5 documents.

50. Monitoring UNESCO’s work in promoting/supporting women’s empowerment and gender equality in programmes is a critical factor for the successful implementation of the Action Plan and for the replication and scaling-up of successful initiatives.

51. The primary responsibility for monitoring progress in achieving results in both gender-specific programming and gender mainstreaming lies with sectors and field offices and, on a global and Organization-wide level with BSP. The evaluation responsibility rests with the Internal Oversight Service, which needs to integrate gender equality considerations into its evaluations.
52. The specific role of BSP's Division for Gender Equality is to support improved monitoring and evaluation on gender equality issues and to guide and coordinate the process. It will also provide advice on monitoring and evaluation specific to gender equality, as well as on gender-responsive budgeting.
53. Reporting: The Assistant Directors-General of programme sectors, Directors of Central Services and Directors/Heads of field offices must report on the results achieved and actual budgets used through established reporting mechanisms, i.e. SISTER, and the EX/4 and C/3 documents.
54. The Director-General has been requested by UNESCO's Member States² to report every two years to the General Conference in a stand-alone report regarding country-level gender equality/women's empowerment-related actions and results along with actual budgets used.
55. Existing monitoring and reporting tools will be updated to ensure that users obtain guidance on how to prepare gender-responsive programmes, budgets and implementation reports, starting with the use of sex-disaggregated data. Improved formulation of gender-responsive results and measurable quantitative/qualitative gender-sensitive performance indicators will support existing monitoring, reporting and evaluation.
56. As an integral part of the implementation of this Action Plan, a knowledge management system will be set up that will include an accountability mechanism, good practices and lessons learned. Knowledge generation in this area and its management are also critical for competence and capacity-building at UNESCO.
57. A "UNESCO Forum on Gender Equality" already exists to raise awareness and to conduct advocacy on gender equality issues in the Organization's areas of competence. This mechanism will be complemented by the establishment of a UNESCO-wide gender equality network and a gender equality knowledge portal for effective knowledge sharing. Research and knowledge generation on gender equality will be promoted through mainstreaming gender in core research and competence development activities.

² 179 EX/Decisions, 42 (II)



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

ADDENDUM 3

COORDINATION AND MONITORING OF ACTION TO BENEFIT AFRICA

SUMMARY

In the present document, the Director-General informs the Executive Board of the main activities carried out in respect of the coordination and monitoring of action to benefit Africa, in accordance with the Medium-Term Strategy for 2008-2013 (34 C/4). The document presents information concerning coordination at the political level, and coordination of regional and subregional action, and contains a compendium of the activities undertaken by the programme sectors attached as an annex.

This report thus supplements the information on the overall evaluation of the results obtained under the five major programmes contained in document 181 EX/4 Part I.

No decision is proposed.

1. The Medium-Term Strategy for 2008-2013 (34 C/4) states that Africa and gender equality are the priorities for UNESCO in all its fields of competence. In addition, the priority accorded to Africa and its development is required to be translated into action in each of UNESCO's fields of competence by means of a coordination and follow-up mechanism. Box 2 "Contributing to development and regional integration through education, science, culture and communication" describes how the Organization will continue to respond to the requirements of regional integration defined by African countries in the framework of the African Union (AU).

2. The Director-General has therefore ensured that the priority given to Africa results primarily, for the Organization, in the alignment of its action with the priorities defined by Africa itself, at the national, subregional and regional levels.

3. The recognition, unanimously shared by African countries, of the Organization's crucial and practical action, the defence, by the countries themselves, of its leadership in its fields of competence and, in particular, among other partners attest to this reinforced cooperation. This has progressed towards a fruitful **partnership** with the countries, the African group at UNESCO, the Commission of the African Union (AUC), the regional economic communities (RECs) and the regional integration organizations.

4. This partnership has been conducive to joint development actions such as advocacy at the highest level for increased and sustainable funding for education by donors, the strengthening of the role of the specialized agencies in the United Nations system reform process and, in the context of the financial crisis, the continuation of efforts to support the development of the social sectors. Participation by the Director-General in international fora, such as the high-level round table held in September 2008 on the sidelines of the United Nations General Assembly on the theme "Africa's development needs: state of implementation of various commitments, challenges and the way forward", fits closely into this framework.

5. Forming part of the context of this same partnership were the preparatory consultations held upstream of the various Summits between Africa and its partners (TICAD IV, EU/Africa, China/Africa, etc.), the exchanges during these key meetings, **reporting** on them to States taken individually and the African group with a compilation of the recommendations with a view to their follow-up and taking into account in cooperation with the Organization.

6. With regard to cooperation with the African Union and the regional economic communities, major decisions were taken in UNESCO's fields of competence, under its impetus and with its contribution. This was thus the case of the decision taken in January 2008 (Assembly/AU/Dec.179(X)) relating to the extension of the African continental shelf and climate change, which reiterated in particular the appeal launched by the Director-General of UNESCO in January 2007.

7. Mention can also be made of the decisions adopted in 2008 on the implementation of the Second Decade of Education for Africa (Assembly/AU/Dec.173(X)), and the implementation of Africa's Science and Technology Consolidated Plan of Action (Assembly/AU/Dec.172(X)), and the 2009 decisions on the Third World Festival of Black Arts (FESMAN III) (Assembly/AU/Dec.255 (XII)), the Second Pan-African Cultural Festival (Assembly/AU/Dec.228 (XII)), the African Observatory of Science, Technology and Innovation (Assembly/AU/Dec.235 (XII)) and the African Common Position on Climate Change (Assembly/AU/Dec.236 (XII)).[<http://www.africa-union.org>].

8. The strengthening of working and joint consultation ties between the senior officials of the African Union and the regional economic communities also fits closely into this framework. Thus, the Director-General meets the heads of the Commission of the African Union and the executive heads of the RECs on a regular basis. This cooperation has culminated in, for instance, the holding of the Third Meeting of the Forum of African Regional and Subregional Organizations to Support Cooperation between UNESCO and NEPAD (FOSRASUN), in Tripoli on 24 February 2009, and in the second meeting of the Joint UNESCO-AUC Commission, on 11 March 2009 (181 EX/INF.17).

9. In the context of UNESCO's cooperation with African regional organizations, the Director-General wishes to establish official cooperation relations with the Arab Maghreb Union (AMU) and, in that connection, has submitted to the Executive Board, for approval, a draft cooperation agreement (181 EX/60).

Strengthening coordination mechanisms

10. **Cooperation in the context of the United Nations system:** The Organization actively participates in the regional cooperation mechanism (RCM) of the United Nations for support to the programmes of the African Union, at the continental level and in the five subregions (north, west, central, east and south). The Ninth Meeting of the Mechanism took place in October 2009 in Addis Ababa and was co-chaired by Ms Asha-Rose Migiro, Deputy Secretary-General of the United

Nations and Mr Jean Ping, Chairperson of AUC. In addition to the coordination responsibilities already discharged by UNESCO regarding the “science and technology” thematic cluster and the “education” thematic sub-cluster, the Organization has taken charge of the “culture and sport” thematic sub-cluster, set up officially on that occasion.

11. **Internal cooperation:** In accordance with the resolutions of the General Conference, the intersectoral platform Priority Africa was established and supplements the coordination efforts of the Africa Department which coordinates all of these activities. The intersectoral platform supports in particular subregional and regional activities.

Coordination of the Organization’s response to the plans of action of the African Union in its fields of competence

12. The Africa Department coordinates the implementation of the Organization’s response to accompany the Commission of the African Union, the Regional Economic Communities and Member States in implementing the AU’s plans of action in its fields of competence: Africa’s Science and Technology Consolidated Plan of Action, Plan of Action for the Second Decade of Education for Africa (2006-2015), the plans and instruments emerging from the AU Summit in Khartoum (2006) in the field of culture (decision on the linkage between culture and education, Revised Charter for the Cultural Renaissance of Africa, Plan of Action for Cultural Industries in Africa, African Academy of Languages (ACALAN), Language Plan of Action for Africa, African World Heritage Fund and the African Regional Action Plan on the Knowledge Economy (ARAPKE).

13. Thus, for education the Organization assisted the AU Commission, the Regional Economic Communities and Member States to respond in particular to the three objectives of the Plan of Action for the Second Decade of Education for Africa and provided technical assistance to the AU Commission to set up a pan-African universities network and a fund for higher education (see 181 EX/4, Part I, paras. 14-15).

14. In the field of science, particular attention was paid to the flagship project of putting in place science policies (19 countries, which have expressed a need for assistance in this field, are involved to date) and the African virtual campus, which is already established in four countries (Senegal, Cape Verde, Côte d’Ivoire and Benin). Several countries in Central Africa and East Africa are concerned by the next phase. (See 181 EX/4, Part I, para. 21.) With regard to the implementation of the decision on the extension of the African continental shelf (179 EX/Decision 16 (II)), the Organization has contributed to advocacy and awareness-raising among coastal Member States on this important issue. (181 EX/5, Chapter XI.)

15. In the field of culture, institutional cooperation has been strengthened with the AU Commission in particular through the creation of a thematic sub-cluster on culture and sport under the United Nations regional coordination mechanism. The project on the educational use of the General History of Africa was launched in February 2009 in parallel to the Third Meeting of the Forum of African Regional and Subregional Organizations to Support Cooperation between UNESCO and NEPAD (FOSRASUN), concerning the education/culture interface at the heart of regional integration. The Organization also continued to support regional cultural events, vectors of regional integration, such as the Pan-African Film and Television Festival of Ouagadougou (FESPACO) and took part in the preparatory process of the World Festival of Black Arts (FESMAN). (See 181 EX/4, Part I, para.52.)

(See Annex for additional information and other programme sectors.)

Joint programme activities at the subregional level

16. Mention should be made of the initiative to harmonize school curricula for HIV/AIDS prevention education in the Central African Economic and Monetary Community (CEMAC) region. This is a joint UNESCO/CEMAC initiative that was approved by a meeting of ministers of education of CEMAC Member States, held in Douala, Cameroon, on 28 and 29 October 2008.

17. The Organization also provided technical support in the context of the preparation of the subregional programme for education for all Member States of the Economic Community of Central African States (ECCAS).

18. The Organization has strengthened its cooperation with the Southern African Development Community (SADC) by implementing a joint planning and programming mechanism with the field offices in the region (Harare, Windhoek, Kinshasa, Dar es Salaam and Maputo). This meets the objective of bringing together and strengthening working links between the various Regional Economic Communities (RECs) and the field offices.

Support for Member States in situations of crisis and conflict

19. The Organization has continued to pay special attention to African countries in post-conflict and reconstruction situations as a result of conflict or disaster, for instance through the activities of the Programme of Education for Emergencies and Reconstruction (PEER) in cooperation with the field offices and the UNESCO Office in Dakar and Regional Bureau for Education in Africa (BREDA) in the Great Lakes region and the Horn of Africa and, in particular, in the Democratic Republic of the Congo and Somalia. The Organization has also pursued the implementation of the special post-conflict overall support programme in UNESCO's fields of competence for Côte d'Ivoire, details of which are provided in document 181 EX/5, Part VII.

Mobilization of extrabudgetary resources

20. The mobilization of extrabudgetary resources to fund priority projects/programmes has been strengthened and expanded. In this context, the additional programme includes many projects that directly benefit the five regions of the African continent, aimed at the implementation of the action plans of the African Union (AU) in the Organization's fields of competence, as set out in document 34 C/5. The Africa Department has contributed to advocating the mobilization of extrabudgetary resources.

21. Of particular note are the funds approved by the Government of Japan (including \$1,500,000 for the Great Lakes region and the Horn of Africa, and \$600,000 for Côte d'Ivoire, Niger, CEMAC and for cooperation between the AU and the RECs); the funding by the World Islamic Call Society (WICS) of several projects (\$400,000) for Niger, Djibouti and Uganda; Spain's contribution to the implementation of Africa's Science and Technology Consolidated Plan of Action (more than \$800,000), and Italy's contribution to post-conflict countries, in particular Somalia and Sudan (€1,000,000). Furthermore, 16 African countries have benefited from the donation of Oman (€1,000,000). Some projects have already been initiated and the remainder are about to be implemented.

[http://portal.unesco.org/intranet/ev.php?URL_ID=14518&URL_DO=DO_TOPIC&URL_SECTION=201&reload=1213020351]

Visibility

22. The Department, together with the Secretariat as a whole, at and away from Headquarters, has endeavoured to give greater visibility to the Organization's activities in support of Africa, including among the general public. In addition to the publications of the programme sectors (181 EX/39), cooperation with Africa is illustrated through a number of publications, reports and proceedings of meetings. Examples are: UNESCO's tribute to Aimé Césaire; cooperation between UNESCO and Japan in support of Africa; the critical inventory of history textbooks in use in French-speaking Africa; and dialogue between endogenous religions, Christianity and Islam in the service of the culture of peace in Africa.

23. A number of challenges still remain, such as improving the tools for assessing the activities in support of Africa and the coherence of activities in support of Africa in information documents for Member States.

Major Programme I – Education

Para. 01019 - Strategy for Priority Africa

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Satisfactory progress achieved in the implementation of the national action plans for the Second Decade of Education for Africa (2006-2015) aiming at an increase in educational access, retention, performance and progression at all levels of education, from primary to higher education.</p>	<ul style="list-style-type: none"> Steps have been taken to ensure that UNESCO activities are in line with the Second Decade of Education. Thus all subregional activities are carried out in close collaboration with the AU and the subregional RECS. The Monetary and Economic Community of Central Africa (CEMAC+RDC) benefited from important technical support in HIV/AIDS education to increase intra-regional collaboration, facilitate the implementation of the Plan of Action and monitor progress. In response to the Plan of Action, an increasing number of countries were offered technical assistance for planning comprehensive teacher policies (status, remuneration, etc.) and to ensure a sufficient number of qualified teachers by supporting teacher training. Preparation of National Qualification Framework (NQF) which will be implemented in 2009 with the ECOWAS countries. Four countries have already been sensitized and national meetings will be held where stakeholders will be engaged in developing teams for the implementation of NQF in these countries. 	<ul style="list-style-type: none"> Ensuring viability and sufficient resources for implementation of policies and plans 			
<p>Progress in achieving EFA accelerated and capacities built, particularly through addressing the challenges of literacy (Literacy Initiative for Empowerment (LIFE)), teacher issues and training (Teacher Training Initiative for Sub-Saharan Africa (TTISSA)), and HIV and AIDS education (Global Initiative on HIV/AIDS and Education (EDUCAIDS)) challenges.</p>	<ul style="list-style-type: none"> On the basis of the AU 2nd Decade of Education, clearer <u>literacy</u> policies have been elaborated and resource mobilization strategies developed and implemented in many countries; that will enable boosting of attainment of the literacy objectives set out in EFA and MDGs. Selected countries benefited from technical assistance for preparation or revision of comprehensive <u>teacher</u> education policies. Teacher Education Policy Forum for Sub-Saharan Africa organized in collaboration with African Development Bank and ADEA Working 	<ul style="list-style-type: none"> The absence of clear literacy policy is a major handicap to literacy provision 			

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>Group on the Teaching Profession at ADB HQ in Tunis. Presentation of six country cases of teacher policy development (Angola, Congo, Guinea, Nigeria, South Africa, Tanzania). Technical assistance provided for development of national policies, strategies and plans in Angola, Congo, Democratic Republic of Congo, Guinea, Niger, Nigeria, Sierra Leone and Tanzania. Technical support to study of teachers' professional satisfaction and career in Burundi. Analytical report and suggestions for policy makers developed.</p> <p>Initial outline of TTISSA Toolkit for Teacher Policy Development developed. This Toolkit will be used to support policy development in SSA countries where there is no national teacher policy.</p> <p>Joint Forum on Quality Assurance (QA) in Teacher Education in West Africa held in Abuja in February 2008 by UNESCO and Commonwealth of Learning. Capacity of senior policymakers from Anglophone African countries built on the topic of QA of teacher education. Analysis report prepared on QA practices in teacher education in SSA.</p> <p>Workshops on QA of teacher education held during 3rd International Conference on Quality Assurance in Higher Education in Africa held in Dakar in September 2008. Workshop on training of Non Formal Education (NFE) teachers in Niger. 14 TTISSA-commissioned studies on NFE teacher-related policies and practices in LIFE countries shared. Synthetic report on NFE teachers in 14 SSA countries also produced.</p> <ul style="list-style-type: none"> • The Conference of the Ministries of Education of CEMAC (+ RDC) validated in October 2008 the subregional strategy paper <u>HIV and AIDS</u> in school settings. The preparation of this document was supported by six UNESCO offices in Central Africa and BREDIA, who worked jointly in this activity. Furthermore, each country benefited from national assistance to develop their HIV/AIDS education policies and integrating HIV/AIDS in curricula. 		<p>A joint, coordinated action of several UNESCO offices on a subregional scale gave an added value for this activity (more important budget, larger basket of technical experts, greater visibility etc.).</p>		

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Technical and vocational education and training (TVET) curricula revised, and science programmes developed and implemented in Member States through intersectoral activities and the network of UNEVOC centres in Africa.</p>	<ul style="list-style-type: none"> • The process of enlisting the support of the ECOWAS Secretariat and the African Development Bank in order to set up a task Force to work on a national vocational qualifications framework for the countries of the ECOWAS region and a Regional Qualifications Framework has been initiated and action in four countries of the ECOWAS has started. (In the next year, a meeting of ECOWAS Ministers of Education and Technical Education will be organized to sensitize Ministers on the importance of the National Qualifications Framework) • Studies (Senegal and the Gambia) have been carried out to identify potential schemes for poverty reduction through TVET and carry out the necessary training and profile of marginalized groups. Research study on society and labour market demand has been conducted in Botswana and Zimbabwe. Stakeholders consultations were held and profiles of secondary and TVET school leavers defined in Botswana, Malawi and Zimbabwe • In Nigeria, UNESCO is collaborating with national stakeholders to make TVET more attractive to young school leavers. TVET teachers have therefore been trained in guidance and counselling approaches to innovate delivery methodologies in TVET and cooperation established with the Executive Secretary of the National Board for Technical Education (NBTE) responsible for policy and management of technical and vocational education and training on revitalizing TVET in school. • In Malawi, the CAP project is improving the standard and quality for secondary and TVET education. • Capacity-building in the formulation of a national sectoral policy and of sub-sectoral policies on TVET and organization of national and regional capacity-building seminars for TVET teachers, in particular on new educational approaches: 	<ul style="list-style-type: none"> • Promoting a holistic approach to the various forms of education and training <ul style="list-style-type: none"> - Necessary involvement of sectoral and multisectoral TVET stakeholders in reflection on national policies. - Necessary involvement of key private sector partners 			

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<ul style="list-style-type: none"> - (10 ECOWAS countries involved in the integration of life skills through the Basic Education in Africa Programme (BEAP) and the inclusion of marginalized population groups; at least three areas of the economy targeted in each country for the improvement of national policies). - Strategic advice on the development of their TVET system in response to identified and future requests and in accordance with a holistic approach that integrates BEAP into basic education. - Capacity-building to improve the management and monitoring of TVET at the regional level: production of a document advising governments on the issue of improving the quality of TVET statistical data, drawing on summaries on work already completed and on forthcoming workshops, in cooperation with the regional branch of the UNESCO Institute for Statistics (UIS). - Advice to governments in the area of traditional crafts through intersectoral work with the Culture Division of BREDIA in order to preserve and develop the TVET sector. - Effective review of TVET plans and policies with a view to integrating life skills. - Analysis of and reflection on innovative mechanisms for lifelong learning. 				
<p>Use of ICTs in education increased to meet EFA goals and improve quality, as well as open access to post-basic education programmes.</p>	<ul style="list-style-type: none"> • Establishment of networks for the launch of African workshops and an African version of the toolkit produced in Bangkok on ICT in education policy. Translation of the toolkit into French (currently under revision) and launch of workshops scheduled for 2009. • NFE-MIS enhanced in 3 countries in West Africa. 				

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Policy advice delivered to establish national and regional research systems, especially through support to identified centres of excellence to enhance quality delivery of higher education programmes and the development of a qualifications framework for quality assurance.</p>	<ul style="list-style-type: none"> • More than 200 representatives from government, educational institutions, civil society, education staff unions, students associations and development partners from 27 countries were informed and discussed major issues in higher education through the regional conference for Africa held in Dakar, Senegal, 10-13 November 2008, as part of preparations for the World Conference on Higher Education. Participants concluded on the need to focus on the following issues: access; relevance, efficiency and effectiveness; quality assurance; research and innovation; partnerships and cooperation; creation of an African higher education; and funding. • CRESA and the 3rd QA conference identified further steps for strengthening the regional research and advancing the policy discussion by support to existing scientific network, centres of excellence and UNESCO Chairs. 				

Major programme II – Natural sciences

Para. 02014 - Addressing the needs of Africa

34 C/5 Expected Results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>UNESCO Action Plan developed and implemented in response to the African Union action platform for science and technology.</p>	<ul style="list-style-type: none"> • Action Plan comprising three flagship projects: capacity-building in STI policy, enhancing science and technology education, and the African virtual campus developed and implementation under way. In particular: <ul style="list-style-type: none"> - African Virtual Campus centres were equipped in Benin and Senegal; - science education technical support continued to the Community of Sahel-Saharan States for the GREET programme; - Formulation of SandT policies under way in various Member States (see immediately below). 				
<p>Science and technology policies and planning capacities of African Member States strengthened.</p>	<ul style="list-style-type: none"> • First phase of science policy formulation (stock-taking exercise) completed in six countries (Benin, Burundi, Central African Republic, Gabon, Madagascar and Sudan) and initiated in three others (Botswana, Malawi and Zambia); second phase (national consultations) completed in three countries (Burundi, Madagascar and Sudan). • In Tanzania, further to a request from the highest authorities for UNESCO's assistance for conducting a comprehensive review and repositioning the Tanzanian STI system, the UNCT agreed to UNESCO's proposal for science components to be included in the One United Nations programme. UNESCO spearheaded and coordinated the formulation of proposals in support of the STI system reform (amounting to \$10 million to be financed from the One UN fund and other sources) and is now supervising implementation by a team of UN agencies and development partners. 	<ul style="list-style-type: none"> • There is a great expectations in Africa that UNESCO will be able to help all countries develop/revise and adopt national STI policies. However, UNESCO resources are inadequate and the response of the donor community is below expectations. 	<p>UNESCO's financial inputs were limited to the provision of the international expertise required for the process. In very few cases local consultants were paid by UNESCO.</p>		

34 C/5 Expected Results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Knowledge transfer and sustainable human and institutional capacity-building improved in order to develop a national culture of maintenance.	<ul style="list-style-type: none"> • Training workshops on science and engineering education and innovation for development held. • Toolkit on “Management of Maintenance” developed. 	<ul style="list-style-type: none"> • One of the challenges of working to promote the “Culture of Maintenance” is that asset management and the management of maintenance is not regarded by governments around the world with any sense of priority, although this situation appears to be changing in response to the economic crisis. 			
Knowledge base and capacities for local, national and regional water management strengthened.	<ul style="list-style-type: none"> • Research network of hydrogeologists of volcanic areas in three countries in East Africa strengthened. • Results of remote sensing capacity building projects in TIGER compiled, reviewed and edited for publication, serving as a showcase of how satellite information can help in water management in Africa. 	<ul style="list-style-type: none"> • In view of funds limitations, forging new partnerships and developing existing ones appear critical. • Through the partnership established with ESA (European Space Agency), African Institutions had direct access to ESA material and experience to improve their water resources management. 	<p>UNESCO contribution was part of a greater effort with partners to spread cost.</p> <p>Provision of global data online proved cost effective.</p>		
Knowledge base and capacities in formulating national energy policies and conducting pilot projects strengthened.	<ul style="list-style-type: none"> • Training activities held in two African countries <ul style="list-style-type: none"> - Mauritania: senior managers and technicians trained in decentralised rural electrification using solar equipment. - Niger: senior representatives and local leaders trained on the use and application of renewable energy. • A UNESCO/ISESCO regional expert meeting reviewed “Experiences and best practices on the use and application of solar energy systems” (Lomé, Togo), with the participation of representatives from western Africa countries. • Preparatory work for the formulation of a national strategy/policy for the development of renewable energy in Benin, as well as the implementation of two pilot solar schools, initiated. 	<ul style="list-style-type: none"> • To respond to the enormous needs for enhancing local capacities in Africa to manage, use and maintain renewable energy systems will require the mobilization of additional resources. 	<p>Renewable energy activities are implemented in partnership with other international institutions, with UNESCO contributing seed money.</p>		
Initiatives in the fight against desertification encouraged and supported.	<ul style="list-style-type: none"> • English and French versions of new UNESCO Teaching Resource Kit for Dryland Countries diffused to African dryland countries through UNESCO ASPNet. 	<ul style="list-style-type: none"> • ASPNet focal points will need to actively promote new teaching resource kit for dryland countries. 	<p>Preparation of drylands kit has been funded by extrabudgetary resources.</p>		

34 C/5 Expected Results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Policy advice delivered to establish national and regional research systems, especially through support to identified centres of excellence.</p>	<ul style="list-style-type: none"> Networking between African biotechnology institutions strengthened through support provided for the organization of the African Congress on Biotechnology (in cooperation with the Biotechnology Research Centre, BTRC, Tripoli, Libya). The Congress, which benefited from the active contribution of the International Centre for Genetic Engineering and Biotechnology (ICGEB, Cape Town) and was attended by representatives of scientific and research institutions and NGOs from 20 countries in Africa as well as representatives of ICSU-Africa, NEPAD and UNECA, sets out recommendations for capacity-building and science education for the region. 	<ul style="list-style-type: none"> Facilitating the greater involvement of scientists from the Region 	<p>Very cost-effective as the activities were largely funded by the BTRC</p>	<p>The Government of the Libyan Arab Jamahiriya is very supportive of this initiative and discussions are under way for additional funding under the UNESCO/Libyan funds-in-trust arrangement.</p>	

Major programme III – Social and human sciences

Para. 03013 - Focus on the needs of Africa

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>National institutional capacities strengthened in the fields of ethics of science and technology and bioethics.</p>	<ul style="list-style-type: none"> • Through the Ethics Education Programme mapping of experts in ethics teaching and sampling of teaching programmes continues (regional expert meetings in Abidjan, Côte d'Ivoire in December 2008), • Through the Assisting Bioethics Committees (ABC), project assistance has been provided to Member States. • National Bioethics Committees have been established with the support of UNESCO in Ghana, Guinea, Gabon, Madagascar and Togo. Technical missions to support the establishment of National Bioethics Committees have been made to Cape Verde and Chad. The first training in working methods has been prepared. Cooperation with the Kennedy Institute of Ethics, Georgetown University (USA) will provide documentation to newly established committees, while arrangements for internships are provided by the Central Ethics Committee in Denmark 	<ul style="list-style-type: none"> • Establishing a National Bioethics Committee is a lengthy process, depending on the national/political procedures and commitments involved. 			
<p>Cooperation among social and human sciences and human rights research networks enhanced, with particular emphasis on the strengthening of the research-policy nexus relating to regional integration, poverty eradication, migration, urban settings, culture of peace, gender and youth issues, and in the framework of support given to subregional forums of ministers of social development.</p>	<ul style="list-style-type: none"> • Elaboration of an SHS Strategy for Youth Empowerment in Africa with particular focus inter alia on promoting policy-research dialogue and strengthening regional and national capacities to address youth issues (policy development, youth structures, research on youth issues) • Second ECOWAS Forum of Ministers was held in Côte d'Ivoire (September 2008) and the first meeting of East Africa Community was held in Rwanda, in September 2008 	<ul style="list-style-type: none"> • Limited development of research networks and activity on youth issues; Diversity among countries as regards the state of national youth policies, approaches to and capacity to address youth issues; socio-political context; conflict or post-conflict considerations 	<p>Activities designed to ensure a multiplier effect and are based on the use of ICTs and cooperation with partners in the field (regional and national level), thus reducing operational costs and increasing effectiveness and impact.</p>	<p>Training of trainers to ensure a multiplier effect and long-term impact</p> <p>Involvement of the African Union Commission in the development of a website/Web portal on the African Youth.</p> <p>Funding request for extrabudgetary project elaborated</p>	

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Policy advice delivered to national and regional research systems, especially through support to identified centres of excellence, so as to enhance quality delivery of appropriate social and human sciences research findings.</p>	<ul style="list-style-type: none"> • Regional agreements on migration: commissioning of case studies on obstacles to free movement in West Africa, and of a survey on attitudes toward free movement in all regional organizations in cooperation with the UN University in Bruges. • Cooperation with a network of universities and policy-makers managed by the IRD and the EU to coordinate a project on free movement in West Africa. • African migration: Joint project established with the French NGO Cimade on the protection of migrants' rights in Morocco, Algeria, Mali, Senegal, Niger, Mauritania. • Within the framework of the intersectoral platform on strengthening national research systems, National research capacity reviews have started in two pilot countries in Africa (Tanzania, Madagascar), emphasizing a combined approach of the natural sciences and the social and human sciences. • Extrabudgetary support has been received to finance studies in several other African countries with a view to strengthen national research systems and their contribution to poverty eradication. 				

Major Programme IV – Culture

Para. 04007 - Focus on Africa

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Educational material on history and cultural resources prepared on the basis of the General History of Africa, for their integration into the curricula of education systems in Member States of the African Union at various levels of education.</p>	<ul style="list-style-type: none"> • Overall project proposal “The Pedagogical Use of the General History of Africa” for submission of extrabudgetary funding elaborated, validated and submitted (Libyan Arab Jamahiriya); project approved for an amount of US\$ 2.000.000 for a period of July 2008 to June 2012; first instalment received; ALD personnel recruited (P-3 and GS-3); creation of a Scientific Committee, entrusted with the intellectual and scientific responsibility of the project, initiated in cooperation with AFR and the African Union (draft statutes, list of members); organization of expert meeting (9-10 March 2009) followed by the first meeting of the Scientific Committee (11-13 March 2009) to provide advice on project implementation; consultations initiated to create UNESCO intersectoral team (CLT, ED, SHS, CI, AFR, ERC.CSF, BRED A + African field offices). • The project foresees the following activities: <ul style="list-style-type: none"> - development of three history textbooks, and historical atlas on CD-ROM; - training sessions for history teachers and production of teachers’ guides; - promotion and harmonization of the use of the <i>General History of Africa</i> in higher education institutions across the region; - publication of picture books for children; - production of audiovisual documentaries to accompany the three history textbooks. • Restructuring/updating of the website of the <i>General History of Africa</i>. 	<ul style="list-style-type: none"> • Administrative steps for project initiation fundraising, setting up the team and scientific committee as well as the intersectoral task force, took more time than foreseen. 	<p>Project activities fully financed by extrabudgetary funds (except the March 2009 expert meeting financed with remaining extrabudgetary funds for the <i>General History of Africa</i>). Only supervision and coordination covered by RP.</p>	<p>Strong interest in, and support of, African Member States to ensure utilization of the project’s outcomes.</p>	

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>African cultural and natural heritage better represented on the World Heritage List, and African accession to the World Heritage Convention expanded.</p>	<ul style="list-style-type: none"> • Progress towards a better representation of African heritage on the World Heritage List through <ul style="list-style-type: none"> - the inscription of two African properties on the World Heritage List (Quebec, July 2008); - the submission of two nominations files from the Africa Region in 2008: City of Velha in Cape Verde (first dossier for this country) and Historic City of Grand-Bassam in Côte d'Ivoire (prepared with EXB funding); - the on-going preparation of 14 nomination files in Africa: Cameroon, Chad, Angola, Burundi, Burkina Faso, Ethiopia, Comoros, Tanzania, Guinea Bissau, Ghana, Cote d'Ivoire, Kenya, Guinea, United Republic of Tanzania; - the identification of potential World Heritage sites for forests in Congo basin (expert meeting, Brazzaville, March 2008 – EXB funding); - the preparation or revision of Tentative Lists, allowing a proper identification of sites for potential inscription of the World Heritage List: 2 African countries submitted their first Tentative List in 2008 (Congo (Rep. of) and Lesotho) and six African countries revised their Tentative Lists in 2008 (Ethiopia, Madagascar, Malawi, Mozambique, South Africa, Zambia); - 17 professionals of eight francophone countries trained during a two-day workshop on nomination process for natural heritage, Ouagadougou, Burkina Faso (May 2008); - 20 professionals of nine English-speaking countries trained during a two-week workshop on WH nomination process in Sehlabathebe, Lesotho (Nov. 2008) – Funded by the African World Heritage Fund. 	<ul style="list-style-type: none"> • Challenge: assessment of potential Outstanding Universal Value of nomination files under preparation. • Necessity to improve capacity building in the field of WH nomination process (training sessions were organized for that purpose). • Two African countries have not yet ratified the WH Convention. 	<p>Complementarity of RP and EXB funding to support the preparation of nomination files for African countries.</p>	<p>Establishment of best practices in the field of management plans for sites to be inscribed is necessary to ensure the sustainability of the sites and the representation of Africa on the World Heritage List.</p>	

34 C/5 Expected results	• Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Management of African properties on the World Heritage List and on the List of World Heritage in Danger strengthened, including through cooperation with the African World Heritage Fund and other appropriate bodies.</p>	<ul style="list-style-type: none"> • Management of sites improved through capacity-building activities: <ul style="list-style-type: none"> - 20 professionals of 16 francophone countries trained by Africa 2009 during a three-month workshop on heritage management in Porto Novo, Benin (Sept-Nov. 08); - Terra 2008 Conference to launch Earthen Architecture Programme 2007-2017 (funding: WH Fund) in Bamako, Mali, attended by 450 international participants of 65 countries (Feb. 2008); - Ethiopia: site Management Training Workshop (June 2008) in Aksum to establish a road map for the management of the site and training of 40 officials (funding: Italian FIT); training in traditional conservation techniques for 35 local workers and officials (Dec. 2008) at Lalibela (funding: Norway FIT); - Madagascar: 50 governmental officers and site managers trained to elaborate a general management plan for the recently nominated serial property "Rainforest of Atsinanana" (UNF and NWHF Funding). • Conservation activities (mainly with EXB funding and WH Fund) to preserve/restore the integrity of sites <ul style="list-style-type: none"> - inscribed on the List of World Heritage in Danger in Ethiopia (Simien NP), Senegal (Niokolo Koba NP), in DR Congo (five sites) and in Tanzania (Kilwa Kisiwani and Songo Mnara); - in Ethiopia Aksum Re-erection of the Obelisk Project (Italian FIT) successfully carried out; completion of the restoration works expected for December 2008; multidisciplinary conservation studies in view of restoring the Lalibela churches (funding: Norway FIT). 		<p>Additional funding has been leveraged from EXB sources (including WHF), to reinforce the impact and effectiveness of activities.</p>	<p>People trained are in a position to use the skills developed through their training.</p>	

34 C/5 Expected results	• Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Accession of Member States to the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the 2005 Convention on the Protection and Promotion of Diversity of Cultural Expressions encouraged.</p>	<ul style="list-style-type: none"> • During the first half of the biennium, eight African States have become States Parties to the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. 	<ul style="list-style-type: none"> • The organization of subregional, as well as national meetings, has enormously contributed to raise awareness among African governmental officials on the importance of safeguarding intangible heritage. This has led to ratifications and reinforcement of capacities to benefit from the programmatic framework of the Convention, as well as to support for their participation in its statutory bodies. The challenge is to transfer this knowledge within the States to local communities to assure full participation of the main actors in the implementation of the Convention. 	<p>The organization of information and capacity building meetings, both with regular and with extra-budgetary means, has allowed, with limited resources, the access of African States to the cooperation and assistance mechanisms of the 2003 Convention (as at January 2009 23 African States have ratified).</p>	<p>Ratification of the Convention and implementation of the mechanisms ensures the sustainability of the process.</p>	
<p>Intangible cultural heritage in Africa safeguarded and strengthened.</p>	<ul style="list-style-type: none"> • 23 safeguarding projects related to MLA 2 are being implemented in Africa. • Within the framework of the UNESCO/Norway FIT, two workshops (one in Pretoria from 27-28 March and the other in Bamako from 19-20 May) were organized for 26 African non-States Parties to the Convention. • The third workshop, targeting 21 African States Parties to the Convention, was organized from 23-24 June 2008 to inform the participants about recent developments concerning operational aspects of the Convention, more in particular, the preparation of nomination files for the Lists of the Convention. • 23 African States have already ratified the 2003 Convention, six of them are members of the Committee. 	<ul style="list-style-type: none"> • Follow-up workshop at the national level is essential in order to disseminate the information provided to the workshop participants. 	<p>The project entitled "Three subregional capacity-building workshops to support the inscription of African intangible cultural heritage on the lists of the Convention for the Safeguarding of the Intangible Cultural Heritage" (\$209,998 USD) was approved in late 2007 for funding by the Norwegian authorities (504RAF4003). The project was co-financed by the ITH Section.</p>	<p>The African Member States have been provided with essential information about the mechanism of the international cooperation including how to request financial assistance within the framework of the 2003 Convention, and follow-up will be ensured through close communication between the States, UNESCO field offices, and ITH.</p>	

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Policy advice provided, where appropriate, for cultural policies as part of sustainable development policies.</p>	<ul style="list-style-type: none"> • Conceptual and financial assistance initiated in favour, of Burkina Faso, Burundi, Ethiopia, Malawi, Somalia, Togo. • Review of culturally appropriate HIV and AIDS and related policies conducted in 5 countries (Botswana, Burkina Faso, Côte d'Ivoire, South Africa and Uganda). • Training module of Education for Sustainable Development (ESD) and culture under development as a CLT contribution to the piloting of the ESD Lens in Southern Africa to sensitize ED policy-makers planners and programmers on cultural diversity and intercultural dialogue challenges of ESD. • Preparations well under way for a subregional training seminar (Integrating cultural diversity and intercultural dialogue into national development policies) to be held in February 2009 in Ouagadougou, to be attended by authorities and cultural operators from nine countries of the subregion (Burkina Faso, Cameroon, Cape Verde, Gambia, Guinea, Guinea Bissau, Mali, Niger and Senegal). 	<ul style="list-style-type: none"> • Some delay experienced due to changes in the political circumstances in some of the Member States. • After some delay due to financial constraints and difficulties in finding best solutions within UNESCO (HQs and FO), smooth continuation of the project was resumed. 	<p>Additional project proposals for extrabudgetary funding drafted and ready for submission.</p>	<p>The objective is to ensure that decision-makers have all elements in hand to formulate appropriate national policies.</p>	

Major Programme V – Communication and information

Para. 05007 – Addressing the needs of Africa

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Information policy frameworks for universal access to information established, and advice given for the adaptation of media laws to international standards.</p>	<ul style="list-style-type: none"> • Member States of the International Conference on the Great Lakes Region (ICGLR) agree to establish the Regional Information and Communication Council (RICC) at a regional conference held in Kigali between 24-26 November 2008. • This activity contributed to self-regulatory media accountability mechanisms in Great Lakes region. • Support for ICT-inclusion of persons with disabilities and safeguarding of digital content. • On legislation, in Sierra Leone, C/FED has provided input to the government on the legislation creating an independent public broadcaster as part of the UNESCO convened radio working group, which includes UNDP and DPKO. The recommendations were submitted to the government and recently a new legislation has been adopted, that is in line with UNESCO's advice. The legislation foresees the creation of a new, autonomous public broadcasting corporation to replace the 75-year-old, state radio and TV service, the Sierra Leone Broadcasting System. 	<ul style="list-style-type: none"> • Ensuring that the resolution is implemented and that the RICC has the necessary capacity to develop media standards in the Great Lakes Region • Scarcity of resources does not always favour broader access to information by marginalized groups; 	<p>UNESCO's support mobilized additional support from International Media Support (IMS), and GTZ (through ICGLR Secretariat)</p>	<p>ICGLR Secretariat will follow-up on the implementation of resolutions</p> <p>Strongly linked to progress in other sectors</p>	

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>ICT competencies of teachers at all levels, and capacities of media and training institutions to offer high-quality training increased, including through intersectoral cooperation.</p>	<ul style="list-style-type: none"> • ICT needs assessment of Teacher training institutes in Africa conducted in concert with UNECA and UNESCO-ICBA. Findings and follow-up actions presented at e-learning Africa and endorsed by six African Ministers of Education • 20 Kenyan secondary school teachers (nine women) trained in collaboration with Computer for Schools Kenya (CFSK), based on the Government approved curriculum (November 2008). • Negotiations completed with the Ministry of Higher Education and Research of Togo for the establishment of a university network and higher education resources, in connection with the establishment of a UNESCO Chair on Information and communication technologies, at the University of Lomé and the University of Kara. 	<ul style="list-style-type: none"> • UNESCO-developed guidelines for ICT competencies for teachers are yet to be integrated into the Government approved ICT curriculum for teacher training. This results in insufficient attention to ICT's role in African teacher training institutions and a need for greater involvement of the education sector in crafting and implementation of national ICT policies in Africa. Variation in progress across countries but several good practices exist (Ghana, Namibia). • There are potentially several donors that are ready to support the Centres of excellence initiative but UNESCO needs to draw a road map. 	<p>Long-term effectiveness likely to be good as a result of increased national skills that support competitiveness and national development.</p> <p>UNESCO's partnership with the Computer for Schools Kenya (CFSK) reduced costs because CFSK used its training facilities and personnel. UNESCO's main contribution to centres of excellence in Kenya and Uganda has been to promote and explain the concept to potential partners with the result that UNDP-Kenya and Ford Foundation have provided financial support to the University of Nairobi.</p>	<p>Difficult in some areas, and will depend on investments in infrastructure, education, health and other areas and other sectors. Need to partner with other institutions to pool personnel, knowledge and equipment resources.</p>	
<p>Community radio and community multimedia centres fostered as catalysing tools for community "voice" and people-centred development.</p>	<ul style="list-style-type: none"> • Community multimedia centres fostered through second phase of the Swiss Agency for Development-funded CMC up-scaling project launched at field level in Mali, Mozambique and Senegal. In Mali, the second phase began with the preparation of an extensive programme of capacity building of CMCs to be completed in June 2011. • Capacity-building in CMC strengthened through the following activities: <ul style="list-style-type: none"> - In Mali, the first one was carried out by six experts from the AGETIC (Agence des technologies de l'information et de la communication). The second training was carried out with the support of the Embassy of France in Mali, which made available a trainer from ADEN (Appui au désenclavement numérique) and thus enabled the capacity-building of 23 managers of CMC on administrative and financial matters. From 22 to 26 December 2008, 23 radio newscasters were trained on radio editing and digital broadcasting. - In Cameroon, a training seminar was organized gathering 15 community radios, 30 facilitators from diverse communities to build capacities in production and broadcasting of radio shows addressing HIV and AIDS issues. 		<p>Consensus-building around perceived needs, interventions and execution arrangements proved to be the most appropriate approach for the desired project design with the least cost.</p>	<p>CMC projects are supported only when evidence are available that they are operationally sustainable and have the community support for sustenance.</p> <p>Reaching agreements with larger training institutions for long-term capacity-building of CMCs is essential. In Mali, the Government offers the services of their national ICT resource centre for technical and logistical support of CMCs.</p>	

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<ul style="list-style-type: none"> - In the Democratic Republic of the Congo, facilitators of the community radio of Kinkala were trained in Cameroon, at the community radio Mbalmayo. • Community media fostered to catalyse tools for community “voice” and people-centred development through launching of: <ul style="list-style-type: none"> - Three CMCs projects with IPDC support in Angola, Somalia, Tanzania, to expand the reach and impact of community radio stations as well as in Moldova to strengthen the regional media community. - Another six projects were launched with IPDC support to reinforce community media, its networks, broadcasters and/or capacity-building, in a variety of countries such as Kenya, Namibia, Senegal, Somalia, Tanzania and Zambia for Africa; - Community Radios in Micheweni, Pemba Islands in Zanzibar has been launched within the joint UN programme in Tanzania. - In Chad two new CMC were installed and equipped with solar energy for community radio. - In Kenya, two CMCs were established (Voi and Meru) and the community radio network has been re-established. - In Somalia, two campus radios were created (East African University and the University of Hargeisa) with UNESCO support. • In Rwanda, media, Radio Salus in Butare has been a successful example of a University campus radio serving the Butare community and established in a post conflict environment, while becoming a popular news outlet and discussion forum for the entire country. This project directly proved how media independence and pluralism are indispensable for democratization and how UNESCO’s technical assistance in fostering freedom of expression in conflict and post conflict countries strengthen peace, reconciliation, democracy and basic human freedoms. The project was completed during February 2004- August 2008. 				

34 C/5 Expected results	Achievements	Challenges/Lessons learnt	Cost-effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Capacity of free, independent and pluralistic media to report according to professional standards, as established by journalists themselves, enhanced in post-conflict environments.	<ul style="list-style-type: none"> • Broad-based stakeholder consultation on draft press laws organized widened discussion space, increased understanding around relevant press freedoms and provided recommendations for improvement. • Support from regional states to transition from state-focused to public broadcasting 	<ul style="list-style-type: none"> • Providing a broad array of training, and technical support not limited to press freedom issues that represents value for stakeholders is likely to enable greater gains to be made on press freedom issues. 	In the long run, enhanced access to information and dialogue both top-down and bottom-up is likely to improve governance and bring other development benefits.	Likely to be dependent on or strongly influenced by broader economic trends.	



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

PART II

BUDGET ADJUSTMENTS AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION FOR 2008-2009

and

MANAGEMENT CHART FOR PROGRAMME EXECUTION IN 2008-2009 (34 C/5 Approved)

Status as at 31 December 2008 (non-audited)

No. 43

SUMMARY

Part II of document 181 EX/4 contains:

- A. A report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2008-2009. In accordance with the Appropriation Resolution for 2008-2009 (34 C/Resolution 93, paragraphs 3.A.(b), (d) and (e)), the Director-General presents to the Executive Board:
- (i) a report on the adjustments to the approved appropriation for 2008-2009 arising from donations and special contributions received since the last session of the Executive Board;
 - (ii) budget adjustments totalling \$500,000 made under Part I and Part III for reinforcement of the IOC;
 - (iii) proposed transfers between appropriation lines arising from organizational restructuring, revision of standard costs applicable to staff costs, utilization of the Reserve for Reclassifications and merit-based promotions; and
 - (iv) proposed transfers from Part IV of the budget to cover increases in staff costs and in goods and services due to statutory and inflationary factors.

The financial and administrative dimensions of the reported activities run throughout the entirety of this document.

Action expected of the Executive Board: decision proposed in paragraph 28.

- B. The Management Chart for Programme Execution in 2008-2009 (34 C/5 Approved) as at 31 December 2008.

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A. REPORT BY THE DIRECTOR-GENERAL ON BUDGET ADJUSTMENTS AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION FOR 2008-2009

- A.I Adjustments to the Appropriation approved for 2008-2009 arising from donations and special contributions received since the last session of the Executive Board
- A.II Transfers made between appropriation lines
- A.III Proposed transfers between appropriation lines
- A.IV Proposed transfers from Part IV of the budget to cover increases in staff costs and in goods and services due to statutory factors or inflation
- A.V Action expected of the Executive Board

ANNEX I Revised Appropriation Table for 2008-2009

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

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 - Table 6 Participation Programme implementation by region
 - Table 7 Situation of posts and staff costs expenditure (Regular Budget)
- Extrabudgetary resources
- Chart 1 Extrabudgetary operational programmes by funding source and by Major Programme
 - Chart 2 Extrabudgetary operational programme: allocation and expenditure
 - Table 8 Execution of extrabudgetary programmes by funding source

(ii)

- Table 9 Execution (disbursement) of extrabudgetary programmes by donor and by region
- Table 10 Execution of extrabudgetary programmes by sector
- Table 11 Extrabudgetary resources managed by UNESCO and its institutes broken down by donor
- Table 12 Breakdown of funds managed by UNESCO institutes (including contributions from UNESCO)

ANNEX II REPORT ON THE OPERATING COSTS INCURRED IN 2008 FOR THE EXECUTIVE BOARD

INTRODUCTION

1. This document contains:

Part A: the report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2008-2009, and

Part B: the Management Chart for programme execution for 2008-2009 as at 31 December 2008.

2. As is the customary procedure, **Part A** of the document presents, budget adjustments arising from additional donations and special contributions. Also, pursuant to paragraph 3.A.(e) of the Appropriation Resolution for 2008-2009 whereby the Director-General is authorized to “make transfers between appropriation lines up to an amount of 1% of the initial appropriation, informing the Members of the Executive Board in writing at the session following such action, of the details of and reasons for these transfers”, a report is provided on the adjustments made under the appropriation lines corresponding to the \$500,000 absorption under Parts I and III for the reinforcement of the International Oceanographic Commission (IOC), as decided by the General Conference.

In addition, also pursuant to paragraph 3.A.(e) of the Appropriation Resolution for 2008-2009 whereby “in instances where transfers between appropriation lines entail an amount greater than 1%, the Director-General shall obtain the prior approval of the Executive Board”, a report is also submitted on the following proposed transfers:

- transfers of the budget of Anticipation and Foresight (FOR) to Strategic Planning and Programme (BSP) within Part II.C;
- adjustments of the budget due to the revision of standard costs applicable to staff costs; and
- the utilization of the Reserve for reclassifications/merit-based promotions, which will entail budget transfers from this Reserve to the relevant appropriation lines under Parts I-III.

Further, it submits proposals for the Executive Board’s approval for transfers of budget from Part IV “Anticipated Cost Increases” to Parts I-III to finance additional costs arising from the statutory increases in staff salary and the cost increases for goods and services.

3. **Part B** presents the Management Chart which attempts to show a holistic status of the programme execution for the biennium as at 31 December 2008, for both regular programme and extrabudgetary funds. For extrabudgetary resources, which usually finance multi-year projects, the allocation and expenditure figures are presented on an annual basis.

4. Although the Management Chart is related to the 2008-2009 biennium, it includes the implementation status of the US contribution received in 2003 which has been used to implement activities over a multi-year period. It also continues to provide the budgetary situation by principle appropriation line for three major items of expenditure which Member States wished to examine in particular, namely Temporary Assistance, Mission Travel and Contractual Service (166 EX/Decision 3.1.1).

5. Explanations are provided for the regular budget activities for which expenditure rates are higher than 65% or lower than 35%, in conformity with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, which invited the Director-General “to identify and explain, those activities that vary from expected expenditures by a rate of more than 15%”.

PART A

**REPORT BY THE DIRECTOR-GENERAL ON BUDGET ADJUSTMENTS AUTHORIZED
WITHIN THE APPROPRIATION RESOLUTION FOR 2008-2009**

I. Adjustments to the Appropriation approved for 2008-2009 arising from donations and special contributions received since the last session of the Executive Board

6. In accordance with paragraph 3(b) of the Appropriation Resolution for 2008-2009, the Director-General is authorized to accept and add to the Appropriation approved for 2008-2009 voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments taking into account the provisions of Article 7.3 of the Financial Regulation. The Director-General is pleased to provide below information on donations and special contributions received since the last session of the Executive Board:

Source	Purpose	Amount \$
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Major Programme I - Education

A. Governments

• Ministry of Education, Brazil	Strengthening national skills towards quality education	301,203
• Ministry of Education, Brazil	Interaction of family and school	383,133
• German Agency for Technical Cooperation (GTZ)	Regional programme of policies for the teaching profession	29,438
• Austrian Ministry of Science and Research (BMWF)	UNESCO Forum on Higher Education in Europe: Access, Values, Quality and Competitiveness, Bucharest 21-24 May 2009	26,954
• Ministry of Foreign Affairs, France	UNESCO High-Level Group meetings on Education for All	29,499
• The Federal Ministry of Education and Research, Germany	Expert Consultation meeting on Technical and Vocational Education and Training (TVET) Bonn, 12-13 January, 2009	41,129

B. Other contributions

• UN Staff Relief Committee	Capacity-Building of the Education Sector in Disaster Preparedness for the victims of the earthquake in Peru	18,946
• Joint United Nations Programme on HIV/AIDS (UNAIDS)	Capacity-building for addressing HIV/AIDS in Namibia	6,826

Source	Purpose	Amount \$
<ul style="list-style-type: none"> United Nations Children's Fund (UNICEF) Viet Nam 	Strengthening institutional and organizational capacities in education planning, management, statistics and monitoring and evaluation in Viet Nam	9,980
<ul style="list-style-type: none"> United Nations Children's Fund, East Asia and Pacific Regional Office (UNICEF EAPRO) 	Exploratory Review of the UN Agenda for human rights-based approach (HRBA) in the Asia Pacific Region	4,968
<ul style="list-style-type: none"> International Labour Organization (ILO) 	In-service Teacher training in HIV & AIDS competences	19,000
<ul style="list-style-type: none"> World Bank 	UNESCO High-Level Group meetings on Education for All	51,853
<ul style="list-style-type: none"> African Development Bank (ADB) 	UNESCO-ADB-ADEA Teacher Education Policy Forum for Sub-Saharan Africa, 26-28 November 2008 at ADB Headquarters –Tunis	19,405
<ul style="list-style-type: none"> World Economic Forum 	Elaboration of a manual on monitoring and evaluation of multi-stakeholders partnerships for education (MSPEs)	47,982
<ul style="list-style-type: none"> World Economic Forum 	Travel costs in connection with Capacity Development to help implement successful partnership for education	5,377
<ul style="list-style-type: none"> Action for Equity Foundation 	Compensatory microproject on training and microcredits for communiites in Sanjapamba in Sharaicun in Chimborazo province – Ecuador	5,454
<ul style="list-style-type: none"> British Council 	Technical assistance in policy analysis and education sector planning in Nigeria	26,730
<ul style="list-style-type: none"> Virtual Education, Spain 	Strengthening of skills in the management of education systems (Red de Parlamentarios por una Education para Todos y Todas)	2,000
<ul style="list-style-type: none"> Institute of International Cooperation of the German Adult Education Association 	Establishment of partnerships for literacy and adult education including support for a national symposium on adult literacy	28,000
<ul style="list-style-type: none"> Cyprus(CYPRUSAID) 	Young Artists and Gender Equality	21,150
<ul style="list-style-type: none"> Central Board of Directors (ANEP – National Public Education Administration, Uruguay) 	International Course of Teachers Policies (Costa Rica, Panama, Chile and Uruguay)	11,964

Source	Purpose	Amount \$
• Legislative Assembly of Costa Rica – Asesor	International Course of Teachers Policies (Costa Rica, Panama, Chile and Uruguay)	706
• Educational Research Institute, Teacher Training College University of Costa Rica	International Course of Teachers Policies (Costa Rica, Panama, Chile and Uruguay)	713
• National University of Costa Rica	International Course of Teachers Policies (Costa Rica, Panama, Chile and Uruguay)	713
• Open university of Costa Rica	International Course of Teachers Policies (Costa Rica, Panama, Chile and Uruguay)	715
• University of the Republic of Uruguay	International Course of Teachers Policies (Costa Rica, Panama, Chile and Uruguay)	971
• Open Society Initiative for Southern Africa (OSISA)	Establishment of national partnerships for literacy and adult education, within the context of LIFE in Mozambique	19,975
• PLAN Thailand	Sex education and HIV Prevention for Adolescents in Thailand	10,322
• Succession Bardelli	Holocaust Education	6,907
• Fondation IRINI	Seminar for the training of teachers from the network of associated Schools of UNESCO in Burkina-Faso	3,419
Total, MP I		1,135,432

Major Programme II – Natural sciences

A. Governments

• United States Army of Corps of Engineers (USACE)	Policy Workshop Contributing to Development of the Third World Water Development (WWDR) Report - Perugia - Italy - July 2008	17,000
• Federal Ministry of Education and Research (BMFP) Germany	English/French translation of Global Change and the Hydrological Cycle (GLOWA) brochure	755
• The Ministry of Land, Infrastructure, Transport and Tourism (MLIT) Japan	Implementation of basic research and production of draft guidelines for Integrated Water Resources Management (IWRM) at River Basin Level	176,214

Source	Purpose	Amount \$
B. Other contributions		
• The International Society for Optical Engineering	UNESCO Optics education project "Active Learning in Optics and Photonics (ALOP)	20,000
• Pierre Bergé Yves Saint Laurent Foundation	Joint UNESCO/TVE/BBC film project on the UNESCO MAB Programme	15,552
• International Strategy for Disaster Reduction (UN/ISDR)	Support to the World Disaster Reduction Campaign	693
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Training and Sensitizing Trainers to Water Management	15,975
• Lighthouse Foundation	Youth Visioning for Island Living Activities	14,771
• University of Newcastle	Support to the EPIC Force Project	10,049
• NOW Earth and Life Sciences (NOW-ALW) The Hague	Building scientific and technical capacity for effective management and sustainable use of Dryland Biodiversity in West African biosphere reserves	6,015
Total, MP II		277,024

Major Programme III – Social and human sciences

A. Governments

- Ministry of Education, Brazil Support to the activity "Children in Need - Each School has a story to tell" in Brazil 180,723

B. Other contributions

- Islamic Education, Scientific and Cultural Organization (ISESCO) Organization of one Capacity-Building Workshop for national and regional policy-makers and civil society actors (Workshop on Greater Horn of Africa to be held in Djibouti in November 2009) 9,975
- Islamic Education, Scientific and Cultural Organization (ISESCO) Regional Meeting on Ethics of Science and Technology, held in Cairo from 26 to 27 October 2008 11,960
- Islamic Education, Scientific and Cultural Organization (ISESCO) UNESCO/ISESCO Arab research policy network on economic, social and cultural rights (ARADESC). Meeting on "The Cultural Rights in the Maghreb region and Egypt" 18 and 19 December 2008, in Rabat, Morocco 14,975

Source	Purpose	Amount \$
• Montepio Bank, Portugal	Publishing of the proceedings of the International Meeting organized in Lisbon in 2007	4,256
• Del Veneto Region - Regional Directorate for International Relations - International Cooperation, Italy	Support to activities on "Youth Development and Prevention of Youth Violence"	93,313
• ECM2 Ltd, United Kingdom	Support to the VI World Forum on Sport Education and Culture in Busan, Korea, 25-27 September 2008	75,000
• Centre for the Sociology of Political Practices and Representations – University of Paris Diderot – Paris VII	Support for UNESCO Symposium on Current Thought drawing on Frantz Fanon's Work	1,572
• Observatory of Diversity and Cultural Rights, University of Fribourg, Interdisciplinary Institute for Ethics and Human Rights	Support to Research Network on Economic, Social and Cultural Rights	7,000
Total, MP III		398,774

Major Programme IV – Culture

A. Governments

• Delegation of China	For interpretation costs – Round table, Cultural Diversity Day, 21 May 2008	2,359
• Delegation of Spain	Financing of the Spanish interpretation during the session of the committee for the Safeguarding of the Intangible Cultural Heritage (Sofia, Bulgaria from 18 to 22 February 2008)	15,751

B. Other contributions

• Islamic Education, Scientific and Cultural Organization (ISESCO)	Training in Museum management and conservation of collections for museum curators in the Maghreb	4,980
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Support for the book sector US \$25,000 and seminar on heritage protection	3,980

Source	Purpose	Amount \$
• Ms Atsue Imayoshi	The rental of Salle Miro for the exhibition "1000th Anniversary of the Tale of Genji" (29 September to 3 October 2008)	9,278
• Orient Cultural Heritage Site Protection Alliance	Lumbini World Heritage Site and preparation of Management Plan aiming to promote the revitalization of Buddhist remains/arts and future Buddhist tourism in Nepal	49,978
• UNEP World Conservation Monitoring Centre (WCMC)	2010 Biodiversity Indicators Partnerships (2010 BIP) for a reduction in the rate of biodiversity loss at the global level, through improved decisions for the conservation of global biodiversity	43,980
• Korea, Cultural Heritage Foundation	Development of a State-Wise Web-based Database of Intangible Cultural Heritage	42,000
• Mr Madanjeet Singh - UNESCO Goodwill Ambassador	Celebration of the World Day for Cultural Diversity for Dialogue and Development, 21 May 2008	20,000
• Shaikh Ebrahim Bin Mohammed Al Khalifa Center for Cultural and Research (SECCR)	Reproduction of the second edition of the Arabic version of the World Heritage in Young Hands Kit	35,000
• Shaikh Ebrahim Bin Mohammed Al Khalifa Center for Cultural and Research (SECCR)	Regional meeting of the Arab States Parties to the World Heritage Convention on the implementation of the World Heritage Education Programme	85,000
• Association for Conservation of National Treasures, Japan	UNESCO Project on Paper Conservation: Methodology of Paper Conservation and Paper Making Traditions in East Asia	10,000
• United Nations Integrated Office in Bujumbura (BINUB)	Media coverage of "Panel on books, publishing, creativity and copyright in Burundi"	5,000
• Korean Mounting and Conservation Association	Production of a promotional brochure on the project and its activities. Participation of Korean experts in the technical meetings of the 1st year of the project.	4,971
• Association for Conservation of National Treasures, Japan	For the purposes linked to the China FIT on paper conservation in East Asia	10,000
• Hotel Saint-Maurice	Exhibition and concert activities of the World Day for Cultural Diversity for Dialogue and Development, 21 May 2008	4,673
Total, MP IV		346,950

Source	Purpose	Amount \$
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Major Programme V – Communication and information

A. Governments

• Permanent Delegation of France	Exhibition on Press Freedom and Safety of Journalists, held 28 October 2008 at Headquarters	23,328
• Permanent Delegation of the Kingdom of Sweden	Exhibition on Press Freedom and Safety of Journalists, held 28 October 2008 at Headquarters	43,127
• Government of Latvia	High-level symposium on freedom of expression held 29 October 2008 at Headquarters	10,000

B. Other contributions

• Islamic Education, Scientific and Cultural Organization (ISESCO)	Support to the activity “Training provided to reinforce the capacity of trainers to use FOSS applications”	9,975
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Exhibition on Press Freedom and Safety of Journalists, held 28 October 2008 at Headquarters	12,213
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Support to the activity “Translation of Model Curricula for Journalism Education for Developing Countries and Emerging Democracies into Arabic”	5,000
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Support to the activity “Role, utility and impact of the audiovisual liberalization in Mauritania: towards the emergence and development of community/associative radio stations in the Republic of Mauritania”	5,000
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Support to the activity “National inter-ministerial meeting on the implementation of the policy guidelines for the development and promotion of governmental public domain information”	3,000
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Support to the activity “Training on the climate change for media professionals of the Maghreb” held from 13 to 17 October 2008 in Rabat, Morocco	4,000
• Microsoft Informatica Ltda (Brasilia)	Evaluation of the “Innovative schools” initiative in the framework of the “Partners in Learning” project	22,905
• Microsoft Informatica Ltda (Brasilia)	ICT Competency Standards for Teachers in Brazil	19,774

Total, MP V

158,322

Source	Purpose	Amount \$
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Part I.B – Direction

Office of International Standards and Legal Affairs (LA)

A. Governments

• Lithuania	Contribution to the 30th Anniversary of the Committee on Conventions and Recommendations (CR Committee)	5,647
• Ministry of Foreign Affairs of Luxembourg	Contribution to the 30th Anniversary of the Committee on Conventions and Recommendations (CR Committee)	4,043
• France	Contribution to the 30th Anniversary of the Committee on Conventions and Recommendations (CR Committee)	7,776
• Thailand	Contribution to the 30th Anniversary of the Committee on Conventions and Recommendations (CR Committee)	3,000
• Portugal	Contribution to the 30th Anniversary of the Committee on Conventions and Recommendations (CR Committee)	3,000
• Morocco	Contribution to the 30th Anniversary of the Committee on Conventions and Recommendations (CR Committee)	5,000
Total, LA*		28,466

** The Kingdom of Saudi Arabia has also contributed \$30,000 for the CR Committee's 30th Anniversary in the form of a Funds In Trust*

Part II.C – Programme-Related Services

Strategic planning and programme monitoring (BSP)

A. Governments

• Qatar	Contribution for BSP Publication	300
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Source	Purpose	Amount \$
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B. Other Contributions

• Danish Centre for Culture and Development	The Copenhagen Conference: "Education for Intercultural Understanding and Dialogue"	29,762
• United Nations, Nairobi	Contribution for BSP Publication	431
Total, BSP		30,493

Budget preparation and monitoring (BB)

B. Other Contributions

• United Nations Development Programme (UNDP)	Contribution to the Cost Measurement Study UNDG HLCM	130,000
• Food and Agriculture Organization (FAO)	Contribution to the Cost Measurement Study UNDG HLCM	25,000
Total, BB		155,000

Part III.A – Field management and coordination

Indirect Costs for the Field Offices under Field management and coordination (BFC)

The following contributions were received from Governments towards the running costs of established Field Offices:

• Thailand	Bangkok Office	5,579
• Egypt	Cairo Office	46,176
• Samoa	Apia Office	9,975
• Indonesia	Jakarta Office	36,000
• Costa Rica	San José Office	51,569
• Chile	Santiago Office	50,000
• China	Beijing Office	45,111
• Mozambique	Maputo Office	10,150
• India	New Delhi Office	33,629
Total, Indirect Costs		288,189

Part III.B – Sector for External Relations and Cooperation (ERC)

A. Governments

• Ministry of Foreign Affairs of France	Contribution towards the 61st Annual Conference of NGOs	233,282
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Source	Purpose	Amount \$
B. Other Contributions		
• UNESCO Centre of Florence/Italian Federation of UNESCO Clubs	Reconstruction of educational structures in Bangladesh	5,521
• Islamic Education, Scientific and Cultural Organization (ISESCO)	For the organization of the Forum of Arab Parliamentarians for Education (FARPED) and its follow up	15,000
• Arab Bureau of Education for the Gulf States (ABEGS)	For the organization of the Forum of Arab Parliamentarians for Education (FARPED) and its follow up	14,980
Total, ERC		268,783
Part III.E – Administrative coordination and support (ADM)		
A. Governments		
• City of Tours	For the restoration, protection and maintenance of the UNESCO Art collection	15,723
Total, ADM		15,723
Grand Total, Donations and Special Contributions		3,103,156

7. In addition to the above monetary contributions, the following governments are making contributions in kind to field offices by offering rent-free premises during the 2008-2009 biennium:

Country	Field offices receiving rent-free premises
• Brazil	Brasilia Office – partial contribution
• Cameroon	Yaoundé Office
• Chile	Santiago Office
• Cuba	Havana Office
• Democratic Republic of the Congo	Kinshasa Office
• Gabon	Libreville Office
• Iran, Islamic Republic of	Tehran Office
• Italy	Venice Office
• Jamaica	Kingston Office
• Jordan	Amman Office
• Kazakhstan	Almaty Office
• Lebanon	Beirut Office
• Mali	Bamako Office
• Mexico	Mexico City Office
• Morocco	Rabat Office
• Nigeria	Abuja Office

- Peru Lima Office
- Qatar Doha Office
- Republic of Congo Brazzaville Office
- Romania Bucharest (CEPES)
- Senegal Dakar Office
- Thailand Bangkok Office
- United Republic of Tanzania Dar es Salaam Office
- Uruguay Montevideo Office
- Uzbekistan Tashkent Office
- Zimbabwe Harare Office
- Russia Moscow Office

This attempt to show contributions in kind is still a work in progress as in-kind contributions are not limited to rent-free premises. Efforts will be made to enlarge the scope of the list in future reports.

II. Transfers made between appropriation lines

8. The first sentence of paragraph 3.A.(e) of the Appropriation Resolution for 2008-2009 states that "The Director-General may make transfers between appropriation lines up to an amount of 1% of the initial appropriation, informing the Members of the Executive Board in writing at the session following such action, of the details of and reasons for these transfers". The Director-General accordingly informs the Members of the Executive Board of the following transfers that have been made between appropriation lines:

9. Adjustments of the budget under Parts I-III for the purpose of compensating additional funds which the General Conference decided to allocate to the International Oceanographic Commission (IOC) under Major Programme II – Natural Sciences:

Pursuant to 34 C/Resolution 93 adopted by the General Conference at its 34th session, the Appropriation Resolution for the regular budget 2008-2009 includes an amount of \$500,000 to be "absorbed" in order to compensate for the additional budget which the General Conference decided to allocate to the International Oceanographic Commission (IOC) under Major Programme II – Natural Science. This absorption is required to be made under Part I and/or Part III of the Budget. In accordance with DG/Note/08/26 of 5 August 2008, the following adjustments have been made for the budget under Part I and Part III:

	Appropriation line	Amounts reduced
		\$
Part I	GENERAL POLICY AND DIRECTION	
A.	1. General Conference	(11,900)
	2. Executive Board	(17,000)
B.	Direction	(44,400)
C.	Participation in the Joint Machinery of the United Nations System	(22,000)
	Subtotal Part I	(\$95,300)

Part III **SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION**

A.	Field management and coordination	(52,100)
B.	External relations and cooperation	(42,100)
C.	Human resources management	(72,100)
D.	Accounting, treasury management and financial control	(23,800)
E.	Administration	(214,600)
	Subtotal Part III	(404,700)
	Total, Part I and Part III	(500,000)

III. Proposed transfers between appropriation lines

10. The second sentence of the paragraph 3.A.(e) of the Appropriation Resolution for 2008-2009 also stipulates that "in instances where transfers between appropriation lines entail an amount greater than 1%, the Director-General shall obtain the prior approval of the Executive Board". The Director-General accordingly submits to the Members of the Executive Board for its approval the following transfer proposals:

11. Transfer of the budget for Anticipation and Foresight (FOR) to Strategic Planning and Programme Monitoring (BSP) within Part II.C

Following the recommendation adopted at the 180th session of the Executive Board (180 EX/Decision 51 concerning the Report by the External Auditor on the Office of Foresight), the Director-General proposes to transfer the budget for Anticipation and foresight (FOR) to Strategic Planning and Programme Monitoring (BSP). The activity and staff cost budget for this transfer amounts to:

\$1,361,346

12. Transfer of staff costs budget as a result of the revision of the standard costs for 2008-2009

The staff costs budget is calculated on the basis of standard costs which represent average estimated costs for each grade of posts and for each duty station. In establishing the standard costs, various factors are taken into account such as evolution of cost of living for each duty station, expected salary increase for each category of staff and for each duty station, possible impact of exchange rate fluctuation, the past trends of various allowances, etc. Calculating the standard costs is a complicated exercise, and given that they represent "average estimated costs", the aim of the Organization is to establish as accurate standard costs as possible and then to conduct a very close monitoring of the global staff costs expenditure throughout the biennium in order to ensure that the staff costs expenditure as a whole will be contained within the global staff costs budget.

Partly due to the complicated nature of the standard costs calculation, particularly for those related to the Field Offices for which the standard costs are calculated by each duty station and by each grade, a trend of over-expenditure were observed in the recent biennia under the Field posts, i.e., mainly under Part II.A Field – Management of decentralized programmes (BFC-Field). This over-expenditure was however always offset by the staff costs surpluses under the other budget lines through careful central monitoring.

During the biennium of 2008-2009, efforts have been made by the Secretariat to look into the causes of this trend, and a possibility of adjusting the standard costs at early stage was examined. Indeed, by introducing a reasonable adjustment to the standard costs, the staff costs budget for each sector and bureau will reflect more realistic resources required for the biennium and it will enable the Secretariat to monitor and manage the staff cost expenditure vis-à-vis the budget in a better way.

Therefore the Secretariat proceeded with the revision of the standard costs, so that the costs for the Field posts were adjusted upward in general, and were offset by a decrease in the standard costs for the Headquarters posts. The change of standard costs were done in a way that would not change the total budget for staff costs; the result of this review is a shift in the budget from various budget lines to **BFC – Field** where all the posts are in the Field and to the **Education Sector** where the weight of Field posts is particularly high.

Budget adjustments proposed by the Director-General for this purpose are summarised as follows:

Appropriation line		Amounts proposed to be adjusted
Part I	GENERAL POLICY AND DIRECTION	
A.	1. General Conference	(\$34,000)
	2. Executive Board	(\$55,300)
B.	Direction	(\$599,700)
	Total, Part I	(\$689,000)
Part II	PROGRAMMES AND PROGRAMME RELATED SERVICES	
A.	Programmes	
	Major Programme I – Education	\$522,800
	Major Programme II – Natural sciences	(\$174,700)
	Major Programme III – Social and human sciences	(\$270,700)
	Major Programme IV – Culture	(\$407,300)
	Major Programme V – Communication and information	(\$153,100)
	Field – Management of decentralized programmes	\$5,277,400
	Subtotal, Part II.A	\$4,794,400
C.	Programme-related services	
	1. Coordination and monitoring of action to benefit Africa	(\$89,100)
	2. Fellowships Programme	(\$16,500)
	3. Public information	(\$362,100)
	4. Strategic planning and programme monitoring	(\$209,500)
	5. Budget preparation and monitoring	(\$147,900)
	Subtotal, Part II.C	(\$825,100)
	Total, Part II	\$3,969,300

Part III **SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION**

A.	Field management and coordination	(\$157,200)
B.	External relations and cooperation	(\$458,800)
C.	Human resources management	(\$538,700)
D.	Accounting, treasury management and financial control	(\$289,100)
E.	Administration	(\$1,836,500)
	Subtotal, Part III	(\$3,280,300)
	Grand Total	\$0

13. Utilization of the Reserve for reclassifications/merit-based promotions

Costs resulting from merit-based promotions: After extensive evaluations, 34 cases have been approved for merit-based promotions effective 1 July 2008. The estimated costs of these promotions for the biennium are:

\$754,400

Costs resulting from the reclassification exercise: The Director-General has approved reclassification of 69 posts at Headquarters and in the field effective 1 January 2009. The estimated costs of these reclassifications are:

\$972,100

Total amounts proposed to be transferred from the Reserve for reclassifications/merit-based promotions to Parts I – III

\$1,726,500

IV. Proposed transfers from Part IV of the budget to cover increases in staff costs and in goods and services due to statutory inflation and other factors

14. Paragraph 3.A.(d) of the Appropriation Resolution for 2008-2009 stipulates that “with the approval of the Executive Board, the Director-General is authorized to make transfers from Part IV of the budget (Anticipated Cost Increases) to the relevant appropriation lines in Parts I to III of the budget, for the purpose of meeting increases in staff costs and in the costs of goods and services”. Accordingly, the Director-General submits his proposal for the transfer of funds from Part IV to other parts of the budget to cover the following cost increases under staff costs and the costs of goods and services arising from statutory inflationary and other factors:

**Amounts
proposed
for transfer
from Part IV**

Staff costs

15. **Increase in the Pensionable Remuneration Scale for the Professional and higher category, effective 1 August 2008:** In August 2008, an increase of **6.6%** was announced by the International Civil Service Commission (ICSC) with regard to the Pensionable Remuneration Scale for the Professional and higher category, which leads to an increase in the Organization’s contribution to the Pension Fund. The additional requirement for the biennium arising from this adjustment is estimated at **\$1,710,800.**

\$1,710,800

16. **Increase in salary scale for the General Service category at Headquarters, effective 1 October 2008:** In October 2008, an increase of 2.7% was announced for the salary scale of General Service staff at Headquarters. In accordance with 34 C/Resolution 80 of the General Conference and the interim adjustment procedure set out in the methodology for determining the salaries of General Service staff based in Paris (paragraph 95 of document ICSC/57/R.14), the additional requirement for the present biennium arising from this adjustment is estimated at **\$1,433,900**.

\$1,433,900

Total staff costs requirements

\$3,144,700

Goods and Services

17. Based on the actual invoices received for 2008-2009 from various organizations of the **Joint Machinery of the United Nations system**, the statutory costs to the Secretariat for these items exceed the amounts budgeted in the 34 C/5 Approved by **\$279,000**. A breakdown of these additional requirements is as follows:

<i>United Nations Joint Inspection Unit (JIU)</i>	\$69,000
<i>International Civil Service Commission (ICSC)</i>	\$50,000
<i>Administrative Tribunal of the International Labour Organization (ILO)</i>	\$160,000

Subtotal

\$279,000

18. **Security requirements for field offices:** UNESCO is required to invest in security enhancement in the Field in conformity with the standard established by the United Nations Department of Safety and Security (DSS). Based on a review of the current outstanding security requirements and recurrent costs for field offices (e.g. office guards, residential measures, and maintenance of the existing security equipment), the total estimated requirement for this purpose in 2008-2009 exceeds the amount foreseen in document 34 C/5 Approved (\$4,000,000) by approximately **\$400,000**.

\$400,000

19. **Cost increases for exploitation charges at Headquarters** such as maintenance contracts and utility costs:

- In accordance with the host country practices, many of UNESCO's maintenance and service contracts (e.g. *for cleaning and sanitation services*) include clauses for automatic price increases linked to inflation. Accordingly, for 2008-2009, an annual increase of 2.86% was applied to these contracts, resulting in an total additional requirement of **\$97,000**
- Additionally, based on actual invoices received, it was estimated that an additional requirement of approximately **\$250,400** was needed for *utilities costs (e.g. electricity, water, heating, etc.)*

Consequently the total additional requirement for exploitation charges at UNESCO Headquarters amounts to **\$347,400**.

\$347,400

<p>20. Supernumerary services (eg. for translation, document production, planning and conferences): Consistent with the increase in the General Service salary scale at Headquarters which came into effect on 1 October 2008, the rates for supernumeraries in the same category increased accordingly by 2.7%. Additionally, an increase of 2.3% was also noted for supernumeraries of the professional category as of 1 January 2009. These increases have a particular impact on the expenses of the Secretariats of the Executive Board and General Conference and on Administration (ADM), particularly the Division of Conferences, Languages and Documents (CLD), which often are required to engage a considerable level of supernumerary services. These inflationary increases, plus anticipated volume increases associated with the preparation of statutory documents for the Executive Board, result in an additional requirement of approximately \$1,369,600.</p>	\$1,369,600
<p>21. Interpretation services: Based on the most recent information available, rates for interpreters have increased by 4.38% on average for France and by 3.89% for interpreters from other countries. These factors, plus anticipated volume increases associated with the upcoming Executive Board meetings resulted in an additional requirement for the Division for Conferences, Languages and Documents (CLD) of approximately \$127,000.</p>	\$127,000
<p>22. Expedition charges: Considering the continuous budgetary constraints imposed on the Sector for Administration (ADM), the provision made for this item could not be fully budgeted in the 34 C/5. The estimated costs for expedition charges for the biennium now amounts to \$1,002,900, whereas the 34 C/5 allocation for this item was only \$542,100, resulting in an additional requirement of \$460,800.</p>	\$460,800
<p>23. Costs related to printing, document production and purchases: Inflationary increases of various printing and document production material (e.g. 2.3% p.a. for printing consumables, 5.9% p.a. for rental and maintenance of printing material, etc.) and increases associated with the age of certain equipment have resulted in an additional requirement of approximately \$503,900 for these items.</p>	\$503,900
<p>24. Additional requirements for field offices due to inflation: Recent analyses of the overall inflation rates for UNESCO's field offices showed that an average inflation rate of 4.3% per annum should be applied for 2008-2009. When applied to the budget allocation for field office operating costs in the 34 C/5 Approved, it was determined that an additional amount of \$409,200 was required for 2008.</p>	\$409,200
<p>25. Contribution to the Medical Benefits Fund for associate participants: Based on the most recent figures for the Medical Benefits Fund, the Organization's contribution for 2008-2009 on behalf of associate participants (retired staff members) is estimated at approximately \$7,124,900, whereas the available budget identified for this purpose is \$6,114,800. Thus the additional requirements needed for this item amount to \$1,010,100:</p>	\$1,010,100
Total costs requirements for goods and services	\$4,907,000
Total amount proposed for transfer from Part IV:	\$8,051,700

Financing the increases

26. On the basis of the authorization given by the General Conference (para. 14 above), the Director-General proposes for the approval of the Executive Board that the amount of **\$8,051,700** be withdrawn from Part IV and apportioned to the various appropriation lines as indicated in the draft decision in paragraph 28.

27. If the present transfer is approved by the Executive Board, the situation of Part IV would be as follows:

	\$
• Amount approved by the General Conference at its 34th session	13,731,800
• Less withdrawal approved by the Executive Board at its 180th session (180 EX/Decision 4)	(2,080,000)
• Less withdrawal proposed in the present document	(8,051,700)
Balance under Part IV	3,600,100

V. Action expected of the Executive Board

28. Should the Executive Board endorse the proposals made by the Director-General in this report, it may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined the Director-General's report on donations and special contributions received since the last session of the Executive Board and appropriated to the regular budget and the transfers made between appropriation lines, as well as the proposed transfers between appropriation lines and from Part IV to Parts I-III of the budget, in accordance with the terms of the Appropriation Resolution approved by the General Conference at its 34th session (34 C/Resolution 93, paras. 3.A.(b), (d) and (e), document 181 EX/4 Part II and the recommendations of its Finance and Administrative Commission thereon (181 EX/...),

A

2. Notes that the Director-General has, as a consequence of these donations and special contributions, increased the appropriations to the regular budget by a total amount of **\$3,103,156** as follows:

	\$
Part II.A Major Programme I	1,135,432
Part II.A Major Programme II	277,024
Part II.A Major Programme III	398,774
Part II.A Major Programme IV	346,950
Part II.A Major Programme V	158,322
Part I.B Direction (LA)	28,466
Part II.C.4. Strategic planning and programme monitoring (BSP)	30,493
Part II.C.5. Budget preparation and monitoring (BB)	155,000
Part III.A Field management and coordination (indirect costs for field offices)	288,189
Part III.B Sector for External Relations and Cooperation (ERC)	268,783
Part III.E Administrative coordination and support (ADM)	15,723
Total	3,103,156

3. Expresses its appreciation to the donors listed in paragraph 6 of document 181 EX/4 Part II;

B

4. Recalling the provision of the Appropriation Resolution by virtue of which transfers between appropriation lines up to an amount of 1% of the initial appropriation may be made by the Director-General, whereby the Director-General would inform the Members of the Executive Board, in writing, at the session following such action, of the details of and reasons for these transfers,
5. Notes that the Director-General has made budget adjustments totaling **\$500,000** under Parts I and III for the purpose of compensating the additional budget of \$500,000 which the General Conference decided to allocate to the International Oceanographic Commission (IOC), as follows:

Appropriation line		Amounts transferred
		\$
Part I	GENERAL POLICY AND DIRECTION	
A.	1. General Conference	(11,900)
	2. Executive Board	(17,000)
B.	Direction	(44,400)
C.	Participation in the Joint Machinery of the United Nations System	(22,000)
	Subtotal Part I	(95,300)
Part III	SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION	
A.	Field management and coordination	(52,100)
B.	External relations and cooperation	(42,100)
C.	Human resources management	(72,100)
D.	Accounting, treasury management and financial control	(23,800)
E.	Administration	(214,600)
	Subtotal Part III	(404,700)
	Total, Part I and Part III	(500,000)

C

6. Recalling the provision of the Appropriation Resolution by virtue of which the Director-General shall obtain the prior approval of the Executive Board in instances where transfers between appropriation lines entail an amount greater than 1%;
7. Approves the transfers between appropriation lines of:
- (a) \$1,361,346 from Part II.C Chapter 6 Anticipation and foresight (FOR) to Part II.C Chapter 4 Strategic planning and programme monitoring (BSP);
- (b) staff costs budget as a result of the revision of the standard costs for 2008-2009.

Appropriation line		Amounts proposed to be adjusted \$
Part I	GENERAL POLICY AND DIRECTION	
A.	1. General Conference	(34,000)
	2. Executive Board	(55,300)
B.	Direction	(599,700)
	Total, Part I	(689,000)
Part II	PROGRAMMES AND PROGRAMME RELATED SERVICES	
A.	Programmes	
	Major Programme I – Education	522,800
	Major Programme II – Natural Sciences	(174,700)
	Major Programme III – Social and human sciences	(270,700)
	Major Programme IV – Culture	(407,300)
	Major Programme V – Communication and information	(153,100)
	Field – Management of decentralized programmes	5,277,400
	Subtotal, Part II.A	4,794,400
C.	Programme-related services	
	1. Coordination and monitoring of action to benefit Africa	(89,100)
	2. Fellowship Programme	(16,500)
	3. Public information	(362,100)
	4. Strategic planning and programme monitoring	(209,500)
	5. Budget preparation and monitoring	(147,900)
	Subtotal, Part II.C	(825,100)
	Total, Part II	3,969,300
Part III	SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION	
A.	Field management and coordination	(157,200)
B.	External relations and cooperation	(458,800)
C.	Human resources management	(538,700)
D.	Accounting, treasury management and financial control	(289,100)
E.	Administration	(1,836,500)
	Subtotal, Part III	(3,280,300)
	Grand Total	\$0

(c) \$1,726,500 from the Reserve for Reclassifications and merit-based promotions to Parts I-III of the budget;

D

8. Recalling the provision of the Appropriation Resolution by virtue of which the Director-General is authorized, with the prior approval of the Executive Board, to make transfers from Part IV of the budget (Anticipated Cost Increases) to the relevant appropriation lines in Parts I to III for the purpose of meeting increases in staff costs and in the costs of goods and services,
9. Approves the transfer of **\$8,051,700** from Part IV to Parts I-III of the budget to cover increases in the staff costs and in goods and services due to statutory factors;
10. Takes note of the revised Appropriation Table attached to the present decision in Annex I.

ANNEX I

Revised Appropriation Table 2008-2009

Appropriation line	34 C/5 Approved	34 C/5 Approved as Adjusted (180 EX/Dec.4)	I		III			IV		34 C/5 Approved as Adjusted
			Donations received	Transfers made between appropriation lines	Proposed transfers between appropriation lines			Proposed transfers from Part IV for staff costs and for goods and services		
				Absorption made under Part I and Part III	Transfer of activity/staff costs from FOR to BSP	Revision of Standard Costs applicable to staff costs	Utilization of Reserve for Reclassifications/Merit based promotions	Proposed transfers from Part IV for staff costs	Proposed transfers from Part IV for activity costs	
	\$	\$	\$	\$	\$	\$	\$	\$	\$	
PART I GENERAL POLICY AND DIRECTION										
A. Governing bodies										
1. General Conference	5,513,400	5,521,600	-	(11,900)		(34,000)	-	10,300	125,500	5,611,500
2. Executive Board	7,882,800	7,897,100	-	(17,000)		(55,300)	48,800	18,000	1,496,900	9,388,500
Total Part IA	13,396,200	13,418,700	-	(28,900)	-	(89,300)	48,800	28,300	1,622,400	15,000,000
B. Direction <i>Oversight; International Standards and Legal Affairs; Ethics Programme</i>	20,677,100	20,787,371	28,466	(44,400)		(599,700)	180,100	158,700	-	20,510,537
C. Participation in the Joint Machinery of the United Nations System	10,234,600	10,234,600	-	(22,000)		-	-	-	679,000	10,891,600
TOTAL, PART I	44,307,900	44,440,671	28,466	(95,300)	-	(689,000)	228,900	187,000	2,301,400	46,402,137
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES										
A. Programmes										
Major Programme I - Education	108,468,300	110,556,676	1,135,432			522,800	223,100	443,500	-	112,881,508
Major Programme II - Natural sciences	56,774,300	56,929,519	277,024			(174,700)	98,700	306,900	-	57,437,443
Major Programme III - Social and human sciences	29,196,900	29,225,982	398,774			(270,700)	141,900	161,000	-	29,656,956
Major Programme IV - Culture	51,382,600	52,180,164	346,950			(407,300)	270,600	280,800	-	52,671,214
Major Programme V - Communication and information	31,919,900	32,188,274	158,322			(153,100)	42,200	151,200	-	32,386,896
UNESCO Institute for Statistics	9,020,000	9,020,000	-			-	-	-	-	9,020,000
Field - Management of decentralized programmes	45,473,600	45,496,200	-			5,277,400	191,800	224,600	-	51,190,000
Total, Part IIA	332,235,600	335,596,814	2,316,502	-	-	4,794,400	968,300	1,568,000	-	345,244,016
B. Participation Programme	18,800,000	18,800,000	-			-	-	-	-	18,800,000
C. Programme related services										
1. Coordination and monitoring of action to benefit Africa	4,655,100	4,674,300	-			(89,100)	-	29,900	-	4,615,100
2. Fellowships Programme	1,775,900	1,790,400	-			(16,500)	9,700	10,300	-	1,793,900
3. Public information	13,813,500	13,902,700	-			(362,100)	49,400	115,500	-	13,705,500
4. Strategic planning and programme monitoring	5,927,300	7,212,408	30,493			(209,500)	51,200	50,700	-	8,496,647
5. Budget preparation and monitoring	4,871,300	4,891,200	155,000			(147,900)	21,000	34,300	-	4,953,600
6. Anticipation and foresight	1,355,300	1,361,346	-			(1,361,346)	-	-	-	-
Total, Part IIC	32,398,400	33,832,354	185,493	-	-	(825,100)	131,300	240,700	-	33,564,747
TOTAL PART II	383,434,000	388,229,168	2,501,995	-	-	3,969,300	1,099,600	1,808,700	-	397,608,763
SUPPORT FOR PROGRAMME EXECUTION AND PART III ADMINISTRATION										
A. Field management and coordination <i>(Headquarters activities and field office operating costs)</i>										
	24,178,800	24,406,186	288,189	(52,100)		(157,200)	52,900	43,400	409,200	24,990,575
B. External relations and cooperation										
	19,564,500	19,688,200	268,783	(42,100)		(458,800)	17,500	158,600	-	19,632,183
C. Human resources management										
	33,506,500	33,661,800	-	(72,100)		(538,700)	65,300	180,100	1,010,100	34,306,500
D. Accounting, treasury management and financial control										
	11,043,600	11,101,500	-	(23,800)		(289,100)	100,400	87,600	-	10,976,600
E. Administration										
	99,732,900	100,466,095	15,723	(214,600)		(1,836,500)	161,900	679,300	1,186,300	100,458,218
TOTAL, PART III	188,026,300	189,323,782	572,695	(404,700)	-	(3,280,300)	398,000	1,149,000	2,605,600	190,364,077
TOTAL, PARTS I - III	615,768,200	621,993,621	3,103,156	(500,000)	-	-	1,726,500	3,144,700	4,907,000	634,374,977
Reserve for reclassifications/merit based promotions	2,000,000	2,000,000	-				(1,726,500)	-	-	273,500
PART IV ANTICIPATED COST INCREASES	13,731,800	11,651,800	-				-	(3,144,700)	(4,907,000)	3,600,100
TOTAL	631,500,000	635,645,421	3,103,156	(500,000)	-	-	-	-	-	638,248,577
<i>Absorption to be made under Part I and/or Part III</i>	<i>(500,000)</i>	<i>(500,000)</i>	<i>-</i>	<i>500,000</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
TOTAL APPROPRIATION	631,000,000	635,145,421	3,103,156	-	-	-	-	-	-	638,248,577

1 The appropriation for Major Programme I includes the financial allocations for the UNESCO education institutes.
2 The appropriation for Major Programme II includes the financial allocations for the UNESCO science institutes.

Figures may not sum exactly due to rounding

PART B

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

MANAGEMENT CHART – Programme execution as at 31 December 2008

TABLE 1

OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE

Regular budget and extrabudgetary resources

(Including staff costs and Participation Programme as at 31 December 2008)

Table 1 presents a holistic status of the execution of regular and extrabudgetary resources, showing the overall implementation by principal appropriation line for both regular budget and extrabudgetary resources, including staff costs and Participation Programme, therefore covering all funds related to each appropriation line.

With regard to the regular budget, the table includes Part IV (Anticipated Cost Increases) and takes into account the budgetary transfers made therefrom to the other parts of the budget that have already been approved by the Executive Board at its 180th session as well as the additional appropriations of donations received since the last session of the Executive Board and transfers made which are presented in Part A of this document.

For extrabudgetary resources, allocations and expenditures relate to one-year amounts.

Comments:

For the Regular Budget, the overall expenditure rate as at 31 December 2008 was 47.2%, implying a level of expenditure slightly lower than the linear and theoretical time-elapsed target of 50%.

For extrabudgetary resource, most projects are conceived and managed on a multi-year basis and the allotment issued in a given year includes the unused allotment carried forward from the previous year. Under this circumstance, measuring the implementation of extrabudgetary projects simply by annual expenditure rates (expenditure divided by total allotment of the year) does not always reflect the true level of implementation. Due to the absence of a biennial cut-off date, the schedule for extrabudgetary project implementation tends to be often adjusted compared with the initial work plan. The same level of project implementation can result in different expenditure rates depending on whether or not the level of allotment was minutely managed and adjusted during the course of the year to align with the actual progress of each project. Based on this reflection, the format for extrabudgetary projects does not present comparison of expenditures versus allotment (Table 8-12). This said, Table 1 shows only for indicative purposes the expenditure rates for extrabudgetary projects as at 31 December 2008, which could be measured against the theoretical rate of 100%. The overall expenditure rate for extrabudgetary resources stands at 56.4%.

The figures under the column "Work plan Allocation" do not yet reflect the budget adjustments for staff costs which are required from the revision of the standard costs, for which the approval of the Executive Board is being requested in the present document under paragraph 12 in section A II. Naturally once the transfers are approved and the staff cost budgets are aligned in accordance with the revised standard costs, the expenditure rates under each budget line are expected to be more harmonized. For example, the expenditure rate Field Management of decentralized programmes (currently 57.7%) would stand at 51.3%.

TABLE 1
OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE
(Regular Budget and Extrabudgetary resources including staff costs and Participation Programme)
1 January 2008 to 31 December 2008
(in thousands of US dollars)

Appropriation Line	Regular Budget				Extrabudgetary Resources		
	34 C/5 Approved	Workplan Allocation	Expenditure (delivered/ unliquidated)	Rate of expenditure	Allocation	Expenditure (delivered/ unliquidated)	Rate of expenditure
	\$	\$	\$	%	\$	\$	%
PART I GENERAL POLICY AND DIRECTION							
A. Governing Bodies							
1. General Conference	5,513	5,510	877	15.9	-	-	-
2. Executive Board	7,883	7,880	4,687	59.5	-	-	-
Total Part I.A	13,396	13,390	5,564	41.6	-	-	-
B. Direction							
<i>(Including: Directorate; Office of the Director-General; Internal Oversight; International Standards and Legal Affairs; Ethics Programme)</i>							
	20,677	20,771	9,429	45.4	930	615	66.1
C. Participation in the Joint Machinery of the United Nations System							
	10,235	10,213	5,068	49.6	-	-	-
TOTAL, PART I	44,308	44,374	20,061	45.2	930	615	66.1
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES							
A. Programmes							
I Education	108,468	111,692	53,267	47.7	198,782	111,820	56.3
II Natural sciences	56,774	57,207	26,276	45.9	71,085	46,539	65.5
III Social and human sciences	29,197	29,625	13,974	47.2	50,320	31,472	62.5
IV Culture	51,383	52,527	26,052	49.6	89,473	53,534	59.8
V Communication and information	31,920	32,347	14,740	45.6	51,332	15,750	30.7
Cross-disciplinary project (SC - CLT)	-	-	-	-	486	251	51.6
UNESCO Institute for Statistics	9,020	9,020	4,510	50.0	246	233	94.7
Field Management of decentralized programmes	45,474	45,496	26,270	57.7	-	-	-
Total, Part II.A	332,236	337,913	165,090	48.9	461,724	259,599	56.2
B. Participation Programme	18,800	18,800	9,910	52.7			
C. Programme Related Services							
1. Coordination and monitoring of action to benefit Africa	4,655	4,674	2,361	50.5	295	73	24.7
2. Fellowships programme	1,776	1,790	1,167	65.2	-	-	-
3. Public information	13,814	13,903	6,290	45.2	31	1	3.2
4. Strategic planning and programme monitoring	7,283	8,604	4,400	51.1	858	528	61.5
5. Budget preparation and monitoring	4,871	5,046	2,271	45.0	13	-	-
Total, Part II.C	32,398	34,018	16,489	48.5	1,197	602	50.3
TOTAL, PART II	383,434	390,731	191,489	49.0	462,921	260,201	56.2
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION							
A. Field management and coordination	24,179	24,642	11,334	46.0	1,907	1,551	81.3
B. External relations and cooperation	19,565	19,915	9,360	47.0	5,416	3,128	57.8
C. Human resources management	33,507	33,590	15,498	46.1	144	105	72.9
D. Accounting, treasury management and financial control	11,044	11,078	4,761	43.0	-	-	-
E. Administration	99,733	100,267	48,594	48.5	138	118	85.5
TOTAL, PART III	188,026	189,492	89,547	47.3	7,605	4,902	64.5
TOTAL, PARTS I - III	615,768	624,597	301,097	48.2	471,456	265,718	56.4
Reserve for reclassifications	2,000	2,000	-	-	-	-	-
PART IV ANTICIPATED COST INCREASES	13,732	11,652	-	-	-	-	-
<i>Absorption to be made under Part I and/or Part III</i>	<i>(500)</i>	-					
TOTAL, PARTS I - IV	631,000	638,249	301,097	47.2	471,456	265,718	56.4

TABLE 2
DETAILED STATUS REPORT ON THE REGULAR BUDGET
BY MAIN LINE OF ACTION
REGULAR BUDGET (STAFF AND ACTIVITY COSTS)
(as at 31 December 2008)

Table 2 presents a holistic status of the execution of regular budget resources **by main line of action (MLA)**. The table gives further breakdown of the information on the regular budget shown under Table 1.

As per normal practice, the regular budget figures include the additional appropriations of donations presented in Part A of this document.

The Appropriation Resolution for 34 C/5 presents a single figure comprising both the staff costs and activity costs by each Appropriation Line. Therefore Table 2 provides the figures for the approved budget and the workplan allocation in the same manner. However the expenditure under each line is broken down into staff and activity for further information.

Table 2

DETAILED STATUS REPORT ON THE REGULAR BUDGET BY MAIN LINE OF ACTION

Staff and Activity costs

1 January 2008 to 31 December 2008

(in thousands of US dollars)

Appropriation Line	34 C/5 Approved	Workplan Allocation	Expenditure			Rate of Expenditure
			Staff	Activities	Total	
	\$	\$	\$	\$	\$	%
PART I GENERAL POLICY AND DIRECTION						
A. Governing bodies						
1. General Conference	5,513	5,510	475	402	877	15.9%
2. Executive Board	7,883	7,880	893	3,794	4,687	59.5%
Total, I.A	13,396	13,390	1,368	4,196	5,564	41.6%
B. Direction						
3. Directorate	3,102	3,119	1,370	582	1,952	62.6%
4. Office of the Director-General	6,975	7,020	2,844	180	3,024	43.1%
5. Internal Oversight	6,162	6,162	2,007	736	2,743	44.5%
6. International Standards and Legal Affairs	3,738	3,782	1,575	89	1,664	44.0%
7. Ethics Programme	700	688	45	0	45	6.6%
Total, I.B	20,677	20,771	7,842	1,587	9,429	45.4%
C. Participation in the Joint Machinery of the United Nations System	10,235	10,213	-	5,068	5,068	49.6%
TOTAL, PART I	44,308	44,374	9,210	10,850	20,061	45.2%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES						
A. Programmes						
I EDUCATION						
I.1 Global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships	17,286	16,656	5,353	2,483	7,836	47.0%
I.2 Development of a global framework and networks for capacity development in planning and management of education systems	17,868	15,363	5,722	1,233	6,955	45.3%
I.3 Promote policy dialogue, research, set norms and standards	21,078	23,021	6,312	4,816	11,127	48.3%
I.4 Provide capacity development and technical support to assist national efforts in achieving the Dakar Goals	34,945	38,961	9,085	8,818	17,903	46.0%
Total, I	91,177	94,001	26,473	17,349	43,822	46.6%
UNESCO education institutes <i>(Regular budget financial allocations may include the costs of staff and activities)</i>						
UNESCO International Bureau of Education (IBE)	4,591	4,591	-	2,296	2,296	50.0%
UNESCO International Institute for Educational Planning (IIEP)	5,100	5,100	-	2,550	2,550	50.0%
UNESCO Institute for Lifelong Learning (UIL)	2,300	2,300	-	1,150	1,150	50.0%
UNESCO Institute for Information Technologies in Education (IITE)	1,100	1,100	-	550	550	50.0%
UNESCO International Institute for Capacity-Building in Africa (IICBA)	2,000	2,000	-	1,000	1,000	50.0%
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2,200	2,600	-	1,900	1,900	73.1%
Total, UNESCO education institutes	17,291	17,691	-	9,446	9,446	53.4%
TOTAL, MAJOR PROGRAMME I	108,468	111,692	26,473	26,795	53,267	47.7%
II NATURAL SCIENCES						
II.1 Fostering policies, technical capacity-building, research, networking, education and international cooperation in the fields of water, ecological and earth sciences for enhancing societal responses	26,237	26,421	7,600	4,689	12,289	46.5%
II.2 Oceans and coastal zones: improving governance and fostering intergovernmental cooperation through ocean sciences and services	9,214	9,197	2,578	1,651	4,229	46.0%
II.3 Promoting science, knowledge and education for disaster preparedness and mitigation, and enhancing national and regional coping capacities, including through support for the development of risk reduction networks and monitoring and assessment measures, such as tsunami early warning systems	2,693	2,758	681	614	1,295	46.9%
II.4 Supporting science, technology and innovation policies for sustainable development and poverty eradication, and developing capacities in basic sciences, energy and engineering	17,616	17,816	5,865	2,091	7,956	44.7%
Total, II	55,759	56,192	16,724	9,045	25,768	45.9%
UNESCO science institutes <i>(Regular budget financial allocation may include the costs of staff and activities)</i>						
UNESCO-IHE Institute for Water Education (UNESCO-IHE)	-	-	-	-	-	-
The International Centre for Theoretical Physics (ICTP)	1,015	1,015	-	508	508	50.0%
Total, UNESCO science institutes	1,015	1,015	-	508	508	50.0%
TOTAL, MAJOR PROGRAMME II	56,774	57,207	16,724	9,552	26,276	45.9%

Appropriation Line	34 C/5 Approved	Workplan Allocation	Expenditure			Rate of Expenditure
			Staff	Activities	Total	
	\$	\$	\$	\$	\$	%
III SOCIAL AND HUMAN SCIENCES						
III.1 Promoting the ethics of science and technology, with emphasis on bioethics	7,205	7,232	2,085	1,326	3,411	47.2%
III.2 Enhancing research-policy linkages in the field of social development and policies relating to physical education and sports	13,837	14,021	4,442	2,163	6,604	47.1%
III.3 Promoting philosophical reflection, human rights in UNESCO's fields of competence and the fight against racism and discrimination	8,154	8,372	2,662	1,297	3,959	47.3%
<i>Total, III</i>	29,197	29,625	9,189	4,786	13,974	47.2%
TOTAL, MAJOR PROGRAMME III	29,197	29,625	9,189	4,786	13,974	47.2%
IV CULTURE						
IV.1 Protecting and conserving immovable cultural and natural properties, in particular through the effective implementation of the World Heritage Convention	13,767	14,048	4,949	1,973	6,922	49.3%
IV.2 Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage	8,341	8,564	2,680	1,741	4,421	51.6%
IV.3 Enhancing the protection of cultural objects, the fight against illicit trafficking in them, and the development of museums, particularly in developing countries	7,423	7,969	2,351	1,512	3,863	48.5%
IV.4 Protecting and promoting the diversity of cultural expressions through the implementation of the 2005 Convention and development of cultural and creative industries	8,826	8,890	2,893	1,353	4,246	47.8%
IV.5 Promoting the understanding and development of intercultural dialogue and peace	5,758	5,755	2,203	696	2,900	50.4%
IV.6 Mainstreaming within national policies of the links between cultural diversity, intercultural dialogue and sustainable development	7,267	7,301	2,810	891	3,701	50.7%
<i>Total, IV</i>	51,383	52,527	17,887	8,165	26,052	49.6%
TOTAL, MAJOR PROGRAMME IV	51,383	52,527	17,887	8,165	26,052	49.6%
V COMMUNICATION AND INFORMATION						
V.1 Promoting an enabling environment for freedom of expression and freedom of information	5,856	5,992	1,668	1,216	2,885	48.1%
V.2 Fostering universal access to information and the development of infrastructures	10,747	11,024	3,053	1,888	4,941	44.8%
V.3 Promoting the development of free, independent and pluralistic media and community participation in sustainable development through community media	9,670	9,715	2,553	1,872	4,425	45.5%
V.4 Strengthening the role of communication and information in fostering mutual understanding, peace and reconciliation, particularly in conflict and post-conflict areas	5,647	5,616	1,668	821	2,490	44.3%
<i>Total, V</i>	31,920	32,347	8,942	5,797	14,740	45.6%
TOTAL, MAJOR PROGRAMME V	31,920	32,347	8,942	5,797	14,740	45.6%
UNESCO Institute for Statistics <i>(Regular budget financial allocation may include the costs of staff and activities)</i>	9,020	9,020	-	4,510	4,510	50.0%
Field - Management of decentralized programmes	45,474	45,496	26,270	-	26,270	57.7%
<i>Total, II.A</i>	332,236	337,913	105,485	59,605	165,090	48.9%
B. Participation Programme	18,800	18,800	-	9,910	9,910	52.7%
C. Programme related services						
1. Coordination and monitoring of action to benefit Africa	4,655	4,674	1,750	611	2,361	50.5%
2. Fellowships programme	1,776	1,790	373	794	1,167	65.2%
3. Public information	13,814	13,903	5,177	1,113	6,290	45.2%
4. Strategic planning and programme monitoring	7,283	8,604	2,966	1,434	4,400	51.1%
5. Budget preparation and monitoring	4,871	5,046	1,920	351	2,271	45.0%
<i>Total, II.C</i>	32,398	34,018	12,186	4,303	16,489	48.5%
TOTAL, PART II	383,434	390,731	117,671	73,818	191,489	49.0%

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Appropriation Line	34 C/5 Approved	Workplan Allocation	Expenditure			Rate of Expenditure
			Staff	Activities	Total	
	\$	\$	\$	\$	\$	%
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION						
A. Field management and coordination <i>(HQ activities and field offices' operating costs)</i>	24,179	24,642	2,134	9,200	11,334	46.0%
B. External relations and cooperation	19,565	19,915	7,641	1,718	9,360	47.0%
C. Human resources management	33,507	33,590	8,034	7,464	15,498	46.1%
D. Accounting, treasury management and financial control	11,044	11,078	3,744	1,017	4,761	43.0%
E. Administration						
1. Administrative coordination and support	3,629	3,694	1,567	158	1,724	46.7%
2. Procurement	2,662	2,625	1,020	39	1,059	40.3%
3. Information systems and telecommunications	21,896	21,988	6,182	4,587	10,770	49.0%
4. Conferences, languages and documents	24,597	24,796	10,707	1,525	12,232	49.3%
5. Common services, security, utilities and management of premises and equipment	27,749	27,965	7,838	5,479	13,318	47.6%
6. Maintenance, conservation and renovation of Headquarters premises	19,200	19,200	-	9,492	9,492	49.4%
Total, III.E	99,733	100,267	27,315	21,280	48,594	48.5%
TOTAL, PART III	188,026	189,492	48,869	40,678	89,547	47.3%
TOTAL, PARTS I - III	615,768	624,597	175,750	125,347	301,097	48.2%
Reserve for reclassifications / merit based promotions	2,000	2,000	-	-	-	-
PART IV ANTICIPATED COST INCREASES	13,732	11,652	-	-	-	-
<i>Absorption to be made under Part I and/or Part III</i>	<i>(500)</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
TOTAL, PARTS I - IV	631,000	638,249	175,750	125,347	301,097	47.2%

TABLE 3 (A)
PROGRAMME IMPLEMENTATION BY MAIN LINE OF ACTION
REGULAR BUDGET (ACTIVITY COSTS)
(as at 31 December 2008)

Table 3 (A) presents a holistic status of the execution of **programme activities** by main line of action for regular budget resources. As per normal practice, the regular budget figures include the additional appropriations of donations presented in Part A of this document.

Comments:

The overall implementation of the regular budget activities (Parts I-IV) as at 31 December 2008 stands at 47.3%, implying a level of expenditure slightly lower than the linear and theoretical time-elapsed target of 50%.

In accordance with 164 EX/Decision 3.1.1 and 160 EX/Decision 3.1.1 explanations are provided below for expenditure rates which are higher than 65% or less than 35%:

Part I – General Policy and Direction

General Conference (9.0%): The low rate of implementation is due to the fact that the General Conference takes place in the second year of the biennium. The major portion of the expenditures will be incurred in 2009.

Directorate (150.5%): As was already stated in the document 180 EX/4, it was foreseen that the Directorate's budget would be depleted by the end of 2008; the Director-General is considering alternative sources of financing and will report thereon in due course. It should be noted that the level of the Appropriation Line which combines Part I B 3-7, the total expenditure is still contained within the budget.

Ethics Programme (0.0%): Further to the exceptional approval of the Executive Board at its 179th session to use Regular Programme funds for an ALD to fill the established Ethics Officer post, recruitment was completed with an offer being made.

Part II – Programmes and Programme-Related Services

Fellowships Programme (69.8%): The implementation rate of 69.8% has been attained owing to the fact that the respective study programmes of fellows selected by the Intersectoral Screening Committee commenced in September 2008 which is the start of the regular school year or university calendar 2008-2009.

Table 3 (A)

PROGRAMME IMPLEMENTATION BY MAIN LINE OF ACTION

Regular Budget (Activity costs)

1 January 2008 to 31 December 2008
(in thousands of US dollars)

Appropriation Line	34 C/5 Approved	Workplan Allocation	Expenditure (delivered/ unliquidated)	Rate of Expenditure
	\$	\$	\$	%
PART I GENERAL POLICY AND DIRECTION				
A. Governing bodies				
1. General Conference	4,460	4,448	402	9.0%
2. Executive Board	6,165	6,148	3,794	61.7%
Total, I.A	10,625	10,596	4,196	39.6%
B. Direction				
3. Directorate	386	386	582	150.5%
4. Office of the Director-General	468	474	180	38.0%
5. Internal Oversight	1,147	1,134	736	64.9%
6. International Standards and Legal Affairs	138	166	89	53.8%
7. Ethics Programme	187	171	0	0.0%
Total, I.B	2,326	2,331	1,587	68.1%
C. Participation in the Joint Machinery of the United Nations System	10,235	10,213	5,068	49.6%
TOTAL, PART I	23,185	23,140	10,850	46.9%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES				
A. Programmes				
I EDUCATION				
I.1 Global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships	5,617	4,948	2,483	50.2%
I.2 Development of a global framework and networks for capacity development in planning and management of education systems	5,394	2,848	1,233	43.3%
I.3 Promote policy dialogue, research, set norms and standards	7,319	9,216	4,816	52.3%
I.4 Provide capacity development and technical support to assist national efforts in achieving the Dakar Goals	15,140	19,090	8,818	46.2%
Total, I	33,471	36,101	17,349	48.1%
UNESCO education institutes <i>(Regular budget financial allocations may include the costs of staff and activities)</i>				
UNESCO International Bureau of Education (IBE)	4,591	4,591	2,296	50.0%
UNESCO International Institute for Educational Planning (IIEP)	5,100	5,100	2,550	50.0%
UNESCO Institute for Lifelong Learning (UIL)	2,300	2,300	1,150	50.0%
UNESCO Institute for Information Technologies in Education (IITE)	1,100	1,100	550	50.0%
UNESCO International Institute for Capacity-Building in Africa (IICBA)	2,000	2,000	1,000	50.0%
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2,200	2,600	1,900	73.1%
Total, UNESCO education institutes	17,291	17,691	9,446	53.4%
TOTAL, MAJOR PROGRAMME I	50,762	53,792	26,795	49.8%
II NATURAL SCIENCES				
II.1 Fostering policies, technical capacity-building, research, networking, education and international cooperation in the fields of water, ecological and earth sciences for enhancing societal responses	10,143	10,245	4,689	45.8%
II.2 Oceans and coastal zones: improving governance and fostering intergovernmental cooperation through ocean sciences and services	3,755	3,710	1,651	44.5%
II.3 Promoting science, knowledge and education for disaster preparedness and mitigation, and enhancing national and regional coping capacities, including through support for the development of risk reduction networks and monitoring and assessment measures, such as tsunami early warning systems	1,251	1,309	614	46.9%
II.4 Supporting science, technology and innovation policies for sustainable development and poverty eradication, and developing capacities in basic sciences, energy and engineering	5,194	5,332	2,091	39.2%
Total, II	20,343	20,596	9,045	43.9%
UNESCO science institutes <i>(Regular budget financial allocation may include the costs of staff and activities)</i>				
UNESCO-IHE Institute for Water Education (UNESCO-IHE)	-	-	-	-
The International Centre for Theoretical Physics (ICTP)	1,015	1,015	508	50.0%
Total, UNESCO science institutes	1,015	1,015	508	50.0%
TOTAL, MAJOR PROGRAMME II	21,358	21,611	9,552	44.2%
III SOCIAL AND HUMAN SCIENCES				
III.1 Promoting the ethics of science and technology, with emphasis on bioethics	2,778	2,785	1,326	47.6%
III.2 Enhancing research-policy linkages in the field of social development and policies relating to physical education and sports	4,407	4,550	2,163	47.5%
III.3 Promoting philosophical reflection, human rights in UNESCO's fields of competence and the fight against racism and discrimination	2,502	2,696	1,297	48.1%
Total, III	9,687	10,031	4,786	47.7%
TOTAL, MAJOR PROGRAMME III	9,687	10,031	4,786	47.7%

Appropriation Line	34 C/5 Approved	Workplan Allocation	Expenditure (delivered/ unliquidated)	Rate of Expenditure
	\$	\$	\$	%
IV CULTURE				
IV.1 Protecting and conserving immovable cultural and natural properties, in particular through the effective implementation of the World Heritage Convention	4,315	4,551	1,973	43.3%
IV.2 Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage	3,222	3,420	1,741	50.9%
IV.3 Enhancing the protection of cultural objects, the fight against illicit trafficking in them, and the development of museums, particularly in developing countries	2,932	3,458	1,512	43.7%
IV.4 Protecting and promoting the diversity of cultural expressions through the implementation of the 2005 Convention and development of cultural and creative industries	3,301	3,339	1,353	40.5%
IV.5 Promoting the understanding and development of intercultural dialogue and peace	1,550	1,527	696	45.6%
IV.6 Mainstreaming within national policies of the links between cultural diversity, intercultural dialogue and sustainable development	1,900	1,909	891	46.7%
Total, IV	17,221	18,205	8,165	44.9%
TOTAL, MAJOR PROGRAMME IV	17,221	18,205	8,165	44.9%
V COMMUNICATION AND INFORMATION				
V.1 Promoting an enabling environment for freedom of expression and freedom of information	2,267	2,386	1,216	51.0%
V.2 Fostering universal access to information and the development of infostructures	4,179	4,426	1,888	42.7%
V.3 Promoting the development of free, independent and pluralistic media and community participation in sustainable development through community media	4,179	4,199	1,872	44.6%
V.4 Strengthening the role of communication and information in fostering mutual understanding, peace and reconciliation, particularly in conflict and post-conflict areas	2,058	2,010	821	40.9%
Total, V	12,683	13,022	5,797	44.5%
TOTAL, MAJOR PROGRAMME V	12,683	13,022	5,797	44.5%
UNESCO Institute for Statistics <i>(Regular budget financial allocation may include the costs of staff and activities)</i>	9,020	9,020	4,510	50.0%
Field - Management of decentralized programmes	-	-	-	-
Total, II.A	120,731	125,681	59,605	47.4%
B. Participation Programme	18,800	18,800	9,910	52.7%
C. Programme related services				
1. Coordination and monitoring of action to benefit Africa	1,103	1,103	611	55.4%
2. Fellowships programme	1,137	1,137	794	69.8%
3. Public information	2,566	2,566	1,113	43.4%
4. Strategic planning and programme monitoring	1,362	2,659	1,434	53.9%
5. Budget preparation and monitoring	593	748	351	46.9%
Total, II.C	6,761	8,212	4,303	52.4%
TOTAL, PART II	146,291	152,694	73,818	48.3%
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION				
A. Field management and coordination <i>(HQ activities and field offices' operating costs)</i>	19,642	20,079	9,200	45.8%
B. External relations and cooperation	3,131	3,357	1,718	51.2%
C. Human resources management	16,953	16,881	7,464	44.2%
D. Accounting, treasury management and financial control	2,684	2,660	1,017	38.2%
E. Administration				
1. Administrative coordination and support	231	266	158	59.2%
2. Procurement	72	71	39	54.0%
3. Information systems and telecommunications	9,007	8,960	4,587	51.2%
4. Conferences, languages and documents	2,853	2,823	1,525	54.0%
5. Common services, security, utilities and management of premises and equipment	10,958	10,882	5,479	50.4%
6. Maintenance, conservation and renovation of Headquarters premises	19,200	19,200	9,492	49.4%
Total, III.E	42,320	42,202	21,280	50.4%
TOTAL, PART III	84,730	85,180	40,678	47.8%
TOTAL, PARTS I - III	254,206	261,014	125,347	48.0%
Reserve for reclassifications / merit based promotions	-	-	-	-
PART IV ANTICIPATED COST INCREASES	3,896	3,896	-	-
<i>Absorption to be made under Part I and/or Part III</i>	<i>(500)</i>			
TOTAL, PARTS I - IV	257,602	264,910	125,347	47.3%

TABLE 3(B)

PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE ON THE 2002-2003 ASSESSED CONTRIBUTION FROM THE UNITED STATES OF AMERICA (REGULAR BUDGET)

At its 32nd session, the General Conference welcomed the return of the United States of America with effect from 1 October 2003 and took note of the amount of \$15,093,141 as its assessed contribution from 1 October to 31 December 2003. Further, it invited the Director-General to report to the Executive Board on the implementation of the plan of action to be funded from this contribution. Accordingly Table 3(B) presents the status of implementation of these funds. It should be noted that this contribution is utilized through a special account mechanism, and therefore operates on a multi-year basis.

Comments

Education (92.0%):

The rate of expenditure has increased during the last six months from 85% (30 June 2008) to 92% as at 31 December 2008 and over 95% as at 1 March 2009. There are just a few remaining activities to be undertaken in relation to the reconstruction of the education system in Afghanistan which will be finalized shortly after the first quarter of this year.

The Director-General has recently approved the use of the interest generated on this contribution pertaining to the Education Sector amounting to some \$0.9M along with the remaining available funds left from the activities in this account of some \$0.2M to be used in the implementation of the second phase for the reconstruction of education systems focusing on strengthening information systems and developing and managing education plans in a few post-conflict countries, especially in Africa. The activities under the second phase will start shortly and should be completed within one year from the beginning of this new phase. In addition, these activities will complement the regular programme activities in the reconstruction of education systems, placing a special focus on strengthening national capacities for planning and managing system-wide educational recovery and reconstruction. Furthermore, they will serve as seed funds to leverage extrabudgetary resources and to extend our actions to these and other countries. These efforts have already generated some \$26M of extrabudgetary funds (Japanese Funds-in-Trust) for massive literacy.

Culture (94.3%):

Including the museum projects financed by the \$1 million allocated by the Director-General in September 2006, the overall rate of execution for Programme for the Preservation of Endangered Movable Cultural Properties and Museum Development financed by the US Contribution to UNESCO as of 31 December 2008 is at 94.3%.

Update on 11 pilot projects financed by the US Contribution to UNESCO and launched in 2004:

Ten of the eleven pilot projects have now been successfully implemented. The 11th project in Yemen is now at 96.6 % due to delays caused by security issues on site; however, the project has been refocused on activities at the National Museum in Sana'a and is now expected to be completed by May 2009.

Update on the 10 museum partnerships financed by the US Contribution to UNESCO and launched in 2004:

All 10 of the museum-to-museum partnerships have been established and 9 of them have completed their foreseen activities. The 10th project has faced several delays due to a variety of constraints and has now been refocused. It will be implemented before next summer.

Update on activities financed by US \$1 million allocated by the Director-General in September 2006:

The main activities financed by the \$1 million allocated by the Director-General in September 2006 include: two pilot projects in Honduras (completed) and Georgia (almost completed); a three-year partnership with ICCROM (second year to be completed in March 2009); and complementary activities for the pilot projects in Mongolia, Tajikistan and Pakistan as well as smaller-scale projects in Tanzania and Lebanon.

In conclusion, it is to be noted that the remaining amount of the contribution still not obligated correspond for almost its totality to the third and last year (March 2009/March 2010) of the 3 years partnership with ICCROM.

The Director-General has recently approved the use of the interest generated on this contribution pertaining to the Culture Sector amounting to some \$0.5M along with the remaining available funds left from the activities in this account of some \$0.2M to be used in the implementation of additional activities relating to the preservation of cultural objects and technical assistance to museums.

WHC (99.4%):

Upon liquidation of the remaining obligations raised against the US Contribution, some expenses ended up being less than the amount originally obligated. This explains the decrease in the execution rate from 100% to 99.4%. However, WHC confirms that the activities have been fully implemented.

TABLE 3 (B)
PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE
ON THE 2002-2003 ASSESSED CONTRIBUTION FROM THE UNITED STATES OF AMERICA

Regular Budget : 1 January 2004 to 31 Decemer 2008

(in thousands of US dollars)

Appropriation Line	Workplan Allocation*	Expenditure (delivered/ unliquidated)	Rate of expenditure
	\$	\$	%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES			
A. Programmes			
I Education	9,550	8,783	92.0
II Natural sciences	-	-	-
III Social and human sciences	-	-	-
IV Culture	4,543	4,283	94.3
World Heritage Centre	1,000	994	99.4
V Communication and information	-	-	-
UNESCO Institute for Statistics	-	-	-
Total, Part II.A	15,093	14,059	93.1
Non-allocated Balance	-	-	-
TOTAL	15,093	14,059	93.1

* Workplan Allocation excludes accumulated interest of some \$1.4M which will be allocated in 2009.

TABLE 4
IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION
REGULAR BUDGET RESOURCES (EXCLUDING STAFF COSTS) AND
EXTRABUDGETARY RESOURCES
(as at 31 December 2008)

Table 4 shows the implementation of decentralized funds as at 31 December 2008, **broken down by region**, for Part II (Programme and Programme-Related Services) and Part III (Support for Programme Execution and Administration). This table shows both **regular budget and extrabudgetary resources** in order to present an integrated status of execution of the decentralized fund.

It should be noted that the regular budget figures exclude staff costs. For extrabudgetary resources, allocations are for one-year amounts.

Comments:

On the global basis, decentralized funds represent 39.4% of total regular budget for activities and show an expenditure rate of 49.1% as at 31 December 2008.

For the Education Sector, the decentralized funds exclude the financial allocations for institutes IIEP, IBE, IITE and UIL, as the mechanism of transferring their financial allocations to special accounts does not provide information on programme distribution by region for these institutes. For the same reason, the financial allocation for ICTP is excluded from the decentralized funds under Natural sciences. This approach also shows a more correct expenditure situation for the sectors, as it excludes the expenditure rates for the Institutes. Indeed the annual budgets of these Institutes are transferred to a special account and registered as complete expenditure in UNESCO accounts at the beginning of each year, therefore the expenditure does not reflect the real level of programme implementation. On the other hand, financial allocations for IICBA, IESALC and UIS are included in the African, Latin American and the Caribbean and Europe and North American regions, respectively.

Under Part II – Programme and Programme-Related Services, 55.6% of total regular budget allocation for activities is decentralized to field units where the expenditure rate stands at 49.0%.

TABLE 4
IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION
 Regular budget resources (excluding staff costs) and extrabudgetary resources
 1 January 2008 to 31 December 2008
 (in thousands of US dollars)

Principal Appropriation Line	Regular Budget						Extrabudgetary Resources						
	Total Programme Allocation (HQ and Field) (Workplans)	Allocation for all field units (Workplans)	Rate of Decentralization	Breakdown of Decentralized Allocation by Region	Expenditure (delivered/unliquidated)	Rate of Expenditure	Total Programme Resources (HQ and Field)	Allocation for all field units	Rate of Decentralization	Breakdown of Decentralized Allocation by Region	Expenditure (delivered/unliquidated)	Rate of Expenditure	
	\$	\$	%	%	\$	%	\$	\$	%	%	\$	%	
PART I GENERAL POLICY AND DIRECTION	23,140						930	-	-	-	-	-	
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES													
A. Programmes													
I Education	53,792	29,029	54.0		14,725	50.7	198,782	163,371	82.2		91,550	56.0	
- Africa		10,508		36	5,297	50.4		14,546		8.9	8,123	55.8	
- Arab States		3,103		11	1,661	53.5		22,431		13.7	10,798	48.1	
- Asia and Pacific		6,534		23	2,963	45.4		15,784		9.7	6,920	43.8	
- Europe and North America		468		2	231	49.4		5,270		3.2	3,332	63.2	
- Latin America and the Caribbean		8,416		29	4,573	54.3		105,340		64.5	62,377	59.2	
II Natural sciences	21,611	6,595	30.5		2,777	42.1	71,085	42,206	59.4		28,424	67.3	
- Africa		1,980		30	933	47.1		1,463		3.5	1,132	77.4	
- Arab States		1,116		17	427	38.2		7,676		18.2	3,861	50.3	
- Asia and Pacific		1,589		24	668	42.0		3,078		7.3	1,958	63.6	
- Europe and North America		386		6	173	44.9		12,471		29.5	9,211	73.9	
- Latin America and the Caribbean		1,524		23	576	37.8		17,518		41.5	12,262	70.0	
III Social and human sciences	10,031	4,559	45.5		1,759	38.6	50,320	46,188	91.8		29,255	63.3	
- Africa		1,353		30	600	44.3		1,468		3.2	1,086	74.0	
- Arab States		1,050		23	360	34.3		1,257		2.7	683	54.3	
- Asia and Pacific		800		18	315	39.4		131		0.3	102	77.9	
- Europe and North America		294		6	133	45.4		20		0.0	20	100.0	
- Latin America and the Caribbean		1,063		23	352	33.1		43,312		93.8	27,364	63.2	
IV Culture	18,205	7,987	43.9		3,491	43.7	89,473	50,169	56.1		31,628	63.0	
- Africa		2,322		29	1,124	48.4		7,217		14.4	3,170	43.9	
- Arab States		1,612		20	555	34.4		12,689		25.3	9,188	72.4	
- Asia and Pacific		2,064		26	970	47.0		7,794		15.5	5,151	66.1	
- Europe and North America		531		7	225	42.4		8,144		16.2	5,059	62.1	
- Latin America and the Caribbean		1,458		18	617	42.3		14,325		28.6	9,060	63.2	
V Communication and information	13,022	7,285	55.9		3,431	47.1	51,332	42,684	83.2		13,965	32.7	
- Africa		2,344		32	1,187	50.6		2,874		6.7	1,689	58.8	
- Arab States		1,027		14	433	42.2		1,970		4.6	1,023	51.9	
- Asia and Pacific		2,038		28	892	43.7		2,065		4.8	1,624	78.6	
- Europe and North America		256		4	137	53.6		208		0.5	178	85.6	
- Latin America and the Caribbean		1,620		22	782	48.3		35,567		83.3	9,451	26.6	
Cross-disciplinary project (SC - CLT)							486	486	100.0		1.1	251	51.6
- Europe and North America								486				251	51.6
UNESCO Institute for Statistics	9,020	9,020	100.0	100	4,510	50.0	246	246	100.0		233	94.7	
- Europe and North America		9,020		100	4,510	50.0		246		100.0	233	94.7	
Total, Part IIA	125,681	64,475	51.3		30,693	47.6	461,724	345,350	74.8		195,306	56.6	
B. Participation Programme	18,800	18,800	100.0		9,910	52.7	-	-	-		-	-	

TABLE 4
IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION
Regular budget resources (excluding staff costs) and extrabudgetary resources
1 January 2008 to 31 December 2008
(in thousands of US dollars)

Principal Appropriation Line	Regular Budget						Extrabudgetary Resources					
	Total Programme Allocation (HQ and Field) (Workplans)	Allocation for all field units (Workplans)	Rate of Decentralization	Breakdown of Decentralized Allocation by Region	Expenditure (delivered/unliquidated)	Rate of Expenditure	Total Programme Resources (HQ and Field)	Allocation for all field units	Rate of Decentralization	Breakdown of Decentralized Allocation by Region	Expenditure (delivered/unliquidated)	Rate of Expenditure
	\$	\$	%	%	\$	%	\$	\$	%	%	\$	%
C. Programme Related Services												
1. Coordination of action to benefit Africa	1,103	1,103			611	55.4	295	4	1.4		4	100.0
- Africa		1,103			611	55.4		4		100.0	4	100.0
2. Fellowships Programme	1,137	-			-	-	-	-	-	-	-	-
3. Public Information	2,566	70	2.7		30	42.2	31	-	-	-	-	-
- Africa		-			-	-		-		-	-	-
- Arab States		-			-	-		-		-	-	-
- Asia and Pacific		20		29	9	46.4		-		-	-	-
- Europe and North America		50		71	20	40.5		-		-	-	-
- Latin America and the Caribbean		-		-	-	-		-		-	-	-
4. Strategic planning and programme monitoring	2,230	453	20.3		378	83.4	858	-	-	-	-	-
- Africa		121		27	119	98.0		-		-	-	-
- Arab States		49		11	49	-		-		-	-	-
- Asia and Pacific		223		49	164	73.4		-		-	-	-
- Europe and North America		37		8	36	96.4		-		-	-	-
- Latin America and the Caribbean		23		5	11	46.7		-		-	-	-
5. Budget preparation and monitoring	748	-			-	-	13	-	-	-	-	-
6. Foresight	429	-			-	-	-	-	-	-	-	-
Total, Part IIC	8,212	1,626	19.8		1,018	62.6	1,197	4	0.3		4	100.0
TOTAL, PART II	152,694	84,901	55.6		41,622	49.0	462,921	345,354	74.6		195,310	56.6
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION												
A. Field management and coordination	20,079	17,335	86.3		8,648	49.9	1,907	1,818	95.3		1,492	82.1
- Africa		5,514		32	2,717	49.3		-		-	-	-
- Arab States		2,393		14	1,326	55.4		197	10.8		190	96.4
- Asia and Pacific		4,908		28	2,494	50.8		-		-	-	-
- Europe and North America		1,008		6	475	47.1		1,621	89.2		1,302	80.3
- Latin America and the Caribbean		3,511		20	1,636	46.6		-		-	-	-
B. External relations and cooperation	3,357	-	-		35	32.9	5,416	-	-		-	-
- Europe and North America		-			35	N/A		-		-	-	-
C. Human resources management	16,881	672	4.0		221	32.9	144	-	-		-	-
- Africa		163		24	45	27.7		-		-	-	-
- Arab States		84		13	24	28.1		-		-	-	-
- Asia and Pacific		190		28	106	55.6		-		-	-	-
- Europe and North America		71		11	16	22.1		-		-	-	-
- Latin America and the Caribbean		164		24	31	19.0		-		-	-	-
D. Accounting, treasury management and financial control	2,660	-			-	-	138	-	-		-	-
E. Administration	42,202	-			-	-	-	-	-		-	-
TOTAL, PART III	85,180	18,007	21.1		8,904	49.4	7,605	1,818	23.9		1,492	82.1
TOTAL (Part I - Part III)	261,014	102,907	39.4		50,526	49.1	471,456	347,172	73.6		196,802	56.7

TABLE 5

**EXPENDITURES UNDER TEMPORARY ASSISTANCE,
MISSION TRAVEL AND CONTRACTUAL SERVICES**

(Regular budget as at 31 December 2008)

Given the increased emphasis on results-based programming and management, the traditional monitoring by object of expenditure should have been discontinued. Nevertheless, taking into account comments previously made by Member States on the monitoring of certain items of expenditure (166 EX/Decision) **Table 5** provides details on three items: **Temporary Assistance, Mission Travel and Contractual Services**.

This table shows the 34 C/5 Approved allocations (indicative envelope) under the regular budget for these items by principal appropriation line. It is to be noted that:

- The breakdown has been made on the basis of the \$631 million budget, whereas expenditures also take into account additional funding recorded as additional appropriations;
- Temporary assistance is broken down into two categories: “temporary assistance and supernumeraries” and “consultants” financed by activity costs;
- Mission travel is also broken down into two categories: Delegates’ travel (participants’ travel and travel of the Executive Board Members under the line Governing Bodies) and Staff mission travel. For each of these categories, indicative envelope and expenditures are shown for comparison;
- Contractual services include research and author’s contracts, external translation contracts, printing and publication contracts, and contracts for the organization of meetings or training seminars, evaluation studies and auditor fees.

As has been often stressed, the exercise of breaking down the total resources into each “object of expenditure” by each Sector and Bureau is a very difficult exercise given the fact that the actual implementation of the programme is to take place one to three years later. Further, if the results-based budgeting and management are to be given the importance and priority, the way how the funds are utilized, i.e. modality of programme implementation, should not be the most important indicator, and can vary from the initial intention while the expected results are still achieved. In addition, measuring the programme implementation by expenditure rates of specific object-of-expenditure may not be appropriate as expenditures are not always incurred in a linear manner during the biennium.

Showing expenditure rates for each object-of-expenditure and for each appropriation line can also lead to misunderstanding of the true budgetary situation as the magnitude of the amount varies largely among the lines. Obviously even a very minor deviation from an envelope of very small magnitude may give a large deviation when expressed as an “expenditure rate”, when the impact of such deviation is negligible in reality.

Based on the above reflection, the table shows, instead of expenditure rates, the % weight of each line within the total envelope of the object-of-expenditure. By this indication, a clearer picture of the true impact can be grasped under each object-of-expenditure based on a better understanding of the relative weight of each line.

Comments

Staff travel:

It should be noted that the expenditure figures include unliquidated obligations (ULO) which represent committed funds but which relates to future travels that will take place in early 2009. Therefore, the real indicator that shows the actual utilization of funds related to travels conducted within 2008 will be the “disbursements”. The disbursement as at 31 December 2008 under staff travel amounts to \$7.2 million, which represents 43.0% of the total indicative envelope of \$16.8 million. In view of the expenditure trends that have largely slowed down during the latter half of 2008 and of the ongoing strict monitoring of staff travel, it is expected that the total expenditure under this item by the end of the biennium will be contained to a considerably low level compared with the indicative envelope and the expenditures in the past.

Table 5 presents the indicative envelope and expenditures of the above items in the same framework as shown in Annex VI of document 34 C/5 Approved which was presented for information purpose. Therefore the travel disbursements and ULO shown in the table correspond to the travels for which the resources were foreseen under the title “travel”. A portion of the travel expenditures corresponds to travels for which the resources were foreseen under other items such as “other expenditure” as it was not possible to clearly foresee at the time of the budget preparation. These travel expenditures that were foreseen outside the title “travel” are not included in the table, and correspond to travels for house-wide training purposes, activities related to “Delivering as One”, PCPD and Decentralization strategy and IPSAS project, etc. The disbursements for these items amounted to \$0.5M as at 31 December 2008.

TABLE 5
Expenditures under Temporary Assistance, Mission Travel, and Contractual Services (Regular Budget)
1 January 2008 to 31 December 2008
(in thousands of US dollars)

Principal Appropriation Line	Regular Budget																			
	Temporary Assistance						Travel								Contractual Services					
	Indicative Envelope 34C/5	% weight of total Envelope	Temporary Supernumeraries	Consultants	Total Expenditure	% weight within total expenditure	Delegates' travel				Staff travel				Indicative Envelope 34C/5	% weight of total Envelope	Expenditures	% weight within total expenditure		
							Indicative Envelope (34C/5)	% weight of total Envelope	Expenditures	% weight within total expenditure	Indicative Envelope (34C/5)	% weight of total Envelope	Disbursements	ULOs					Expenditures	% weight within total expenditure
\$	%	\$	\$	\$	%	\$	%	\$	%	\$	%	\$	%	\$	%	\$	%			
PART I GENERAL POLICY AND DIRECTION																				
A. Governing Bodies																				
1. General Conference	2,962	9.8%	45	-	45	0.2%	120	0.8%	1	0.0%	6	0.0%	1	-	1	0.0%	434	0.9%	318	1.6%
2. Executive Board	3,834	12.7%	2,354	-	2,354	13.0%	1,810	11.8%	835	12.0%	-	0.0%	-	-	-	0.0%	-	0.0%	149	0.8%
Total Part IA	6,796	22.6%	2,400	-	2,400	13.2%	1,930	12.6%	836	12.0%	6	0.0%	1	-	1	0.0%	434	0.9%	467	2.4%
B. Direction																				
3. Directorate	78	0.3%	73	-	73	0.4%	3	0.0%	2	0.0%	212	1.3%	355	0	356	4.1%	-	0.0%	14	0.1%
4. Office of the Director-General	72	0.2%	13	12	26	0.1%	16	0.1%	9	0.1%	111	0.7%	17	-	17	0.2%	16	0.0%	17	0.1%
5. Internal oversight	10	0.0%	20	77	97	0.5%	-	0.0%	25	0.4%	267	1.6%	228	-	228	2.6%	788	1.6%	329	1.7%
6. International standards and legal affairs	32	0.1%	16	-	16	0.1%	-	0.0%	4	0.1%	20	0.1%	16	-	16	0.2%	30	0.1%	14	0.1%
7. Ethics Programme	20	0.1%	-	-	-	0.0%	-	0.0%	-	0.0%	20	0.1%	-	-	-	0.0%	100	0.2%	-	0.0%
Total Part IB	212	0.7%	122	89	211	1.2%	19	0.1%	39	0.6%	630	3.8%	615	0	616	7.1%	935	1.9%	374	1.9%
C. Participation in the Joint Machinery of the United Nations System																				
	-	0.0%	59	-	59	0.3%	-	0.0%	-	0.0%	50	0.3%	10	2	11	0.1%	2,500	5.1%	13	0.1%
TOTAL, PART I	7,008	23.3%	2,581	89	2,670	14.7%	1,949	12.7%	875	12.6%	686	4.1%	626	2	628	7.3%	3,869	7.9%	854	4.4%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES																				
A. Programmes																				
I Education	4,500	14.9%	1,998	1,608	3,606	19.9%	4,500	29.4%	2,352	33.8%	5,500	32.8%	1,917	333	2,250	26.1%	14,621	29.7%	5,812	30.1%
II Natural sciences	3,392	11.3%	893	577	1,471	8.1%	2,549	16.7%	1,389	19.9%	2,213	13.2%	1,322	168	1,490	17.3%	8,488	17.3%	3,015	15.6%
III Social and human sciences	500	1.7%	483	483	950	5.2%	2,200	14.4%	788	11.3%	1,000	6.0%	527	61	589	6.8%	3,710	7.5%	1,638	8.5%
IV Culture	3,247	10.8%	1,894	691	2,585	14.2%	1,900	12.4%	530	7.6%	2,017	12.0%	707	46	783	9.1%	6,557	13.3%	2,752	14.3%
V Communication and information	900	3.0%	436	337	773	4.3%	1,300	8.5%	515	7.4%	1,400	8.4%	545	156	702	8.1%	6,583	13.4%	2,600	13.5%
UNESCO Institute for Statistics	-	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%
Field - Management of decentralized programmes	-	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%
Total, Part IIA	12,539	41.6%	5,689	3,696	9,385	51.7%	12,448	81.4%	5,573	80.0%	12,130	72.4%	5,018	766	5,813	67.4%	39,958	81.2%	15,817	82.0%
B. Participation Programme																				
	-	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	-	-	0.0%	-	0.0%	33	0.2%
C. Programme related services																				
1. Coordination and monitoring of action to benefit Africa	95	0.3%	106	9	115	0.6%	80	0.5%	8	0.1%	223	1.3%	154	12	166	1.9%	292	0.6%	128	0.7%
2. Fellowships programme	4	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%	4	0.0%	2	-	2	0.0%	3	0.0%	1	0.0%
3. Public information	445	1.5%	20	8	28	0.2%	4	0.0%	-	0.0%	172	1.0%	70	15	85	1.0%	1,206	2.5%	37	0.2%
4. Strategic planning and programme monitoring	250	0.8%	373	139	512	2.8%	34	0.2%	205	2.9%	403	2.4%	253	-	348	4.0%	350	0.7%	156	0.8%
5. Budget preparation and monitoring	9	0.0%	103	145	248	1.4%	-	0.0%	-	0.0%	45	0.3%	24	-	24	0.3%	462	0.9%	28	0.1%
Total, Part IIC	803	2.7%	601	301	902	5.0%	117	0.8%	213	3.1%	847	5.1%	502	28	625	7.2%	2,313	4.7%	350	1.8%
TOTAL, PART II	13,342	44.3%	6,290	3,998	10,288	56.7%	12,565	82.1%	5,786	83.0%	12,977	77.4%	5,520	793	6,438	74.6%	42,271	85.9%	16,199	84.0%
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION																				
A. Field management and coordination																				
	4,923	16.4%	2,223	81	2,304	12.7%	-	0.0%	12	0.2%	1,864	11.1%	595	61	796	9.2%	548	1.1%	258	1.3%
B. External relations and cooperation																				
	326	1.1%	149	0	149	0.8%	528	3.5%	216	3.1%	570	3.4%	292	2	294	3.4%	1,176	2.4%	761	3.9%
C. Human resources management*																				
	1,397	4.6%	117	1,387	1,504	8.3%	110	0.7%	37	0.5%	364	2.2%	83	23	362	4.2%	332	0.7%	581	3.0%
D. Accounting, treasury management and financial control																				
	90	0.3%	73	200	0.0%	-	0.0%	-	0.0%	80	0.5%	20	-	30	0.3%	100	0.2%	28	0.1%	
E. Administration																				
	3,026	10.0%	946	21	967	5.3%	145	0.9%	42	0.6%	217	1.3%	73	6	79	0.9%	904	1.8%	615	3.2%
TOTAL, PART III	9,762	32.4%	3,508	1,689	4,924	27.1%	783	5.1%	307	4.4%	3,094	18.5%	1,063	92	1,561	18.1%	3,060	6.2%	2,242	11.6%
TOTAL, PARTS I - III	30,112	100.0%	12,379	5,775	18,154	100.0%	15,297	100.0%	6,968	100.0%	16,757	100.0%	7,209	887	8,628	100.0%	49,200	100.0%	19,296	100.0%
Reserve for reclassifications/Merit-based promotions																				
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PART IV ANTICIPATED COST INCREASES																				
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL, PARTS I - IV	30,112	100.0%	12,379	5,775	18,154	100.0%	15,297	100.0%	6,968	100.0%	16,757	100.0%	7,209	887	8,628	100.0%	49,200	100.0%	19,296	100.0%

* Under HRM, the majority of the expenditure relates to training budget decentralized to Sectors, Bureaux and Field Offices.

TABLE 6
PARTICIPATION PROGRAMME IMPLEMENTATION BY REGION
as at 31 December 2008

Table 6 shows the implementation of the Participation Programme (PP) by region as well as the implementation of funds provided for international NGOs and emergency assistance requests. Expenditure figures provided are as at 31 December 2008.

Comments:

For the 2008-2009 biennium, 1,450 Participation Programme (PP) requests were received for a total value of \$35,741,939. Of this amount, 697 PP requests worth \$13,257,267 were approved by the Director-General (excluding emergency assistance). As for emergency assistance, 16 requests amounting to \$769,759 were approved by the Director-General.

The overall expenditure rate of the allotted funds for PPs, NGOs and emergency assistance was **52.7%** as at 31 December 2008.

TABLE 6			
PARTICIPATION PROGRAMME			
IMPLEMENTATION BY REGION			
1 January 2008 to 31 December 2008			
(in thousands of US dollars)			
Region	Allotments issued	Expenditure	Rate of Expenditure
	\$	\$	%
Africa	3,633	2,501	68.9%
Asia and the Pacific	3,106	1,967	63.3%
Arab States	977	566	57.9%
Europe 1 (Western Europe, USA, Canada)	467	387	82.9%
Europe 2 (Eastern and Central Europe)	1,565	1,291	82.5%
Latin America and the Caribbean	2,737	1,883	68.8%
International non-governmental organizations	772	547	70.8%
Emergency Assistance Programme	770	770	100.0%
Sub-Total	14,026	9,910	70.7%
UNALLOTTED BALANCE	4,774	-	0.0%
TOTAL	18,800	9,910	52.7%

TABLE 7
SITUATION OF POSTS AND STAFF-COSTS EXPENDITURE
(Regular budget as at 31 December 2008)

Table 7 shows the monthly evolution of occupied and vacant posts from January 2008 to December 2008. The posts shown in this table correspond to those that are **budgetarily vacant**: i.e. vacant posts that are generating real savings, after deducting the vacant posts that are financing temporary assistance. The information is therefore not directly comparable with data that may be published by HRM which relate to all the vacant posts open to recruitment. Thus the number of budgetarily vacant posts presented in this Table is generally smaller than the number of vacant posts issued by HRM.

A summary is also presented on the overall staff cost expenditures as at 31 December 2008, broken down by Headquarters and field.

Comments:

From January 2008 to December 2008 the average number of posts budgetarily vacant was 87, representing roughly 4.5% of the total number of established posts.

As usual, the Bureau of the Budget is conducting a rigorous monitoring of staff costs to ensure that the overall staff costs expenditure will remain within authorized appropriation levels. As at 31 December 2008 the actual staff costs expenditure was \$175.8 million, or 48.1% of the total staff costs allocation of \$365.6 million.

POSTS SITUATION AND STAFF COSTS EXPENDITURES

A. Monthly breakdown of posts budgetarily vacant from January 2008 to December 2008

34 C/5 Approved

Total number of established posts under the Regular Budget: 1,925

YEAR	MONTH	Number of occupied posts (Total 34 C/5 Approved = 1,925)			Number of budgetarily vacant posts (Total 34 C/5 Approved = 1,925)				
		HQ	Field	TOTAL	HQ		Field		TOTAL
					P	GS	P/NPO	L	
2008	January	1,199	642	1,841	31	22	27	4	84
	February	1,207	638	1,845	30	15	29	6	80
	March	1,203	636	1,839	33	16	28	9	86
	April	1,205	636	1,841	32	15	28	9	84
	May	1,211	632	1,843	27	14	30	11	82
	June	1,202	631	1,833	36	14	32	10	92
	July	1,204	628	1,832	31	17	24	21	93
	August	1,198	631	1,829	30	24	22	20	96
	September	1,192	632	1,824	33	27	21	20	101
	October	1,195	638	1,833	38	19	20	15	92
	November	1,199	647	1,846	35	18	16	10	79
	December	1,195	649	1,844	42	15	14	10	81
	Average	1,201	637	1,838	33	18	24	12	87

B. Cumulative situation of staff costs from 1 January 2008 to 31 December 2008 (in thousands of US Dollars)

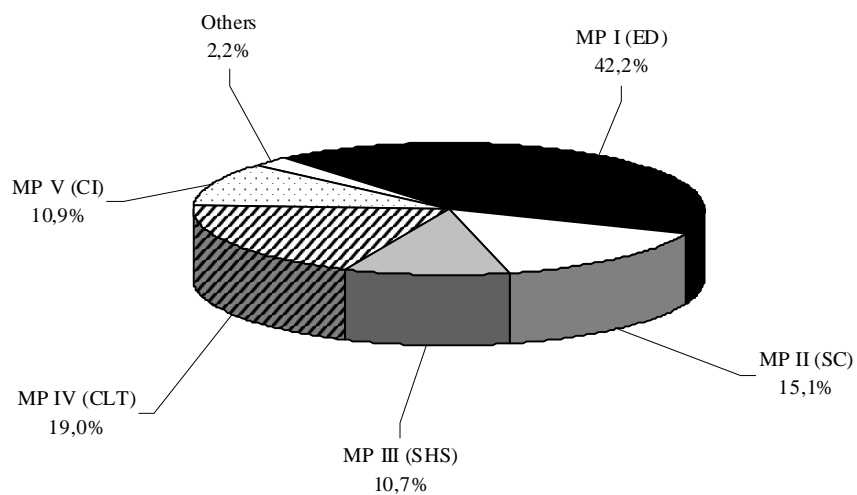
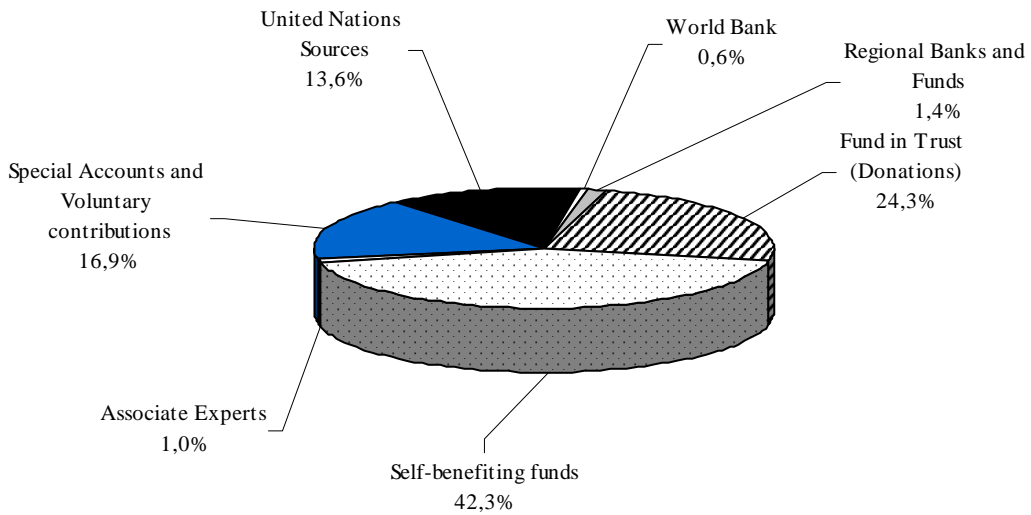
	Allocation \$	Expenditure \$	%
HEADQUARTERS	254,159	119,224	46.9
FIELD	109,425	56,526	51.7
Reserve for reclassifications	2,000	-	-
TOTAL	365,583	175,750	48.1

ANALYSIS OF EXTRABUDGETARY RESOURCES

CHART 1

Extrabudgetary Operational Programmes by Funding Source and by Major Programme

Allocations as of 31 December 2008 Total: \$471.5 million



The expenditures for extrabudgetary resources, which usually finance multi-year projects, are presented on an annual basis in order to reflect the actual management cycle of extrabudgetary resources.

Chart 1 above contains two diagrams which show respectively the allocations as at 31 December 2008 by funding source and by major programme.

- The self-benefiting funds-in-trust continue to be the predominant part of the extrabudgetary funds, representing 42.3% of the total allocations. The majority of this is related to the cooperation programme with Brazil which on its own represents 38.0% (\$179.3 million) of the total allocations under extrabudgetary projects (\$471.5 million).
- The Education Sector remains the principal beneficiary of extrabudgetary programmes, representing 42.2% of the total allocations (\$198.8 million out of \$471.5 million).

CHART 2

Extrabudgetary Operational Programme: Disbursements

As at 31 December 2008

(in millions of US dollars)

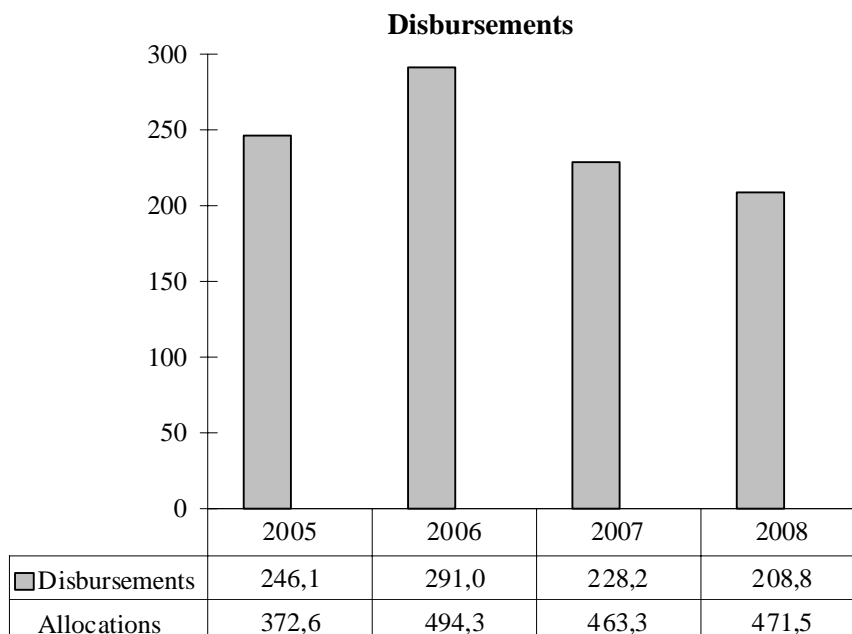


Chart 2 shows how disbursements have evolved over the last four years. Compared with the same period in 2007, allocations are higher by approximately 1.8%. As mentioned before under Table 1, measuring the implementation of extrabudgetary projects by expenditure rate (expenditure divided by allocation) would not give a true status of the projects, as the expenditure rates will vary depending on whether or not the level of allotment was minutely managed and adjusted during the course of the year to align with the actual progress of each project, therefore they are not shown in the above chart.

The tables included in this Management Chart follow the modified format adopted in the latest annual status report on extrabudgetary projects. Instead of showing expenditure rates which compare the annual “expenditure” versus “allotment”, the new format focuses on the trends of “**disbursements**” over the past three years. The notion of “expenses” consists of two components, i.e. “disbursements” and “unliquidated obligations (ULOs)”. The disbursements correspond to the expenses firmly materialized, while the unliquidated obligations (ULOs) correspond to legal commitments entered into, for which payments are to be made in the future. As the projects progress, the “unliquidated obligations” outstanding at the end of a year turn into “disbursements” in the following year. Therefore it will not be logical to compare the total expenses (disbursements plus ULOs) over a series of different years as this methodology implies double-counting of the “ULOs”. By focusing on the “disbursements” only, the analysis will give better and more correct pictures of the evolution that extrabudgetary projects have undergone over the years. (The problem of double counting of ULOs does not exist for regular budget, as each financial period – biennium – is completely independent and the ULOs of one biennium is not added to the expenditures of the following biennium.)

As the present report represents the status as at 31 December 2008, the amount of disbursements for the past years represent also the situation as at 31 December of each year.

The following paragraph provides some explanation for Tables 8 to 12 which are presented hereafter.

Table 8 presents a detailed breakdown of extrabudgetary resources by funding source. The overall allocation of funds stood at \$471.5 million as at 31 December 2008, an increase of \$8.2 million compared with the allocation registered as at 31 December 2007.

- Under the cooperation with United Nations funding sources, the disbursement amount as at 31 December 2008 stands at \$21.4 million, which represents 10.3% of the total disbursement for extrabudgetary projects and shows a growth compared with the disbursement of the same time of last year, with an increase of some \$1.6 million or 7.9%. Disbursements under United Nations entities such as UNDG, United Nations Joint Programming and Spanish MDG Fund increased respectively by \$1.7 million, \$0.9 million and \$0.4 million. With the progressive efforts undertaken by the organization to be part of the Delivering as One scheme, this modality is expected to occupy a key position in the extrabudgetary strategy. This trend confirms the strong commitment of the Organization to be more and more involved in the Delivering as One scheme.
- Disbursement under the **funds-in-trust** which represent 25.8% of total disbursement as at 31 December 2008 showed an increase of \$3.9 million or 7.8% in comparison with the same period in 2007. However, the trends in disbursement compared with 2007 varied depending on the source of funds or donor. The disbursements under projects financed by contributions from main donors such as Italy, Spain, Norway or the private sector, has particularly increased, which was partially offset by a significant decrease in disbursements for projects funded by Japan and “Other” funding sources.
- Self-benefiting funds-in-trust projects continue to represent the largest component of extrabudgetary resources, with a disbursement of \$83.1 million or 39.8% of the total extrabudgetary projects. The majority of this category owes to the cooperation programme with Brazil, which by itself alone represents 37.9% of the total extrabudgetary projects in terms of disbursement. However it should be noted that compared to the situation as at 31 December 2007, the disbursement under self-benefiting funds-in-trust has decreased by \$28.6 million or 25.6%.

Table 9 shows extrabudgetary disbursement by source of funds together with the benefiting regions. The Latin America and the Caribbean region is still the main beneficiary of extrabudgetary resources owing to the large scale of UNESCO's cooperation with Brazil. The Africa region is in second position due to the volume of the funds-in-trust projects financed by donors such as Italy and Japan. It should be noted that without the cooperation programme with Brazil, the Africa region is the region where the largest disbursement has occurred.

Table 10 provides the distribution of allocation and expenditure by major programme sector. The Education Sector continues to be the main sector benefiting from extrabudgetary resources in terms of both allocation and expenditure, although there is a decreasing tendency mostly due to a decline in the cooperation with Brazil under the self-benefiting funds in trust modality. For other Sectors, the disbursement has generally increased compared with the same period of 2007.

Table 11 recapitulates the global situation of extrabudgetary resources broken down by donor but also including funds managed by Institutes. The Associate Expert programme and the funds managed by Institutes are shown under separate columns.

Table 12 focuses on the funds managed by Institutes and shows the information by each Institute.

TABLE 8
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY FUNDING SOURCE

1 January 2008 to 31 December 2008
(in thousands of US dollars)

SOURCE OF FUNDS	Disbursements 31/12/2006	Disbursements 31/12/2007	Allocation 31/12/2008			Expenses 31/12/2008		
			Carry Forward from 2007	Allocation 2008	Total	Disbursements 31/12/2008	Unliquidated obligations 31/12/2008	Total
UNITED NATIONS SOURCES								
UNDG	11,239	7,345	17,057	10,893	27,950	9,082	5,398	14,480
WHO/UNAIDS	3,974	4,956	399	9,990	10,389	4,675	659	5,334
Spain (MDGF)		4	29	8,726	8,755	376	616	992
UNFIP	2,617	2,850	1,308	3,492	4,800	2,175	724	2,899
UN Joint Programming	13	544	1,041	2,095	3,136	1,395	292	1,687
UNEP	1,215	1,124	207	1,090	1,297	928	108	1,036
Others	5,561	3,012	1,415	6,250	7,665	2,768	1,425	4,193
Sub-total United Nations Sources	24,619	19,835	21,456	42,536	63,992	21,399	9,222	30,621
OTHER PROGRAMMES								
World Bank	1,614	1,365	374	2,393	2,767	1,676	369	2,045
Regional Development Banks	3,963	5,309	1,006	5,581	6,587	2,557	1,190	3,747
Donated Funds-in-Trust								
Japan	14,843	13,594	7,043	20,227	27,270	11,419	2,412	13,831
Italy	8,624	8,029	8,949	17,925	26,874	13,377	4,711	18,088
Private Funds	2,789	3,396	1,811	8,382	10,193	5,638	1,622	7,260
Spain	1,738	2,520	2,114	6,907	9,021	4,088	821	4,909
Norway	2,811	2,807	2,117	4,695	6,812	3,470	973	4,443
European Commission	5,592	3,095	1,045	3,730	4,775	2,486	423	2,909
Flanders	2,059	1,760	1,265	2,552	3,817	1,612	695	2,307
Sweden	1,405	1,640	537	3,129	3,666	1,589	489	2,078
France	798	1,873	492	2,554	3,046	1,336	807	2,143
Germany	1,682	1,235	656	2,326	2,982	1,655	505	2,160
USAID	708	265	33	1,798	1,831	1,111	348	1,459
Others	22,366	9,767	4,366	9,870	14,236	6,114	1,224	7,338
Self-benefiting Funds-in-Trust								
Brazil	152,944	109,359	79,406	99,865	179,271	79,171	17,413	96,584
Libya	2,514	756	2,835	7,635	10,470	1,521	431	1,952
Iraq		91	231	3,592	3,823	348	3,204	3,552
Nigeria	2,338	397	796	472	1,268	471	93	564
Others	1,267	1,087	1,821	2,579	4,400	1,601	1,027	2,628
Associate Experts, Special Accounts and Voluntary Contributions	36,325	40,033	22,766	61,589	84,355	46,126	8,974	55,100
Sub-total other programmes	266,380	208,378	139,663	267,801	407,464	187,366	47,731	235,097
Total	290,999	228,213	161,119	310,337	471,456	208,765	56,953	265,718

TABLE 9
EXECUTION (DISBURSMENT) OF EXTRABUDGETARY PROGRAMMES BY DONOR AND BY REGION
1 January 2008 to 31 December 2008
(in thousands of US dollars)

SOURCE OF FUNDS	Total disbursement	Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean	Interregional and Global
UNITED NATIONS SOURCES							
UNDG	9,082	-	9,082	-	-	-	-
WHO/UNAIDS	4,675	892	48	898	99	366	2,372
Spain (MDGF)	376	62	79	117	8	110	-
UNFIP	2,175	614	-	153	-	968	440
UN Joint Programming	1,395	585	29	751	9	-	21
UNEP	928	592	-	-	-	-	336
Others	2,768	1,259	269	362	327	467	84
Sub-total United Nations Sources	21,399	4,004	9,507	2,281	443	1,911	3,253
OTHER PROGRAMMES							
World Bank	1,676	655	-	9	-	349	663
Regional Banks and Funds	2,557	1,247	-	126	-	1,064	120
Donated Funds-in-Trust							
Japan	11,419	2,351	480	4,044	213	1,262	3,069
Italy	13,377	4,485	382	1,105	3,479	68	3,858
Private Funds	5,638	666	184	1,241	870	514	2,163
Spain	4,088	732	-	407	-	1,694	1,255
Norway	3,470	629	949	539	-	55	1,298
European Commission	2,486	1,044	165	-	56	-	1,221
Flanders	1,612	907	105	30	22	179	369
Sweden	1,589	706	-	-	-	-	883
France	1,336	883	-	11	-	-	442
Germany	1,655	95	-	486	117	-	957
USAID	1,111	-	-	1,012	-	-	99
Others	6,114	1,005	1,184	1,651	103	135	2,036
Self-benefiting Funds-in-Trust							
Brazil	79,171	-	-	-	-	79,171	-
Libya	1,521	-	1,521	-	-	-	-
Iraq	348	-	348	-	-	-	-
Nigeria	471	471	-	-	-	-	-
Others	1,601	45	246	-	335	884	91
Associate Experts, Special Accounts and Voluntary Contributions	46,126	1,431	2,292	1,280	91	12,854	28,178
Sub-total other programmes	187,366	17,352	7,856	11,941	5,286	98,229	46,702
Total	208,765	21,356	17,363	14,222	5,729	100,140	49,955

TABLE 10
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY SECTOR
1 January 2008 to 31 December 2008
(in thousands of US dollars)

Sector	Disbursements 31/12/2006	Disbursements 31/12/2007	Allocation 31/12/2008			Expenses 31/12/2008		
			Carry Forward from 2007	Allocation 2008	Total	Disbursements 31/12/2008	Unliquidated obligations 31/12/2008	Total
ED	152,159	127,545	76,091	122,691	198,782	88,761	23,059	111,820
SC	42,957	30,277	25,720	45,365	71,085	36,528	10,011	46,539
SHS	41,367	22,971	16,405	33,915	50,320	26,761	4,711	31,472
CLT	31,182	30,169	23,012	66,461	89,473	37,245	16,289	53,534
CI	18,292	12,035	17,532	33,800	51,332	13,289	2,461	15,750
Others	5,042	5,216	2,359	8,105	10,464	6,181	422	6,603
TOTAL	290,999	228,213	161,119	310,337	471,456	208,765	56,953	265,718

TABLE 11

EXTRABUDGETARY RESOURCES MANAGED BY UNESCO AND ITS INSTITUTES BROKEN DOWN BY DONOR*

1 January 2008 to 31 December 2008

(in thousands of US dollars)

SOURCE OF FUNDS	Total resources	UNESCO Funds excluding Associate Experts	Associate Experts	Contributions received by Institutes
UNITED NATIONS SOURCES				
UNDG	27,950	27,950	-	-
WHO/UNAIDS	10,389	10,389	-	-
SPAIN MDGF	8,755	8,755	-	-
UNFIP	4,800	4,800	-	-
IAEA	3,642	-	-	3,642
UN Joint Programming	3,136	3,136	-	-
UNDP	1,642	1,626	-	16
UNEP	1,297	1,297	-	-
Delivering as One - Mozambique	1,278	1,278	-	-
UNICEF	932	712	-	220
Delivering as One - Rwanda	550	550	-	-
CERF	453	453	-	-
Others	3,115	3,046	-	69
Total United Nations Sources	67,939	63,992	-	3,947
OTHER PROGRAMMES				
World Bank	6,153	2,767	-	3,386
Regional Development Banks	6,645	6,587	-	58
Donated Funds-in-Trust				
Italy	55,140	26,874	623	27,643
Japan	28,437	27,270	1,167	-
Netherlands	19,403	1,493	-	17,910
Spain	10,983	9,021	576	1,386
Norway	10,215	6,812	63	3,340
Private Funds	10,193	10,193	-	-
Sweden	6,504	3,666	467	2,371
European Commission	5,064	4,775	-	289
Germany	4,423	2,982	224	1,217
France	3,916	3,046	267	603
Flanders	3,817	3,817	-	-
United States Of America	2,951	2,492	-	459
Canada	2,777	386	-	2,391
Denmark	2,675	768	21	1,886
Switzerland	2,127	448	170	1,509
Korea	2,032	1,751	281	-
United Kingdom	1,459	706	19	734
Qatar Foundation	1,455	1,455	-	-
Belgium	1,411	1,053	314	44
Argentina	1,403	-	-	1,403
Finland	1,278	474	443	361
Mexico	657	402	-	255
Ireland	568	226	-	342
New Zeland	543	543	-	-
Others	9,311	3,870	165	5,276
Self-benefiting Funds-in-Trust				
Brazil	179,271	179,271	-	-
Others	19,961	19,961	-	-
Special Accounts and Voluntary Contributions	79,555	79,555	-	-
Total Other Programmes	480,327	402,664	4,800	72,863
Total	548,266	466,656	4,800	76,810

*Contributions to Special Accounts (Multi-donor projects) are not broken down by donor.

***It should be noted that with regard to the Belmont Plan, UNESCO is benefiting from an interest free loan as the interest is paid by France. Up to December 2008, this interest paid by France amounts to \$ 3,228,328 but this is not reflected in this table as it is treated outside of the accounts.

TABLE 12
BREAKDOWN OF FUNDS MANAGED BY UNESCO INSTITUTES
(including contribution from UNESCO)

1 January 2008 to 31 December 2008
(in thousands of US dollars)

Source of Funds	Total	IBE	IESALC	IICBA	IITE	IHE	ICTP	IIEP	UIS	UIL	UNEVOC	TWAS
Funds received from UNESCO												
Regular Programme - Financial Allocation	27,326	4,591	2,200	2,000	1,100	-	1,015	5,100	9,020	2,300	-	-
Regular Programme - Decentralized Activities	934	8	406	8	1	-	50	42	33	11	375	-
Extrabudgetary Decentralized Projects	16,690	945	394	126	-	-	199	641	1,031	217	1,688	11,449
Subtotal	44,950	5,544	3,000	2,134	1,101	-	1,264	5,783	10,084	2,528	2,063	11,449
Other Sources of funding												
UN Agencies												
IAEA	3,642	70	-	-	-	-	3,572	-	-	-	-	-
UNICEF	220	-	-	-	-	-	-	220	-	-	-	-
ITU	36	-	-	-	-	-	36	-	-	-	-	-
UNECA	25	-	-	25	-	-	-	-	-	-	-	-
UNDP	16	-	-	-	-	-	-	16	-	-	-	-
WMO	8	-	-	-	-	-	8	-	-	-	-	-
Banks and Regional funds												
World Bank	3,386	-	-	-	-	-	-	1,365	2,021	-	-	-
African Development Bank	58	-	-	-	-	-	-	58	-	-	-	-
Governments												
Italy	27,643	-	-	-	-	-	27,643	-	-	-	-	-
Netherlands	17,910	-	-	-	-	14,539	-	1,871	1,500	-	-	-
Norway	3,340	-	-	-	-	-	-	2,301	572	467	-	-
Canada	2,391	-	-	-	-	-	-	-	2,391	-	-	-
Sweden	2,371	413	-	-	-	-	-	862	419	677	-	-
Denmark	1,886	-	-	-	-	-	-	662	612	612	-	-
Switzerland	1,509	800	-	-	-	-	-	376	-	333	-	-
Argentina	1,403	-	9	-	-	-	-	1,394	-	-	-	-
Spain	1,386	480	-	-	-	-	-	453	453	-	-	-
Germany	1,217	-	-	-	-	-	-	-	-	1,217	-	-
United Kingdom	734	-	-	-	-	-	-	-	734	-	-	-
France	603	-	-	-	-	-	-	485	-	118	-	-
United States of America	459	-	-	-	-	-	-	459	-	-	-	-
Venezuela	415	-	415	-	-	-	-	-	-	-	-	-
Finland	361	-	-	-	-	-	-	286	75	-	-	-
Ireland	342	-	-	-	-	-	-	342	-	-	-	-
European Commission	289	-	-	-	-	-	289	-	-	-	-	-
Mexico	255	-	255	-	-	-	-	-	-	-	-	-
Botswana	239	-	-	-	-	-	-	3	-	236	-	-
Australia	105	-	-	-	-	-	-	105	-	-	-	-
Brazil	96	-	-	-	-	-	-	96	-	-	-	-
Kuwait	96	96	-	-	-	-	-	-	-	-	-	-
Mali	57	-	-	-	-	-	-	-	57	-	-	-
Iran	52	-	-	-	-	-	52	-	-	-	-	-
Burkina Faso	47	-	-	-	-	-	-	-	47	-	-	-
Belgium	44	-	-	-	-	-	-	-	-	44	-	-
Ecuador	30	30	-	-	-	-	-	-	-	-	-	-
Others	4,139	63	19	9	16	-	1,829	2,111	-	92	-	-
Subtotal	76,810	1,952	698	34	16	14,539	33,429	13,465	8,881	3,796	-	-
Total	121,760	7,496	3,698	2,168	1,117	14,539	34,693	19,248	18,965	6,324	2,063	11,449

ANNEX II

In accordance with 166 EX/Decision 5.2, paragraph 12, which invites the Director-General:

- “(a) to report to the Executive Board at its first session in the year following the General Conference on the operating costs of the Conference by item of expenditure;
- (b) to report annually to the first session of the Executive Board on the operating costs of the Board during the previous year by item of expenditure”.

This annex presents the operating costs of the Executive Board by item of expenditure for the year ended 31 December 2008.

OPERATING COSTS INCURRED IN 2008 FOR THE EXECUTIVE BOARD

Budget

At its 34th session, the General Conference approved a budget provision of \$6,164,900 for the Executive Board activities and operating costs for 2008-2009. This amount was adjusted downward by \$17,000 in order to contribute towards the IOC reinforcement of \$500,000 which resulted in an adjusted budget provision of \$6,147,900.

(in thousands of US dollars)

	34 C/5 Approved (after adj. IOC)	Expenditures for 2008
Expenditures during sessions of the Executive Board*	2 342	1 140
Interpretation, translation and document services	3 564	2 549
Other operating expenses	242	105
Total	6 148	3 794

* Including travel expenses and subsistence allowance of Representatives (from the 179th session to the 180th session)

Expenditures incurred in 2008

(in thousands of US dollars)

Item of expenditure (main category)		\$
A. Expenditures during sessions of the Executive Board (SCX)		
1	Temporary assistance	154
2	Overtime (General services)	64
3	Travel and Per diem (Chairman, Representatives, Group of Experts on FA matters and Thematic debate)	835
4	Contractual Services	4
5	General operating expenses	72
6	Acquisition of furniture and equipment	11
Total, A		1 140

B. Interpretation, translation and document services (ADM/CLD)		
1	Temporary assistance	2 189
2	Overtime (General services)	52
3	Contractual services	144
4	General operating expenses (including communications, rental and maintenance of furniture)	164
Total, B		2 549
C. Other operating expenses (SCX)		
1	Temporary assistance	11
2	Overtime (General services)	8
3	Contractual Services	1
4	General operating expenses	62
5	Supplies and materials	12
6	Acquisition of furniture and equipment	11
Total, C		105
Total, 2008 expenditures (A + B + C)		3,794



United Nations
Educational, Scientific and
Cultural Organization

Executive Board
Hundred and eighty-first session

181 EX/4
Part II Corr.

PARIS, 23 April 2009
Original: English

Item 4 of the agenda

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

PART II

**BUDGET ADJUSTMENTS AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION
FOR 2008-2009**

and

MANAGEMENT CHART FOR PROGRAMME EXECUTION IN 2008-2009 (34 C/5 Approved)

Status as at 31 December 2008 (non-audited)

No. 43

CORRIGENDUM

This document provides the corrected version of Table 5 – Expenditures under Temporary Assistance, Mission Travel, and Contractual Services (Regular Budget), 1 January 2008 to 31 December 2008.

TABLE 5
Expenditures under Temporary Assistance, Mission Travel, and Contractual Services (Regular Budget)
1 January 2008 to 31 December 2008
(in thousands of US dollars)

Principal Appropriation Line	Regular Budget																			
	Temporary Assistance						Travel								Contractual Services					
	Indicative Envelope 34C/5	% weight of total Envelope	Temporary Supernumeraries	Consultants	Total Expenditure**	% weight within total expenditure	Delegates' travel				Staff travel				Indicative Envelope 34C/5	% weight of total Envelope	Expenditures	% weight within total expenditure		
							Indicative Envelope (34C/5)	% weight of total Envelope	Expenditures	% weight within total expenditure	Indicative Envelope (34C/5)	% weight of total Envelope	Disbursements	U/LOs					Expenditures**	% weight within total expenditure
\$	%	\$	\$	\$	%	\$	%	\$	%	\$	%			\$	%	\$	%			
PART I GENERAL POLICY AND DIRECTION																				
A. Governing Bodies																				
1. General Conference	2,962	9.8%	45	-	45	0.2%	120	0.8%	1	0.0%	6	0.0%	1	-	1	0.0%	434	0.9%	318	1.6%
2. Executive Board	3,834	12.7%	2,354	-	2,354	13.0%	1,810	11.8%	835	12.0%	-	0.0%	-	-	-	0.0%	149	0.0%	149	0.8%
Total Part IA	6,796	22.6%	2,400	-	2,400	13.2%	1,930	12.6%	836	12.0%	6	0.0%	1	-	1	0.0%	434	0.9%	467	2.4%
B. Direction																				
3. Directorate	78	0.3%	73	-	73	0.4%	3	0.0%	2	0.0%	212	1.3%	355	0	356	4.4%	-	0.0%	14	0.1%
4. Office of the Director-General	72	0.2%	13	12	26	0.1%	16	0.1%	9	0.1%	111	0.7%	17	-	17	0.2%	16	0.0%	17	0.1%
5. Internal oversight	10	0.0%	20	77	97	0.5%	-	0.0%	25	0.4%	267	1.6%	228	-	228	2.8%	788	1.6%	329	1.7%
6. International standards and legal affairs	32	0.1%	16	-	16	0.1%	-	0.0%	4	0.1%	20	0.1%	16	-	16	0.2%	30	0.1%	14	0.1%
7. Ethics Programme	20	0.1%	-	-	-	0.0%	-	0.0%	-	0.0%	20	0.1%	-	-	-	0.0%	100	0.2%	-	0.0%
Total Part IB	212	0.7%	122	89	211	1.2%	19	0.1%	39	0.6%	630	3.8%	615	0	616	7.6%	935	1.9%	374	1.9%
C. Participation in the Joint Machinery of the United Nations System																				
	-	0.0%	59	-	59	0.3%	-	0.0%	-	0.0%	50	0.3%	10	2	11	0.1%	2,500	5.1%	13	0.1%
TOTAL, PART I	7,008	23.3%	2,581	89	2,670	14.7%	1,949	12.7%	875	12.6%	686	4.1%	626	2	628	7.8%	3,869	7.9%	854	4.4%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES																				
A. Programmes																				
I Education	4,500	14.9%	1,998	1,608	3,606	19.9%	4,500	29.4%	2,352	33.8%	5,500	32.8%	1,917	333	2,250	27.8%	14,621	29.7%	5,812	30.1%
II Natural sciences	3,392	11.3%	893	577	1,471	8.1%	2,549	16.7%	1,389	19.9%	2,213	13.2%	1,322	168	1,490	18.4%	8,488	17.3%	3,015	15.6%
III Social and human sciences	500	1.7%	467	483	950	5.2%	2,200	14.4%	788	11.3%	1,000	6.0%	527	61	589	7.3%	3,710	7.5%	1,638	8.5%
IV Culture	3,247	10.8%	1,894	691	2,585	14.2%	1,900	12.4%	530	7.6%	2,017	12.0%	707	46	753	9.3%	6,557	13.3%	2,752	14.3%
V Communication and information	900	3.0%	436	337	773	4.3%	1,300	8.5%	515	7.4%	1,400	8.4%	545	156	702	8.7%	6,583	13.4%	2,600	13.5%
UNESCO Institute for Statistics	-	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%
Field - Management of decentralized programmes	-	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%
Total, Part IIA	12,539	41.6%	5,689	3,696	9,385	51.7%	12,448	81.4%	5,573	80.0%	12,130	72.4%	5,018	766	5,783	71.4%	39,958	81.2%	15,817	82.0%
B. Participation Programme																				
	-	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	-	-	0.0%	-	0.0%	33	0.2%
C. Programme related services																				
1. Coordination and monitoring of action to benefit Africa	95	0.3%	106	9	115	0.6%	80	0.5%	8	0.1%	223	1.3%	154	12	166	2.1%	292	0.6%	128	0.7%
2. Fellowships programme	4	0.0%	-	-	-	0.0%	-	0.0%	-	0.0%	4	0.0%	2	-	2	0.0%	3	0.0%	1	0.0%
3. Public information	445	1.5%	20	8	28	0.2%	4	0.0%	-	0.0%	172	1.0%	70	15	85	1.1%	1,206	2.5%	37	0.2%
4. Strategic planning and programme monitoring	250	0.8%	373	139	512	2.8%	34	0.2%	205	2.9%	403	2.4%	253	-	253	3.1%	350	0.7%	156	0.8%
5. Budget preparation and monitoring	9	0.0%	103	145	248	1.4%	-	0.0%	-	0.0%	45	0.3%	24	-	24	0.3%	462	0.9%	28	0.1%
Total, Part IIC	803	2.7%	601	301	902	5.0%	117	0.8%	213	3.1%	847	5.1%	502	28	530	6.5%	2,313	4.7%	350	1.8%
TOTAL, PART II	13,342	44.3%	6,290	3,998	10,288	56.7%	12,565	82.1%	5,786	83.0%	12,977	77.4%	5,520	793	6,313	78.0%	42,271	85.9%	16,199	84.0%
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION																				
A. Field management and coordination	4,923	16.4%	2,223	81	2,304	12.7%	-	0.0%	12	0.2%	1,864	11.1%	595	61	656	8.1%	548	1.1%	258	1.3%
B. External relations and cooperation	326	1.1%	149	0	149	0.8%	528	3.5%	216	3.1%	570	3.4%	292	2	294	3.6%	1,176	2.4%	761	3.9%
C. Human resources management *	1,397	4.6%	117	1,387	1,504	8.3%	110	0.7%	37	0.5%	364	2.2%	83	23	106	1.3%	332	0.7%	581	3.0%
D. Accounting, treasury management and financial control	90	0.3%	73	200	273	1.5%	-	0.0%	-	0.0%	80	0.5%	20	-	20	0.2%	100	0.2%	28	0.1%
E. Administration	3,026	10.0%	946	21	967	5.3%	145	0.9%	42	0.6%	217	1.3%	73	6	79	1.0%	904	1.8%	615	3.2%
TOTAL, PART III	9,762	32.4%	3,508	1,689	5,196	28.6%	783	5.1%	307	4.4%	3,094	18.5%	1,063	92	1,155	14.3%	3,060	6.2%	2,242	11.6%
TOTAL, PARTS I - III	30,112	100.0%	12,379	5,775	18,154	100.0%	15,297	100.0%	6,968	100.0%	16,757	100.0%	7,209	887	8,096	100.0%	49,200	100.0%	19,296	100.0%
Reserve for reclassifications/Merit-based promotions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PART IV ANTICIPATED COST INCREASES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL, PARTS I - IV	30,112	100.0%	12,379	5,775	18,154	100.0%	15,297	100.0%	6,968	100.0%	16,757	100.0%	7,209	887	8,096	100.0%	49,200	100.0%	19,296	100.0%

* Under HRM, the majority of the expenditure relates to training budget decentralized to Sectors, Bureaux and Field Offices.

** Totals may not sum exactly due to rounding.