

30 C/5

Approved

Paris 2000

Approved
Programme
and **Budget**

2000–2001

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| UNESCO International Institute for Educational Planning (IIEP) | | |
| UNESCO Institute for Education (UIE) | | |
| UNESCO Institute for Information Technologies in Education (IITE) | | |
| UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) | | |
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Foreword

The General Conference, when adopting the Appropriation Resolution for 2000-2001 (30 C/Resolution 1) in November 1999, invited the Director-General to prepare, within the authorized budget ceiling, any necessary adjustment to the Programme and Budget and, in particular, to find savings of at least \$10 million in order to strengthen the Organization's activities in priority areas. In pursuance of that resolution, proposed adjustments to the Programme and Budget for 2000-2001 were submitted by the Director-General to the Executive Board at its 159th session (May 2000). At the conclusion of its deliberations, the Board approved the measures proposed by adopting 159 EX/Decision 3.1.3.

The final version of document 30 C/5 Approved thus takes into account all such measures whose primary objective is to refocus certain priority areas of action, in particular by recasting the proposed strategies and actions and by strengthening the interdisciplinary and intersectoral approaches in order to achieve more tangible results. These proposals concern more particularly the following themes/programmes: basic education for all, notably as part of the follow-up to the World Education Forum; science and technology education; follow-up to the World Conference on Science: science and technology policy; security through water science; combating poverty; the preservation and revitalization of the intangible heritage; enhancing access to information and communication technologies.

Furthermore, in accordance with the guidelines provided by the Executive Board, budget adjustments have been made in respect of each of the major programmes and other parts of the budget, in order to release an amount of \$10,761,100 for areas deemed to be of priority importance by the General Conference, namely: the Participation Programme; the nine high-population (E-9) countries; new management and monitoring requirements; statutory expenditures relating to the Medical Benefits Fund; the Young Professionals Programme. The annex entitled "Budget summary by main line of action of regular and extrabudgetary resources" included in Section 1 and the appendices and technical details contained in Sections 2 and 3 respectively of document 30 C/5 Approved also take into account these adjustments.

While certain adjustments and regroupings decided upon in the course of the current reform of the Organization's programmes and the functioning of the Secretariat have been duly reflected in the present version of document 30 C/5 Approved, it has not been possible to incorporate therein the new structure of the Secretariat at Headquarters, as announced by the Director-General on 3 July 2000. The units responsible for carrying out the Programme and Budget for 2000-2001 referred to in document 30 C/5 Approved therefore correspond to the former structure. An up-to-date organizational chart, reflecting all the changes that have been or are being made in the structure of the Secretariat, both at Headquarters and in the field, will be issued in October 2000.

Approved Appropriation Resolution for 2000–2001¹

Note by the Secretariat

The appropriations listed under paragraph A(a) reflect the decisions taken by the 159th session of the Executive Board (159 EX/Decision 3.1.3) on the adjustments, amounting to \$10,761,100, proposed by the Director-General in document 159 EX/6 in accordance with paragraphs A(a), (b) and (c) of the Appropriation Resolution. Although the terms of these paragraphs have been implemented, they remain in this final approved Appropriation Resolution and are shown in italics.

The General Conference, at its 30th session, resolves that:

A. Regular programme

- (a) For the financial period 2000-2001 the sum of \$544,367,250² is appropriated as follows, [*subject to adjustments authorized in accordance with paragraphs (b) and (c) below*]:

| Appropriation line | \$ |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| PART I GENERAL POLICY AND DIRECTION | |
| A. Governing Bodies: | |
| 1. General Conference | 6 153 700 |
| 2. Executive Board | 7 614 900 |
| Total, Part I.A | 13 768 600 |
| B. Direction: | |
| 3. Directorate | 1 731 100 |
| 4. Services of the Directorate (including: Office of the Assistant Director-General for the Directorate; Executive Office of the Director-General; Inspectorate General; Office of the Mediator; Office of International Standards and Legal Affairs; Bureau of Studies, Programming and Evaluation; Bureau of the Budget) | 20 501 300 |
| Total, Part I.B | 22 232 400 |
| C. Participation in the Joint Machinery of the United Nations System | 1 122 900 |
| TOTAL, PART I | 37 123 900 |
| PART II PROGRAMME EXECUTION AND SERVICES | |
| A. Major Programmes, Transdisciplinary Project and Transverse Activities: | |
| I. EDUCATION FOR ALL THROUGHOUT LIFE | |
| I.1 Basic education for all | |
| I.1.1 Providing basic education for all children | 16 639 400 |
| I.1.2 Fostering literacy and non-formal education among youth and adults | 15 231 100 |
| I.1.3 Mobilizing commitments and partnerships for education for all | 12 423 900 |
| I.2 Reform of education in the perspective of education for all throughout life | |
| I.2.1 Renewal of education systems for the information age | 16 403 800 |
| I.2.2 Renovation of general secondary and vocational education | 14 657 100 |
| I.2.3 Higher education and development | 5 778 500 |
| • The status of teachers and teacher education in the information society | 3 076 400 |
| • Educating for a sustainable future (Environment, population and development) | 8 159 000 |
| Transdisciplinary project: Towards a culture of peace | 7 931 000 |

1. Resolution adopted at the 27th plenary meeting, on 17 November 1999.

2. Parts I to VII are calculated at the constant rate of exchange of 5.70 French francs (0.869 euros) and 1.45 Swiss francs to one United States dollar.

| Appropriation line | \$ |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| UNESCO education institutes | |
| UNESCO International Bureau of Education (IBE) | 4 876 000 |
| UNESCO International Institute for Educational Planning (IIEP) | 5 406 000 |
| UNESCO Institute for Education (UIE) | 2 090 000 |
| UNESCO Institute for Information Technologies in Education (IITE) | 1 200 000 |
| UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) | 2 375 300 |
| UNESCO International Institute for Capacity-Building in Africa (IICBA) | 1 300 000 |
| Total, Major Programme I | 117 547 500 |
| II THE SCIENCES IN THE SERVICE OF DEVELOPMENT | |
| II.1 Advancement, transfer and sharing of scientific knowledge | |
| Follow-up to the World Conference on Science | 1 484 300 |
| II.1.1 Advancement, transfer and sharing of knowledge in the basic and engineering sciences | 22 697 200 |
| The World Solar Programme, 1996-2005 | 1 867 300 |
| II.1.2 Advancement, transfer and sharing of knowledge in the social and human sciences | 6 254 700 |
| II.2 Sciences, environment and socio-economic development | |
| Promoting integrated approaches to environment and development | 408 100 |
| II.2.1 Earth sciences, earth system management and natural disaster reduction | 7 099 400 |
| II.2.2 Ecological sciences and the Man and the Biosphere (MAB) programme | 9 972 900 |
| II.2.3 Hydrology and water resources development in a vulnerable environment | 6 418 400 |
| Environment and development in coastal regions and in small islands | 3 428 200 |
| Human development for sustainable living conditions in the Pacific | 451 600 |
| II.2.4 UNESCO Intergovernmental Oceanographic Commission | 6 244 200 |
| II.2.5 Social transformations and development | 11 158 000 |
| Cities: Management of social transformations and the environment | 661 800 |
| II.3 Philosophy, ethics and human sciences | 4 338 100 |
| Transdisciplinary project: Towards a culture of peace | 5 838 000 |
| Total, Major Programme II | 88 322 200 |
| III CULTURAL DEVELOPMENT: THE HERITAGE AND CREATIVITY | |
| Culture and development | 2 144 500 |
| III.1 Preservation and enhancement of the cultural and natural heritage | |
| III.1.1 Safeguard and revitalization of the tangible and intangible heritage | 24 574 800 |
| III.1.2 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage | 5 197 000 |
| III.2 Promotion of living cultures | 8 116 900 |
| Reading for All | 1 046 200 |
| Caribbean People: Tapestry of the past – Fabric for the future | 540 600 |
| Transdisciplinary project: Towards a culture of peace | 4 715 800 |
| Total, Major Programme III | 46 335 800 |
| IV TOWARDS A COMMUNICATION AND INFORMATION SOCIETY FOR ALL | |
| IV.1 Free flow of ideas | |
| IV.1.1 Freedom of expression, democracy and peace | 3 799 200 |
| IV.1.2 Media, information and society | 7 629 200 |
| Ethical, legal and sociocultural challenges of the information society | 2 403 400 |
| IV.2 Bridging the communication and information gap | |
| IV.2.1 Development of communication | 11 854 100 |
| IV.2.2 Development of “infostructure” | 5 688 700 |
| Total, Major Programme IV | 31 374 600 |
| TRANSDISCIPLINARY PROJECT: Towards a culture of peace | } The approved provisions are included under Major Programmes I, II and III (ref. 159 EX/Decision 3.1.3) |
| Unit 1 - Culture of peace: raising awareness and building partnerships | |
| Unit 2 - Educating for a culture of peace | |
| Unit 3 - From interculturality to cultural pluralism | |
| TRANSVERSE ACTIVITIES: | |
| UNESCO Institute for Statistics | 6 820 000 |
| Anticipation and future-oriented studies | 1 517 400 |
| Fellowships and Procurement Services and Related Programme Support | 4 090 400 |
| Coordination of activities in favour of priority groups: | |
| Coordination of activities concerning women | 1 153 600 |
| Coordination of activities concerning youth | 1 428 100 |
| Coordination of activities concerning Africa | 3 420 500 |
| Coordination of activities concerning Towards a culture of peace | 1 408 100 |
| Total, Transverse Activities | 19 838 100 |
| PARTICIPATION PROGRAMME | 24 830 000 |
| Total, Part II.A | 328 248 200 |

| Appropriation line | | \$ |
|--------------------------------------------------|-------------------------------------------|--------------------|
| B. Information and Dissemination Services | | |
| 1. Clearing House | | 4 565 700 |
| 2. UNESCO Publishing Office | | 7 257 100 |
| 3. Office of Monthly Periodicals | | 4 879 700 |
| 4. Office of Public Information | | 5 179 600 |
| Total, Part II.B | | 21 882 100 |
| TOTAL, PART II | | 350 130 300 |
| PART III | SUPPORT FOR PROGRAMME EXECUTION | 55 832 500 |
| PART IV | MANAGEMENT AND ADMINISTRATIVE SERVICES | 52 341 900 |
| PART V | COMMON SERVICES; Maintenance and Security | 28 748 300 |
| PART VI | RENOVATION OF HEADQUARTERS PREMISES | 6 499 500 |
| Total, Parts I-VI | | 530 676 400 |
| PART VII | ANTICIPATED COST INCREASES | 13 690 850 |
| TOTAL APPROPRIATION | | 544 367 250 |

[(b) *The Director-General is authorized to prepare, within the framework of the above-mentioned financial limit, any adjustment to the appropriations of paragraph (a) above, taking into account the findings of the Executive Board (30 C/6, Part II, Annex, reproduced below) and to submit such adjustments to the Executive Board for examination and approval at its 159th session.*]

[(c) *The Director-General is authorized to find savings of at least \$10 million in order to strengthen the Organization's activities, in particular in the following areas:*

- *Participation Programme,*
- *the E-9 countries,*
- *new management and monitoring requirements,*
- *statutory requirements of the Medical Benefits Fund, and*
- *Young Professionals Programme.*]

Additional appropriations

(d) The Director-General is authorized to accept and add to the appropriation approved under paragraph (a) above, voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments towards the costs of established field units, taking into account the provisions of Article 7.3 of the Financial Regulations. The Director-General shall provide information thereon to the Members of the Executive Board in writing at the session following such action.

Obligations to be incurred

(e) Obligations may be incurred during the financial period 1 January 2000 to 31 December 2001 up to the amount appropriated under paragraph (a) above, in accordance with the resolutions of the General Conference and the Financial Regulations of the Organization.

Transfers

(f) The Director-General is authorized to make transfers, with the approval of the Executive Board, for the purpose of meeting increases in staff costs and in the costs of goods and services, from Part VII of the budget (Anticipated cost increases) to the appropriation lines concerned in Parts I to VI of the budget.

- (g) Transfers between appropriation lines may be made by the Director-General with the prior approval of the Executive Board, it being understood that under Parts II.A and B of the budget all budget lines for programmes and fields of action corresponding to a programme resolution of the General Conference will constitute appropriation lines.
- (h) In urgent and special circumstances (i.e. in unforeseeable circumstances and when immediate action is required), however, the Director-General may make transfers between appropriation lines, informing the Members of the Executive Board in writing, at the session following such action, of the details of the transfers and the reasons therefor.
- (i) A clear distinction is to be made and adhered to between allocations mentioned under paragraphs (g) and (h) above. In the case of transfers exceeding \$50,000, substantive justification should be provided to the Executive Board on the rationale for such transfers and the financial impact on the activities affected. Transfers which affect the implementation of priorities approved by the General Conference must be submitted to the Executive Board for prior approval.
- (j) With the exception of Part VII of the budget, no transfers modifying the overall amounts originally approved for each appropriation line by more than 10% shall be made.
- (k) The budget provisions concerning the UNESCO Intergovernmental Oceanographic Commission (IOC) and the UNESCO World Heritage Centre (WHC) shall not be subject to adjustments by transfers of funds to other Parts of the budget.

Staff

- (l) The established posts by grade foreseen for the 2000-2001 biennium are summarized in Appendix VI. The Director-General shall present any change he envisages making to this appendix to the Executive Board for prior approval. For the financing of the posts in Appendix VI an amount of \$311,768,200,¹ including IOC and WHC, is provided in the appropriation in paragraph (a) above for established posts at Headquarters and in the field, and shall not be exceeded.
- (m) Posts funded from financial allocations provided by the Organization, by decision of the General Conference, to the IBE (UNESCO International Bureau of Education – 18 posts), IIEP (UNESCO International Institute for Educational Planning – 39 posts), UIE (UNESCO Institute for Education – five posts), IITE (UNESCO Institute for Information Technologies in Education, Moscow – three posts), IESALC (UNESCO International Institute for Higher Education in Latin America and the Caribbean, Caracas – 13 posts), IICBA (UNESCO International Institute for Capacity-Building in Africa, Addis Ababa – one post) and UIS (UNESCO Institute for Statistics – 30 posts), are not included in the established posts referred to in paragraph (l) above, in view of the special legal identity of those institutions.

Assessment

- (n) The appropriations voted under paragraph (a) above shall be financed by assessments on Member States. The assessments on Member States will accordingly amount to \$544,367,250.

Currency fluctuation

- (o) The appropriation under paragraph (a) above is expressed at the constant dollar rate of one United States dollar to 0.869 euros (equivalent to 5.70 French francs used in 1998-1999) and 1.45 Swiss francs, hence expenditure against this appropriation will also be recorded at the constant dollar rate. In order to account

1. Calculated on the basis of the established posts as shown in Appendix VI, with a lapse factor rate of 3%; not including short-term temporary personnel or consultant services under the regular budget, or posts financed from extrabudgetary sources.

for the differences arising from the translation of expenditure incurred during the course of the financial period in euros and Swiss francs at varying operational rates of exchange as compared with the constant dollar rates, a separate currency clearing account shall be maintained. The differences between the operational rates of exchange at which Member States' contributions in euros are brought to account and the rate of exchange of the euro used to calculate the budget shall also be credited or debited to this account. Any balance under the currency clearing account at the end of the biennium shall be added to or deducted from Miscellaneous Income.

B. Extrabudgetary programmes

- (p) The Director-General is authorized to receive funds from governments, international, regional or national organizations and individuals for the implementation of programmes and projects consistent with the aims, policies and activities of the Organization and to incur obligations for such activities in accordance with the rules and regulations of the Organization and the agreements made with funding sources.

[Annex

(30 C/6, Part II, Annex)

The Executive Board,

.....
.....

8. Recommends that the General Conference approve a programme and budget on the basis of document 30 C/5 with a ceiling of \$544,367,250 for the 2000-2001 biennium at an exchange rate of 5.70 French francs to one US dollar, taking into account savings of \$9,560,300 to be realized from:

- increases planned for:
 staff travel,
 financial allocations,
 other contributions (Annex II);
- established posts (Appendix VI and para. T13003);
- activities (para. T13003);
- temporary assistance;
- conferences and meetings;
- the UNESCO Publishing Office and the Office of Monthly Periodicals;
- changes in programmes with possible reductions in costs;

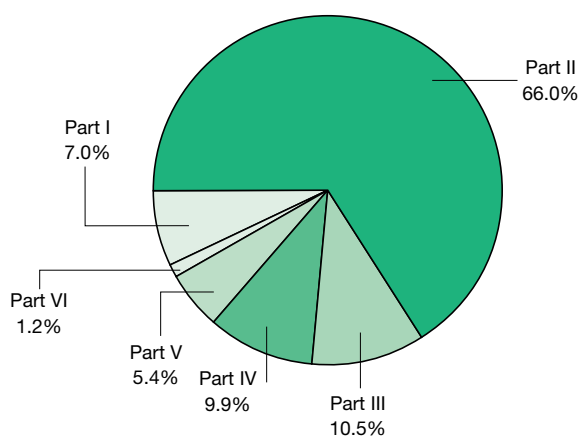
in order to strengthen the Organization's activities in the following areas:

- the Participation Programme (\$2,830,000);
- the E-9 countries (\$2,500,000);
- new management and monitoring requirements (\$2,500,000);
- statutory requirements of the Medical Benefits Fund (\$1,180,100);
- the Young Professionals Programme (\$550,200).]

Overall summary of Parts I to VII of the budget

| Regular budget | | | | | Extra-budgetary resources 2000–2001 | |
|--------------------|-----------------------------------------------------------------------|--------------------|--------------------------|-------------------------------|----------------------------------------|--------------------|
| Appropriation Line | Programme | | Indirect programme costs | Total Appropriation 2000-2001 | | |
| | Personnel | Activities | | | | |
| | \$ | \$ | \$ | \$ | \$ | |
| PART I | GENERAL POLICY AND DIRECTION | | | | | |
| I.A | Governing Bodies | 1 745 600 | 12 023 000 | – | 13 768 600 | 204 200 |
| I.B | Direction | 20 774 300 | 1 458 100 | – | 22 232 400 | 1 354 000 |
| I.C | Participation in the Joint Machinery of the United Nations System | – | 1 122 900 | – | 1 122 900 | – |
| | Total, Part I | 22 519 900 | 14 604 000 | – | 37 123 900 | 1 558 200 |
| PART II | PROGRAMME EXECUTION AND SERVICES | | | | | |
| II.A | Major Programmes, Transdisciplinary Project and Transverse Activities | 175 649 200 | 138 952 000 | 13 647 000 | 328 248 200 | 294 100 000 |
| II.B | Information and Dissemination Services | 15 507 000 | 6 375 100 | – | 21 882 100 | 6 140 700 |
| | Total, Part II | 191 156 200 | 145 327 100 | 13 647 000 | 350 130 300 | 300 240 700 |
| PART III | SUPPORT FOR PROGRAMME EXECUTION | 47 009 900 | 8 822 600 | – | 55 832 500 | 5 457 000 |
| PART IV | MANAGEMENT AND ADMINISTRATIVE SERVICES | 35 629 800 | 16 712 100 | – | 52 341 900 | 4 822 100 |
| PART V | COMMON SERVICES; Maintenance and Security | 15 452 400 | 13 295 900 | – | 28 748 300 | 4 076 000 |
| PART VI | RENOVATION OF HEADQUARTERS PREMISES | – | 6 499 500 | – | 6 499 500 | 179 700 |
| | Total, Parts I - VI | 311 768 200 | 205 261 200 | 13 647 000 | 530 676 400 | 316 333 700 |
| PART VII | ANTICIPATED COST INCREASES | 10 315 750 | 3 375 100 | – | 13 690 850 | – |
| | TOTAL, PARTS I - VII | 322 083 950 | 208 636 300 | 13 647 000 | 544 367 250 | 316 333 700 |

DISTRIBUTION OF REGULAR BUDGET RESOURCES (PARTS I-VI)



Summary by Sector/Unit of regular programme and extrabudgetary activities

| Regular budget | | | | | Extra-budgetary resources |
|---------------------------------------------------------------------------|-------------|-------------|--------------------------|------------------------------|---------------------------|
| Appropriation line | Programme | | Indirect programme costs | Total Approved Appropriation | 2000-2001 |
| | Personnel | Activities | | | |
| | \$ | \$ | \$ | \$ | \$ |
| PART I - GENERAL POLICY AND DIRECTION | | | | | |
| A. Governing Bodies | | | | | |
| 1. General Conference | 662 500 | 5 491 200 | – | 6 153 700 | 204 200 |
| 2. Executive Board | 1 083 100 | 6 531 800 | – | 7 614 900 | – |
| Total, Part I.A | 1 745 600 | 12 023 000 | – | 13 768 600 | 204 200 |
| B. Direction | | | | | |
| 3. Directorate | 1 272 600 | 458 500 | – | 1 731 100 | – |
| 4. Services of the Directorate | 19 501 700 | 999 600 | – | 20 501 300 | 1 354 000 |
| Total, Part I.B | 20 774 300 | 1 458 100 | – | 22 232 400 | 1 354 000 |
| C. Participation in the Joint Machinery of the United Nations System | | | | | |
| | – | 1 122 900 | – | 1 122 900 | – |
| TOTAL, PART I | 22 519 900 | 14 604 000 | – | 37 123 900 | 1 558 200 |
| PART II - PROGRAMME EXECUTION AND SERVICES | | | | | |
| A. Major Programmes, Transdisciplinary Project and Transverse Activities: | | | | | |
| Education Sector (ED) | | | | | |
| Major Programme I | 59 639 700 | 43 406 100 | 6 570 700 | 109 616 500 | 120 800 000 |
| Towards a culture of peace | 4 959 300 | 2 971 700 | – | 7 931 000 | 5 200 000 |
| Total, ED | 64 599 000 | 46 377 800 | 6 570 700 | 117 547 500 | 126 000 000 |
| Natural Sciences Sector (SC) | | | | | |
| Major Programme II | 35 131 100 | 22 325 000 | 2 615 500 | 60 071 600 | 60 730 000 |
| Total, SC | 35 131 100 | 22 325 000 | 2 615 500 | 60 071 600 | 60 730 000 |
| Social and Human Sciences Sector (SHS) | | | | | |
| Major Programme II | 14 082 300 | 7 842 900 | 487 400 | 22 412 600 | 9 470 000 |
| Towards a culture of peace | 3 486 700 | 2 351 300 | – | 5 838 000 | 5 000 000 |
| Total, SHS | 17 569 000 | 10 194 200 | 487 400 | 28 250 600 | 14 470 000 |
| Culture Sector (CLT) | | | | | |
| Major Programme III | 27 875 900 | 10 711 000 | 3 033 100 | 41 620 000 | 50 000 000 |
| Towards a culture of peace | 3 073 900 | 1 641 900 | – | 4 715 800 | 2 000 000 |
| Total, CLT | 30 949 800 | 12 352 900 | 3 033 100 | 46 335 800 | 52 000 000 |
| Communication, Information and Informatics Sector (CII) | | | | | |
| Major Programme IV | 18 077 200 | 12 496 900 | 800 500 | 31 374 600 | 37 600 000 |
| Total, CII | 18 077 200 | 12 496 900 | 800 500 | 31 374 600 | 37 600 000 |
| Transdisciplinary Project: Towards a culture of peace* | | | | | |
| Transverse Activities: | | | | | |
| UNESCO Institute for Statistics | – | 6 820 000 | – | 6 820 000 | 2 500 000 |
| Anticipation and future-oriented studies | 815 800 | 701 600 | – | 1 517 400 | – |
| Fellowships and Procurement Services and Related Programme Support | 2 972 700 | 1 117 700 | – | 4 090 400 | – |
| Coordination of activities in favour of priority groups: | | | | | |
| – Coordination of activities concerning women | 774 100 | 379 500 | – | 1 153 600 | – |
| – Coordination of activities concerning youth | 1 048 600 | 379 500 | – | 1 428 100 | – |
| – Coordination of activities concerning Towards a culture of peace | 711 000 | 557 300 | 139 800 | 1 408 100 | 800 000 |
| – Coordination of activities concerning Africa | 3 000 900 | 419 600 | – | 3 420 500 | – |
| Participation Programme | – | 24 830 000 | – | 24 830 000 | – |
| Total, Part II.A | 175 649 200 | 138 952 000 | 13 647 000 | 328 248 200 | 294 100 000 |
| B. Information and Dissemination Services | | | | | |
| 1. Clearing House | 3 753 400 | 812 300 | – | 4 565 700 | 213 700 |
| 2. UNESCO Publishing Office | 5 848 100 | 1 409 000 | – | 7 257 100 | 3 427 000 |
| 3. Office of Monthly Periodicals | 2 545 900 | 2 333 800 | – | 4 879 700 | 2 500 000 |
| 4. Office of Public Information | 3 359 600 | 1 820 000 | – | 5 179 600 | – |
| Total, Part II.B | 15 507 000 | 6 375 100 | – | 21 882 100 | 6 140 700 |
| TOTAL, PART II | 191 156 200 | 145 327 100 | 13 647 000 | 350 130 300 | 300 240 700 |
| PART III - SUPPORT FOR PROGRAMME EXECUTION | 47 009 900 | 8 822 600 | – | 55 832 500 | 5 457 000 |
| PART IV - MANAGEMENT AND ADMINISTRATIVE SERVICES | 35 629 800 | 16 712 100 | – | 52 341 900 | 4 822 100 |
| PART V - COMMON SERVICES; Maintenance and Security | 15 452 400 | 13 295 900 | – | 28 748 300 | 4 076 000 |
| PART VI - RENOVATION OF HEADQUARTERS PREMISES | – | 6 499 500 | – | 6 499 500 | 179 700 |
| Total, Parts I-VI | 311 768 200 | 205 261 200 | 13 647 000 | 530 676 400 | 316 333 700 |
| PART VII - ANTICIPATED COST INCREASES | 10 315 750 | 3 375 100 | – | 13 690 850 | – |
| TOTAL, PARTS I-VII | 322 083 950 | 208 636 300 | 13 647 000 | 544 367 250 | 316 333 700 |

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

S E C T I O N 1

Approved Programme and Budget

Part I

General Policy and Direction

00001

| Regular budget | | | | Extrabudgetary resources |
|------------------------------------------------------------------------------|-------------------|-------------------|-------------------------------|--------------------------|
| | Personnel | Activities | Total Appropriation 2000-2001 | 2000-2001 |
| | \$ | \$ | \$ | \$ |
| I.A Governing Bodies | | | | |
| General Conference | 662 500 | 5 491 200 | 6 153 700 | 204 200 |
| Executive Board | 1 083 100 | 6 531 800 | 7 614 900 | — |
| I.B Direction | | | | |
| Directorate | 1 272 600 | 458 500 | 1 731 100 | — |
| Services of the Directorate ¹ | 19 501 700 | 999 600 | 20 501 300 | 1 354 000 |
| I.C Participation in the Joint Machinery of the United Nations System | | | | |
| | — | 1 122 900 | 1 122 900 | — |
| Total, Part I | 22 519 900 | 14 604 000 | 37 123 900 | 1 558 200 |

00002

Part I covers the following chapters relating to the General Policy and Direction of the Organization:

I.A Governing Bodies

1. General Conference
2. Executive Board

I.B Direction

3. Directorate
4. Services of the Directorate

I.C Participation in the Joint Machinery of the United Nations System.

I.A Governing Bodies

General Conference

00101

The 31st session of the General Conference will be held at Headquarters in October-November 2001. The work will be organized on the basis of the decisions taken by the General Conference at its 29th session (29 C/Resolution 87) and at its 30th session (30 C/Resolution 86). Proposals concerning a reorganization of the work of the General Conference will be submitted to the Executive Board in the year 2000.

1. Including: Executive Office of the Director-General; Inspectorate General; Office of the Mediator; Office of International Standards and Legal Affairs; Bureau of Studies, Programming and Evaluation; Bureau of the Budget (the former Office of the Assistant Director-General for the Directorate has been discontinued).

These proposals will take into account the reduction in the funds allocated to the General Conference as compared with the allocation in document 29 C/5 Approved.

00102

The budget provisions include the payment of the fees due to the External Auditor, who is responsible to the General Conference for the audit of the accounts of the regular programme, the United Nations Development Programme and other extrabudgetary programmes. Subject to the availability of funds, a provision of \$204,200 will be made from extrabudgetary sources in 2000–2001 to cover, on the one hand, the cost of the fees of the External Auditor for the auditing of the accounts of the extrabudgetary programmes, other than UNDP, on the basis of present estimates and, on the other hand, personnel services for the Secretariat of the General Conference.

Executive Board

00201

The Executive Board will meet in ordinary session twice in 2000 and three times in 2001, including one short session convened at the end of the 31st session of the General Conference. The Board is composed of 58 Member States, the President of the General Conference sitting in an advisory capacity.

I.B Direction

Directorate

00301

This chapter comprises primarily the posts and the running costs of the Director-General and the Deputy Director-General.

Services of the Directorate

00401

The services of the Directorate comprise: A. Office of the Director-General (ODG); B. Inspectorate-General (IOM); C. Office of the Mediator (MED); D. Office of International Standards and Legal Affairs (LA); E. Bureau of Studies, Programming and Evaluation (BPE); F. Bureau of the Budget (BB). The Bureau of Human Resources Management (HRM) (formerly the Bureau of Personnel), which is shown under Part IV of the budget, is also attached to the Director-General, via the Executive Director of his Office (ADG/ODG). The former Office of the Assistant Director-General for the Directorate (ADG/DRG) has been discontinued. Each of the above units, within its field of competence, undertakes activities and provides advice and services to the Directorate with a view to enhancing the effectiveness and maximizing the impact of the Organization by:

- (a) ensuring the direction of the Office of the Director-General and the coordination and supervision of the Bureau of Studies, Programming and Evaluation, the Bureau of the Budget and the Bureau of Human Resources Management (ODG);
- (b) carrying out internal operational and management audits (IOM);
- (c) offering to staff members the opportunity of a channel for conciliation without recourse to legal action (MED);
- (d) dealing with all legal questions pertaining to the Organization; providing legal advice to the General Conference and the Executive Board, at their request; providing legal advice to meetings convened by UNESCO; and providing services for the Committee on Conventions and Recommendations (104 EX/Decision 3.3) as regards the examination of communications relating to the exercise of human rights within UNESCO's fields of competence (LA);
- (e) elaborating the Medium-Term Strategy of the Organization and, in cooperation with the Bureau of the Budget, the biennial Programme and Budget; drawing up reports of the Director-General

- to the governing bodies on programme implementation; backstopping the implementation of the Evaluation Plan and undertaking selected evaluations of programme activities (BPE); and
- (f) preparing, in cooperation with the Bureau of Studies, Programming and Evaluation (BPE), the biennial Programme and Budget of the Organization; ensuring the technical coordination of the execution of regular budget activities and those funded by extrabudgetary resources, the budgetary management of staff and other costs, and the preparation of budget documents to the governing bodies (BB).

00402**Results expected at the end of the biennium**

- ◆ Coordinated strategies developed and actions implemented in relation to the approved Programme and Budget and particularly in regard to countries and groups of countries of strategic importance, to priority groups with common features and to emergency situations as they are encountered during the course of the biennium;
- ◆ Promotion of more effective and efficient use of the Organization's resources promoted through internal audit and renewal of management procedures and working methods;
- ◆ A strengthened strategic planning process (including the links between strategic and operational planning), in order to meet more effectively the demands of the Organization's external stakeholders; the monitoring of all programming and budgetary aspects of the Organization improved through the full implementation of the new integrated programming/budgeting/monitoring system within the framework of the results-based programming and budgeting concept: development of performance indicators for their subsequent utilization for the preparation of document 31 C/5;
- ◆ Improved quality, timeliness and policy relevance of evaluation activities financed under the regular budget and extrabudgetary sources;
- ◆ Improved administration and management of the budget, in particular through: replacement of the outdated computer systems for budget and finance and adaptation of the existing procedures to the new system; provision of instant access to budgetary data and status reports to units at Headquarters and in the field; training of Administrative Officers, both at Headquarters and in the field, through the elaboration and wide dissemination of written and audiovisual material.

Extrabudgetary programmes**00403**

Subject to the availability of funds, a provision of \$1,354,000 will be made under extrabudgetary resources in 2000–2001 to cover the costs of personnel services for the above units under the Services of the Directorate as follows:

Part I.B – Direction

| | |
|-------------------------------------------------|------------------|
| | \$ |
| – Funds-in-Trust Overhead Costs Account | 1,274,000 |
| – United Nations Fund for Population Activities | <u>80,000</u> |
| Total | <u>1,354,000</u> |

I.C Participation in the Joint Machinery of the United Nations System**00501**

UNESCO, as part of the United Nations system and, in accordance with the agreements entered into, which include appropriate financial and budgetary arrangements, contributes a share of the running costs of the following jointly financed bodies:

- International Civil Service Commission
- Consultative Committee on Administrative Questions

- Information Systems Coordination Committee
- United Nations Joint Inspection Unit
- Consultative Committee on Programme and Operational Questions
- Jointly financed activities relating to United Nations security measures (coordination and evacuation)
- Security requirements of staff members in the field
- Administrative Tribunal of the International Labour Organization (ILO Tribunal)
- ACC Sub-Committee on Nutrition (SCN).

00502

Results expected at the end of the biennium

- ◆ In concertation with the other United Nations organizations taking part in the activities of the Joint Machinery of the United Nations System, UNESCO will continue to explore ways and means of reducing the financial contribution of participating agencies.

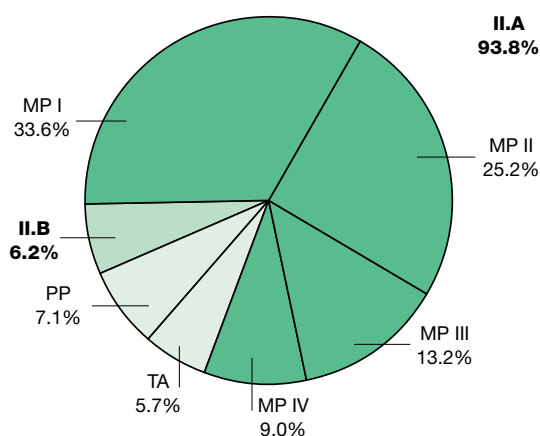
Part II

Programme Execution and Services

| Regular budget | | | | | Extra-budgetary resources |
|---------------------------------------------------------------------------------------|--------------------|--------------------|--------------------------|-------------------------------|---------------------------|
| Appropriation line | Programme | | Indirect Programme costs | Total Appropriation 2000-2001 | 2000-2001 |
| | Personnel | Activities | | | |
| | \$ | \$ | \$ | \$ | \$ |
| PART I.A MAJOR PROGRAMMES, TRANSDISCIPLINARY PROJECT AND TRANSVERSE ACTIVITIES | | | | | |
| Major Programmes: | | | | | |
| I Education for all throughout life | 64 599 000 | 46 377 800 | 6 570 700 | 117 547 500 | 126 000 000 |
| II The sciences in the service of development | 52 700 100 | 32 519 200 | 3 102 900 | 88 322 200 | 75 200 000 |
| III Cultural development: the heritage and creativity | 30 949 800 | 12 352 900 | 3 033 100 | 46 335 800 | 52 000 000 |
| IV Towards a communication and information society for all | 18 077 200 | 12 496 900 | 800 500 | 31 374 600 | 37 600 000 |
| Transdisciplinary Project: Towards a culture of peace* | | | | | |
| Transverse Activities (TA): | | | | | |
| UNESCO Institute for Statistics | — | 6 820 000 | — | 6 820 000 | 2 500 000 |
| Anticipation and future-oriented studies | 815 800 | 701 600 | — | 1 517 400 | — |
| Fellowships and Procurement Services and Related Programme Support | 2 972 700 | 1 117 700 | — | 4 090 400 | — |
| Coordination of activities in favour of priority groups | 5 534 600 | 1 735 900 | 139 800 | 7 410 300 | 800 000 |
| Participation Programme | — | 24 830 000 | — | 24 830 000 | — |
| Total, Part I.A | 175 649 200 | 138 952 000 | 13 647 000 | 328 248 200 | 294 100 000 |
| PART I.B INFORMATION AND DISSEMINATION SERVICES | | | | | |
| 1. Clearing House | 3 753 400 | 812 300 | — | 4 565 700 | 213 700 |
| 2. UNESCO Publishing Office | 5 848 100 | 1 409 000 | — | 7 257 100 | 3 427 000 |
| 3. Office of Monthly Periodicals | 2 545 900 | 2 333 800 | — | 4 879 700 | 2 500 000 |
| 4. Office of Public Information | 3 359 600 | 1 820 000 | — | 5 179 600 | — |
| Total, Part I.B | 15 507 000 | 6 375 100 | — | 21 882 100 | 6 140 700 |
| TOTAL, PART II | 191 156 200 | 145 327 100 | 13 647 000 | 350 130 300 | 300 240 700 |

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

DISTRIBUTION OF REGULAR BUDGET RESOURCES



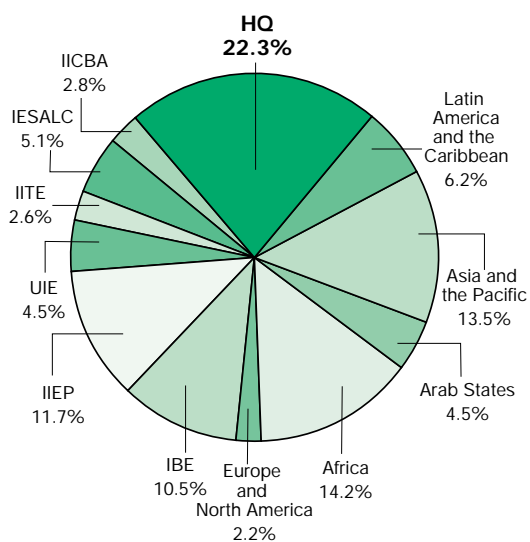
MAJOR PROGRAMME I

Education for all throughout life

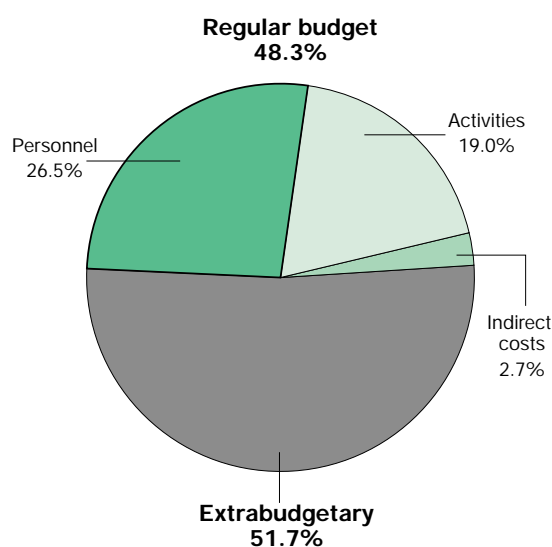
01001

| Regular budget | | | | | Extra-budgetary resources 2000-2001 |
|-------------------|------------|------------|----------------|----------------------------------|----------------------------------------|
| | Programme | | | Total Appropriation 2000-2001 | |
| | Personnel | Activities | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ |
| Major Programme I | 64 599 000 | 46 377 800 | 6 570 700 | 117 547 500 | 126 000 000 |

DECENTRALIZATION OF ACTIVITIES



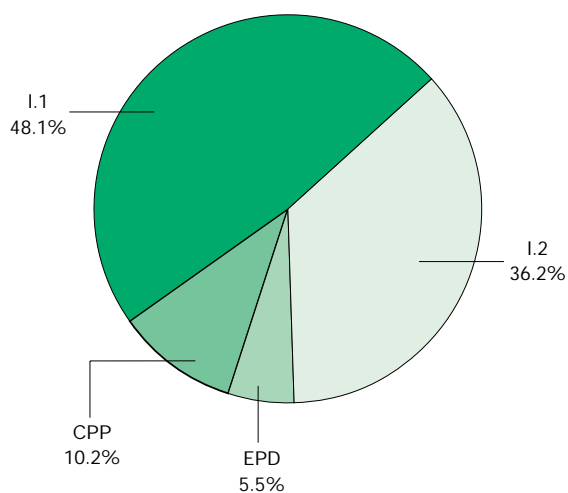
DISTRIBUTION OF TOTAL RESOURCES



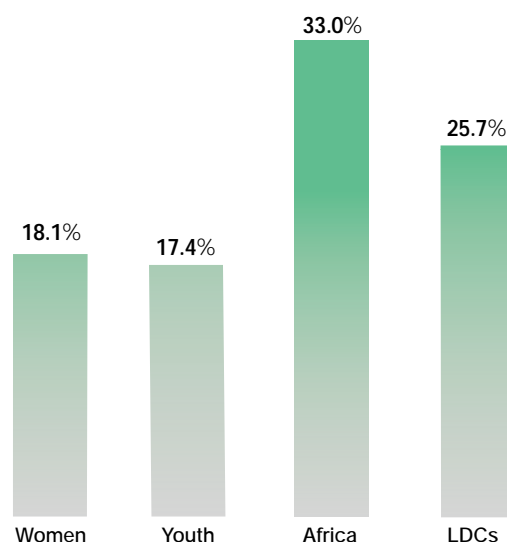
01002

| Programme/Subprogramme | Regular budget | | Extrabudgetary resources |
|-------------------------------------------------------------------------------------------------|----------------|--------------------|--------------------------|
| | \$ | \$ | \$ |
| Programme I.1 | | | |
| Basic education for all | | 14 010 800 | 58 650 000 |
| Subprogramme I.1.1 | | | |
| Providing basic education for all children | 3 358 000 | | |
| Subprogramme I.1.2 | | | |
| Fostering literacy and non-formal education among youth and adults | 4 754 300 | | |
| Subprogramme I.1.3 | | | |
| Mobilizing commitments and partnerships for education for all | 5 898 500 | | |
| Programme I.2 | | | |
| Reform of education in the perspective of education for all throughout life | | 10 538 000 | 41 000 000 |
| Subprogramme I.2.1 | | | |
| Renewal of education systems for the information age | 3 298 400 | | |
| Subprogramme I.2.2 | | | |
| Renovation of general secondary and vocational education | 3 360 000 | | |
| Subprogramme I.2.3 | | | |
| Higher education and development | 2 568 800 | | |
| The status of teachers and teacher education in the information society | 1 310 800 | | |
| Educating for a sustainable future (Environment, population and development) | | 1 610 000 | 9 920 000 |
| UNESCO International Bureau of Education (IBE) | | 4 876 000 | 500 000 |
| UNESCO International Institute for Educational Planning (IIEP) | | 5 406 000 | 4 230 000 |
| UNESCO Institute for Education (UIE) | | 2 090 000 | 3 500 000 |
| UNESCO Institute for Information Technologies in Education (IITE) | | 1 200 000 | 3 000 000 |
| UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) | | 2 375 300 | – |
| UNESCO International Institute for Capacity-Building in Africa (IICBA) | | 1 300 000 | – |
| Transdisciplinary project: Towards a culture of peace | | 2 971 700 | 5 200 000 |
| Indirect programme costs | | 6 570 700 | |
| Personnel costs | | 64 599 000 | |
| | | 117 547 500 | 126 000 000 |

DISTRIBUTION OF RESOURCES FOR ACTIVITIES (excluding IBE, IIEP, UIE, IITE, IESALC, IICBA)



RESOURCES ALLOCATED TO PRIORITY GROUPS



Education for all throughout life

01003 The prime thrust of action in the framework of UNESCO's Medium-Term Strategy has been that of promoting international cooperation in, and facilitating the provision of concrete support for the development of education in its Member States, as a vital tool for promoting development and building a culture of peace. The Organization has sought to strengthen the commitment on the part of all key players in Member States and the international community to (a) lay the foundations of a more just, equitable and peaceful world by giving absolute priority to basic education for all as a fundamental human right; and (b) renew education systems, formal and non-formal, in the perspective of education throughout life taking into account the present contradictions and future challenges such as those identified by the International Commission on Education for the Twenty-first Century and major United Nations and UNESCO international conferences.

01004 In the light of the results of the World Education Forum held in Dakar, 26–28 April 2000, UNESCO's programmes will be directed first and foremost towards the implementation of the *Dakar Framework for Action: Education for All: Meeting our Collective Commitments*. Within this context, renewal of education systems, programmes and processes to attain the objective of “Education for all throughout life” will remain the focus of Major Programme I. In cooperation with UNESCO education institutes and other programme sectors, an overall intersectoral strategy will be drawn up. Its major thrust, articulated in two programmes and six subprogrammes, will be on consolidating the results achieved and on accelerating progress towards education for all. Further steps will be taken towards tackling the major persistent obstacles to access and adapting educational content and methods to meeting the challenges raised by the rapidly evolving societies and world of work. Assistance to develop and/or strengthen existing EFA national plans for action will be provided to Member States, with particular emphasis on sub-Saharan Africa, South Asia and the least developed countries. The E-9 Initiative will be strongly reinforced.

01005 Promoting the provision of basic education for all children, as well as literacy and life skills training for young people and adults, will continue to receive the highest priority (Programme I.1). Stress is placed on an integrated system of basic education for children that stretches from early childhood care and education through universal primary education, including special needs education on the principle of “inclusive schooling”; and on offering literacy and skills training through innovative workplace and community-based programmes geared to the empowerment of young people and adults. Special attention is given to meeting the learning needs of various categories of disadvantaged groups especially girls, children in difficult circumstances and those from ethnic minorities, through a variety of tailor-made programmes adapted to their specific circumstances. Active participation of local bodies and community organizations as well as greater use of information and communication technologies will continue to be encouraged to sustain and extend the scope and outreach of the programmes. Based on persistent problems and shortcomings identified by the EFA Assessment 2000, the programme activities will be geared to building national capacities. International solidarity will also be strengthened to

support Member States' efforts, in particular those aiming at preparing or consolidating and implementing their national plans of action.

01006 The second programme – composed of three subprogrammes – is geared to reinforcing national capacities to reform and diversify education systems, including greater use of open and distance education approaches to address more effectively the educational needs of youth and adults in the information age. Emphasis is placed on reinforcing the capacity of Member States and the education community to rethink the role of education in society and to undertake the necessary renewal, reconstruction and development of their education systems as a whole (Subprogramme I.2.1). Increased attention is given to addressing the challenges facing education at secondary level which has to respond to the increasing demands placed on it, in particular by the progress already made in the provision of basic education and the accelerated progress anticipated in the aftermath of the Dakar Forum. The diversification of structures, renewal of curricula and expansion of access is given a priority. Technical and vocational education will be reinforced in the light of the conclusions of the second International Congress on Technical and Vocational Education. Within the context of the follow-up to the World Conference on Science particular emphasis is placed on reinforcing science and technology education with a twofold objective: to promote scientific knowledge and technical skills needed to participate meaningfully in the increasingly knowledge-driven society and to prepare future scientists. With the framework of the initiative taken by UNAIDS, an intersectoral mechanism will be put in place to address the immense challenge posed by the HIV/AIDS pandemic, especially in sub-Saharan Africa (Subprogramme I.2.2). The third subprogramme is centred on assisting Member States and higher education institutions in the follow-up to the conclusions and recommendations of the World Conference on Higher Education. Equal attention is paid to the promotion of inter-university cooperation and academic mobility and to enhancing the contribution of higher education to the renewal of education systems as whole. High priority is given to improving the status and the pre-service and in-service training of teachers who play a crucial role in the renewal of education contents and methods at all levels and, as a consequence, can contribute significantly to the promotion of a quality education.

01007 Finally, the intersectoral and inter-agency cooperation project “Educating for a sustainable future” which is now implemented in the framework of Major Programme I, is designed to promote a better understanding of the interrelationships between environment, population and development related issues. Actions undertaken by the UNESCO institutes in their respective fields of specialization will be designed to make a direct contribution towards attaining the objectives of Major Programme I.

The General Conference

Invites the Director-General:

- (a) to establish for the implementation of Major Programme I, “Education for all throughout life”, a system of coordination and division of labour between the Secretariat at Headquarters and all units away from Headquarters, in particular the UNESCO education institutes, field offices and affiliated institutes, on the basis of 29 C/Resolution 7 and of the relevant recommendations of the External Auditor;
- (b) to submit proposals on an overall strategy, including coordination mechanisms, to the 161st session of the Executive Board, addressing the need to improve the coherence and implementation of the education programme as well as the cost-effectiveness and the functioning of the UNESCO education institutes and their governing bodies.

01007 bis The plan of action of this major programme aims at the implementation of the programme resolutions adopted by the General Conference, the texts of which are reproduced at the beginning of the relevant subprogrammes, intersectoral project and UNESCO education institutes constituting the structure of Major Programme I (*i.e. paragraphs 01110, 01120, 01130, 01210, 01220, 01230, 01240, 01300, 01410, 01420, 01430, 01440, 01450, 01460*), as well as of the resolutions cited hereunder:

- 9 Establishment of an international long-term programme for the development of technical and vocational education
- 10 Follow-up to the World Conference on Higher Education for the Twenty-First Century
- 11 International Adult Learners’ Week
- 12 Implementation of a language policy for the world based on multilingualism
- 13 Initial special reports by Member States on the implementation of the Recommendation concerning the Status of Higher-Education Teaching Personnel
- 14 Third consultation of Member States on the implementation of the Revised Recommendation concerning Technical and Vocational Education (1974)
- 15 Sixth consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education
- 16 Overall strategy for human rights education
- 17 Asia-Pacific Centre of Education for International Understanding
- 18 Physical education and sport for a culture of peace

the text of which appears in Volume 1 of the Records of the 30th session of the General Conference.

The plan of action also takes into account draft resolutions (DRs) relating to this major programme approved by the General Conference and, to the extent possible, those which did not meet fully the criteria of admissibility.

Programme I.1

Medium-Term Strategy, paragraphs 70–80

Basic education for all

01100

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$14,010,800 |
| • Decentralization: | 72.4% |
| Extrabudgetary: | \$58,650,000 |

I.1.1 Providing basic education for all children

0111

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$ 3,358,000 |
| • Decentralization: | 66.6% |
| Extrabudgetary: | \$37,000,000 |

01110

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) promote the renewal and expansion of primary education with particular emphasis on girls and women, the least developed countries, Member States of Africa and the nine high-population countries and on improving the quality of primary education;
 - (ii) support the expansion of early childhood and family education and special needs education;
- (b) to allocate for this purpose an amount of \$3,358,000 for programme costs, \$12,516,100 for staff costs and \$765,300 for indirect programme costs.

Main line of action 1. Renewal and expansion of primary education

01111

| | |
|-----------------|--------------|
| Regular budget | |
| • Activities: | \$ 1,380,000 |
| Extrabudgetary: | \$17,000,000 |

Background. Since the Jomtien Conference (1990), UNESCO's action in support of primary education focused on capacity-building for expanding access to and improving quality of education. Emphasis was placed on improving teacher education and school supervision, developing learner-centred curricula and sustainable basic learning materials and provision of adequate learning spaces. In recent years, assessment of learning achievement activities were undertaken in different regions in order to help national authorities in identifying factors affecting learning performance and in taking remedial measures. A major contribution was made to improve access of girls by supporting initiatives for developing gender-sensitive curricula and learning materials and for devising incentive schemes, and by introducing in Africa guidance and counselling services. UNESCO became an active partner in the United Nations-wide ten-year Initiative for Girls' Education launched at the World Education Forum in Dakar.

Strategy. UNESCO's efforts will continue to focus on: mobilizing the wider involvement of Member States, international governmental and non-governmental organizations and other partners in extending primary education to all children, with particular emphasis on girls and boys in rural areas, especially in LDCs, in situations of extreme poverty, Africa and the E-9 countries; strengthening national capacities for monitoring and assessing learning outcomes and for devising measures to enhance internal efficiency, through the renewal of contents, teacher education and teaching methods, including the use of the mother tongue and other languages; the development of skills-based education and the provision of appropriate learning materials, supplies and educational spaces, including the use of local resources and appropriate technology in cooperation with Major Programme IV. In this regard, greater involvement by local bodies, teacher and community organizations and NGOs will be sought. UNESCO's action undertaken mainly through its network of field offices and regional programmes will emphasize technical assistance, training and dissemination of "best practices" and inter-country cooperation, e.g. through support to the Congress "PEDAGOGIA 2001" (Havana, Cuba). National efforts to improve the management and maintenance of educational buildings, furniture and equipment and initiatives to make books more easily accessible for children will also be encouraged. In the framework of the International Decade of the World's Indigenous Peoples, a comprehensive strategy will be developed for promoting culturally and linguistically appropriate educational programmes and materials for and with indigenous peoples.

Results expected at the end of the biennium

- ◆ Enhanced national capacities to reform primary education with emphasis on educational quality in 10 developing countries, including the E-9 countries;
- ◆ Endogenous capacities for monitoring and assessing learning achievement developed in 30 countries, particularly LDCs, E-9 countries and countries in transition;
- ◆ Integrated policies and programmes for training educators in basic education promoted;
- ◆ Training of educational personnel and teachers in the management of large and multigrade classes promoted (especially in Africa) through the dissemination of teacher education reference packages and other materials and training in their use;
- ◆ Regional and subregional production of teaching/learning materials – both textbooks and audiovisual materials – supported through collaboration with Member States and donor agencies;
- ◆ Capacities at national and local levels to plan, design, construct and maintain affordable school buildings and furniture enhanced through at least five pilot projects, the preparation and distribution of guidelines and the promotion of information-sharing at regional level.

Main line of action 2. Promoting early childhood education and education of children with special needs

01112

| | |
|-----------------|--------------|
| Regular budget | |
| ● Activities: | \$ 1,978,000 |
| Extrabudgetary: | \$20,000,000 |

Background. As a follow-up to the findings of the Mid-Decade Review Meeting on Progress Towards EFA (Amman, June 1996), a fresh impetus was given to developing early childhood education as an integral part of basic education by mobilizing new partners in all regions. Major achievements include the launch of a regional network of early childhood specialists in French-speaking Africa; a resource centre in French-speaking Africa (Mali) and a training centre in Europe (Amsterdam); a cooperative programme to develop policy recommendations for the Asia-Pacific region. Initiatives have also been taken to develop regional networks and resource centres in other regions and to develop, in cooperation with UNICEF and other international partners, a common inter-agency early childhood communication strategy. Twelve developing countries benefited from the global "Inclusive Schools and Community Support Programme" launched in 1996 following the World Conference on Special Needs Education in Salamanca (1994) to support small-scale national initiatives promoting inclusive education. The programme also disseminated documentation and information on innovative practices and promoted networking among

government bodies, institutes and practitioners. The Dakar Framework for Action confirmed the commitments of all partners to expand and improve comprehensive early childhood care and education, and special needs education, especially for the most vulnerable and disadvantaged children.

Strategy. Programmes in the field of early childhood education will be planned within the conceptual framework of the “Strategic Plan for UNESCO’s Early Childhood and Family Education Programme”. Priority will be given to regional and subregional collaborative actions: in cooperation with United Nations agencies, in particular UNICEF, NGOs, National Commissions and expert groups, efforts will be undertaken to integrate policies and systems of early childhood care and education and to strengthen low-cost family and community based early childhood care and education programmes, including the development of early childhood indicators. Ongoing initiatives in support of inclusive education responding to the needs of different categories of educational personnel, parent and community organizations will be consolidated, expanded and disseminated through the production of materials, seminars, training workshops, networks and the use of modern information technology and the development of indicators. Special attention will be given to the mobilization of extrabudgetary resources to assist teachers’ associations in countries in transition in promoting socio-educational support and rehabilitation of children and youth in difficult circumstances. In order to reach out to political partners and beneficiaries, partnerships will be facilitated, *inter alia*, through the setting up of an International Institute of Special Needs Education for the Asia and Pacific Region in New Delhi (India).

Results expected at the end of the biennium

- ◆ National policies, capacities and indicators for integrated early childhood and family education reinforced in 10 countries;
- ◆ Regional and subregional networks, expert groups and resource centres for early childhood and family education supported, particularly in Central and South-East Asia, Africa and the Arab States;
- ◆ Innovative experiences and “best practices” in the field of early childhood and family education widely shared among policy-makers, practitioners and experts;
- ◆ Participation in the global project on “Inclusive Schools and Community Support Programme” extended to 25 countries, including the E-9 countries;
- ◆ Technical support to Member States wishing to adopt policies or programmes promoting inclusive education increased, in particular in Central Asia and other countries in transition and in French-speaking Africa;
- ◆ Wider information sharing on Special Needs Education on the World Wide Web and continued research in support of high quality programmes of inclusive education for children as well as teachers and other educational personnel;
- ◆ Cooperation and synergy between UNESCO initiatives and those of other donor agencies at the national and local level consolidated.

I.1.2 Fostering literacy and non-formal education among youth and adults

0112

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$ 4,754,300 |
| • Decentralization: | 71.6% |
| Extrabudgetary: | \$13,000,000 |

01120

The General Conference

Authorizes the Director-General:

(a) to implement the corresponding plan of action in order to:

- (i) support national literacy programmes, capacity-building and the development of materials contributing to the creation of literate environments and to the alleviation of poverty, in particular through community-based education approaches for the empowerment of adults, and in particular women, and the implementation of two special projects: “Enhancement of learning opportunities for marginalized youth” and “Promoting girls’ and women’s education in Africa”;
- (ii) strengthen cooperation with intergovernmental and non-governmental partners in the design and implementation of educational programmes for refugees, displaced persons and populations affected by emergency situations;

(b) to allocate for this purpose an amount of \$4,754,300 for programme costs, \$9,392,900 for staff costs and \$1,083,900 for indirect programme costs.

Main line of action 1. Literacy and community education

01121

| | |
|-----------------|-------------|
| Regular budget | |
| • Activities: | \$2,324,300 |
| Extrabudgetary: | \$8,000,000 |

Background. As a follow-up to the Agenda for the Future adopted by the fifth International Conference on Adult Education (Hamburg, 1997), increased support was given to Member States’ efforts aimed at creating literate societies and open-learning communities; particular emphasis was placed on innovative home, workplace and community-based programmes combining literacy, non-formal education and skills training aimed at generating income, alleviation of poverty and the empowerment of disadvantaged groups. UNESCO’s contribution included, in addition to technical assistance, the development and distribution of prototype training materials for education personnel and learning materials in national and local languages including audiovisual packages and the establishment of regional and subregional centres and networks especially in Asia and Africa. Priority was given to countries with high illiteracy rates, particularly LDCs, Africa and the E-9 countries. National strategies and community-based approaches were advocated within the framework of the African Paulo Freire Decade, leading to the United Nations General Assembly resolution to consider proclaiming a United Nations Literacy Decade.

Strategy. As emphasized by the World Education Forum in Dakar, the strategy followed will focus on literacy and community education for the alleviation of poverty, giving priority to rural areas and poor communities. Action will be geared, *inter alia*, to the renewal and expansion of literacy, post-literacy, continuing education and skills-training programmes in countries with high illiteracy rates, in the mother tongue where possible. In conjunction with the actions undertaken by the UNESCO Institute for Education (cf. para. 01432), assistance will be given to Member States in reorienting their national strategies,

conducting assessments for effective planning, training of personnel and the development of relevant learning materials. The use of local knowledge and experiences as well as modern media and technologies will be promoted and networks at national, regional and global levels strengthened. The Collective Consultation of NGOs, cooperation with partners, and specialized institutions, such as the International Research and Training Centre for Rural Education (Baoding, China), will be reinforced and priority will continue to be assigned to LDCs, E-9 countries and Africa. UNESCO's clearing-house services will be further developed. International Literacy Day and the International Literacy Prizes will be used as a springboard for disseminating and exchanging information, expertise and ideas for mobilizing worldwide support. As requested by the United Nations General Assembly, a draft plan of action for a United Nations Literacy Decade will be developed in consultation with all relevant partners as part of the global efforts for Education for All, and as a follow-up to the World Education Forum in Dakar.

Results expected at the end of the biennium

- ◆ Review of literacy policies and strategies undertaken in 12 countries;
- ◆ Community-based national literacy and non-formal education plans developed in 10 African countries (Paulo Freire Decade);
- ◆ Non-formal Education Reference Package published and disseminated;
- ◆ Capacity of local NGOs in 10 LDCs to carry out sample surveys and develop appropriate training programmes strengthened;
- ◆ Capacities at local level to construct and maintain multi-purpose community learning centres promoted through the preparation and distribution of design guidelines and pilot projects in three countries;
- ◆ The annual Literacy Prizes and Literacy Day ceremonies reformed to mobilize wider support for the eradication of illiteracy;
- ◆ A draft plan for a United Nations Literacy Decade prepared as part of the global efforts for Education for All and as a follow-up to the World Education Forum in Dakar.

Results expected by UIE (cf. 01433)

- ◆ National capacities in Member States in adult education and adult learning enhanced through advisory services, training and technical assistance, particularly in developing countries and countries in transition;
- ◆ Cooperation and information exchange in the field of adult education reinforced through the existing international and regional networks such as the International Council for Adult Education;
- ◆ Wider awareness of adult and continuing education promoted through the newsletter *CON-NEXUS*, the UIE website and the launch of the International Adult Learners' Week in over 30 countries, especially in Africa, Latin America and the E-9 countries.

Main line of action 2. Extending learning opportunities to the unreached

01122

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$2,430,000 |
| Extrabudgetary: | \$5,000,000 |

Background. As a follow-up to the Jomtien Conference on Education for All, a wide variety of innovative projects was launched to provide learning opportunities to various categories of target groups living in difficult circumstances: street and working children, school drop-outs, marginalized youth, girls and women, migrants, displaced persons and refugees. Over 100 projects in as many countries were implemented with support from voluntary contributions and extrabudgetary resources and in cooperation with NGOs, community organizations, social workers, etc. UNESCO's action focused on fund-raising, awareness-building, technical assistance and clearing-house services. In most cases, formal and non-formal methods and written and audiovisual means are being used. In response to an increasing demand for assistance in emergency situations, in particular for refugees and displaced persons, UNESCO has been cooperating with partner organizations – governmental and non-governmental – in the design and implementation

of relevant interventions, emphasizing in particular the education and training needs of children and youth in post-conflict or other emergency situations. The World Education Forum in Dakar also stressed the importance of providing quality education for marginalized and excluded groups.

Strategy. The strategy will focus on completing and consolidating the ongoing projects and supporting new projects to address the learning needs of three categories of target groups: (i) street and working children, orphans and children living in children's homes, school drop-outs and marginalized youth including indigenous youth; (ii) girls and women in Africa; and (iii) refugees and displaced persons. Building on experience and results of the EFA 2000 Assessment, UNESCO will define strategies, prepare guidelines for developing curricula, teacher training and other facilities, disseminate "best practices", organize training and provide technical assistance for implementing the projects. UNESCO's action will be funded largely by extrabudgetary resources and will be implemented mainly through field offices, with the involvement of competent NGOs, community organizations, local bodies and social workers, in close cooperation with the activities under the Transdisciplinary project "Towards a culture of peace". Priority areas of intervention will be the countries in conflict-situation in Eastern, Central and Western Africa, Bosnia and Herzegovina, Guatemala, Guinea, Iraq and neighbouring countries of Afghanistan that have received refugees but also countries affected by natural disasters such as Honduras or Nicaragua.

SPECIAL PROJECT: *Enhancement of learning opportunities for marginalized youth.* During this final phase, the project activities will be consolidated and the ongoing 20 projects will be completed. In-depth studies of selected pilot experiences and approaches of the project will be prepared jointly with national project partners and the young people concerned and widely disseminated by setting up a multimedia network and an Internet website with a view to encouraging similar initiatives elsewhere. Based on an evaluation of this six-year project undertaken in 1999, recommendations for the future will be drawn up.

SPECIAL PROJECT: *Promoting girls' and women's education in Africa.* During this concluding phase, in cooperation with the 22 Member States concerned, multilateral donor agencies, the Forum for African Women Educationalists (FAWE) and the Federation of Women Associations in Africa, increased emphasis will be placed on regional training of trainers and the preparation of training modules and on improving exchange and sharing of experience and materials among the participating countries, in particular by setting up an International Centre for Girls' and Women's Education in Ouagadougou, and a Guidance, Counselling and Youth Development Centre for Africa (Malawi). An external evaluation of the project will be undertaken with a view to extending the Project to other countries with high illiteracy rates.

Results expected at the end of the biennium

- ◆ Cooperation and coordination with other agencies in the design and implementation of operational projects improved;
- ◆ Guidelines and pedagogical materials in support of education and training programmes for refugees and displaced persons prepared and distributed;
- ◆ Selected pedagogical instruments, experiences and multimedia material compiled for the use of training seminars and workshops on educational approaches for the socio-economic insertion of marginalized youth;
- ◆ National and local pilot projects and programmes in favour of children in difficult circumstances, street and working children supported with the help of extrabudgetary resources;
- ◆ Two centres in Malawi and Ouagadougou established to expand, through training and advisory services, the experience and "best practices" collected as regards education of girls and women in Africa and to contribute, *inter alia*, through the empowerment of women to the management and resolution of conflicts in Eastern, Southern and Central Africa.

I.1.3 Mobilizing commitments and partnerships for education for all

0113

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$5,898,500 |
| • Decentralization: | 76.3% |
| Extrabudgetary: | \$8,650,000 |

01130

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) continue to mobilize political and public commitment to education for all through reinforced partnerships, inter-agency cooperation and the implementation of the Education for All Assessment 2000, in particular in the framework of the International Education for All Forum;
 - (ii) strengthen regional and subregional cooperation and networking in support of basic education through the renewal of existing cooperative programmes and networks in all regions, with particular emphasis on the follow-up to MINEDAF VII (Durban, 1998) and to the E-9 initiative and on these countries' plan of action;
- (b) to allocate for this purpose an amount of \$5,898,500 for programme costs, \$5,180,800 for staff costs and \$1,344,600 for indirect programme costs.

Main line of action 1. World Education Forum and EFA Assessment 2000

01131

| | |
|-----------------|-------------|
| Regular budget | |
| • Activities: | \$ 650,000 |
| Extrabudgetary: | \$3,650,000 |

Background. Throughout the preceding biennia, the International Consultative Forum on Education for All (EFA Forum), and whose Secretariat was based at UNESCO, continued to promote the implementation of the Jomtien Framework of Action, monitor progress, mobilize resources and forge partnerships at international, regional and national levels, and carried out global advocacy for EFA, in cooperation with media representatives, opinion leaders, voluntary associations, parliamentarians and National Commissions. Moreover, as a follow-up to the United Nations General Assembly Resolution A/52/84, the EFA Forum was involved in coordinating the conduct of a global assessment of EFA at the end of the decade after Jomtien (EFA Assessment 2000). Guidelines focusing on 18 core EFA indicators were distributed to assist Member States in the conduct of national EFA assessments and to facilitate data analysis at regional and global levels. Some 180 countries undertook in-depth assessments of their achievements since the Jomtien Conference, which were presented in national EFA country reports. The outcomes and recommendations of the EFA 2000 Assessment were discussed at six regional meetings leading up to the World Education Forum in Dakar. Over 1,500 participants representing governments, United Nations agencies, NGOs and donors adopted the Dakar Framework for Action based on the conclusions of the assessment.

Strategy. As a follow-up to the Dakar Framework for Action, all programmes within Major Programme I (including those of the UNESCO Education Institutes) will be reviewed and reoriented with a view to attaining the goals put forward in that Framework. Support will be given to Member States in attaining those goals at country level, in particular for the development of national action plans and for the

setting up of mechanisms at national, regional and international levels to ensure their effective implementation. Cooperation with developing countries, multilateral and bilateral agencies, as well as the community of NGOs will be reinforced. Partnerships at all levels will be strengthened with a view to promoting policy changes, innovations and “best practices” in particular those involving the application of new information technologies. In close cooperation with the UNESCO Institute for Statistics, the International Institute for Educational Planning and other UNESCO institutes, national capacities and infrastructures will be strengthened in order to encourage informed policy-making and to foster the strategic management of education systems. Greater public awareness of basic education will continue to be promoted through active cooperation with national and world media, opinion leaders, parliamentarians and other actors. In close cooperation with OECD and the World Bank, new strategies for more effective resource mobilization for basic education will be developed.

Results expected at the end of the biennium

- ◆ World Education Forum in Dakar organized (26–28 April 2000) and political and public commitment to the Dakar Framework for Action strengthened;
- ◆ National, regional and international mechanisms put in place to coordinate and provide technical support to the implementation of the Dakar Framework for Action;
- ◆ Guidelines for national capacity-building in education management elaborated;
- ◆ More than 150 countries will have received support to propose national EFA Action Plans with a specific emphasis on LDCs and countries under reconstruction;
- ◆ Strategies for a more effective resource mobilization for EFA agreed upon;
- ◆ A media and public information campaign in support of EFA implemented.

Results expected by UIS

- ◆ Guidelines developed for national capacity-building in the field of educational indicators, statistics and other data related to basic education;
- ◆ National monitoring and reporting systems strengthened, with emphasis on identification of critical indicators.

Results expected by IIEP

- ◆ National capacities reinforced for the preparation and implementation of EFA Action Plans.

Main line of action 2. Reinforcing regional cooperation programmes for basic education

01132

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$5,248,500 |
| Extrabudgetary: | \$5,000,000 |

Background. Over the years, significant contribution has been made to progress in basic education and literacy in the different regions by promoting inter-country cooperation and by generating support from development partners through regional programmes, some of which were evaluated during the past biennium (e.g. APPEAL, PROMEDLAC). In addition, in Africa, within the framework of Priority Africa and the United Nations Special Initiative in favour of Africa (UNSI), UNESCO has been actively involved in promoting basic education with special emphasis on the education of girls and women, literacy and non-formal education among youth and adults. In 1998, following MINEDAF VII, an Intergovernmental Committee was established to ensure rigorous follow-up to the “Durban Statement of Commitment”, and a new International Institute for Capacity-Building in Africa (IICBA) set up in Addis Ababa, to reinforce capacity-building in educational management, curriculum reform and teacher training. Furthermore, as a follow-up to the EFA Summit of E-9 countries (New Delhi, 1993), efforts have been made to promote political and social mobilization for EFA in the E-9 countries and to foster collaboration and joint activities among them, particularly in the areas of teacher education, education of girls and women, and distance education.

Strategy. In 2000–2001, special emphasis will be given to strengthening cooperative mechanisms and action plans at the regional and subregional levels. The existing regional programmes – APPEAL, ARABUPPEAL, PROMEDLAC – will be renewed and, in consultation with the Member States concerned, reoriented, if necessary. In Africa, in conjunction with the newly established UNESCO International Institute for Capacity-Building in Africa (IICBA) (cf. para. 01460), efforts will be undertaken to reinforce and interlink the various cooperative frameworks promoting EFA (the OAU Decade for African Education, the African Paulo Freire Literacy Decade, the Regional Programme for the Eradication of Literacy in Africa, UNSIA, follow-up of MINEDAF VII), in order to enhance the coherence and scale of activities as well as their impact; the role and functions of the four regional programmes will be redefined on the basis of an evaluation. UNESCO will also support initiatives for cooperative actions at the subregional level in the Pacific and in the Caribbean (where the relevant field offices will be reinforced) as well as in Central America, Central Asia, the Gulf States and the countries in transition, in particular South-East Europe and the Caucasus countries. The 2000–2001 biennium will be a decisive phase of the E-9 initiative. Since the E-9 countries form a key group in the global Assessment 2000 exercise, the involvement of high-level decision-makers will be sought in order to mobilize political leadership and support for EFA.

Reinforcing the E-9 initiative

The endeavours of the nine high-population countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) to meet the basic learning needs of all has received high priority since 1993. The E-9 Ministerial Review Meeting in Recife, Brazil, (February, 2000) adopted the Recife Declaration stressing three areas for priority action: (i) improving the quality of basic education for all; (ii) enhancing access to modern technologies, particularly in the field of distance learning; and (iii) achieving literacy, especially for women, and ensuring equal access to schooling for girls.

The budgetary reinforcement of \$2.5 million for the E-9 countries approved by the Executive Board at its 159th session will be devoted mainly to supporting country-specific initiatives and inter-country exchange, and sharing of knowledge and innovative experiences, to be carried out within the context of the follow-up to the Dakar Forum. Special attention will be given to developing programmes in the four most needy E-9 countries in terms of the UNDP Human Development Index (Bangladesh, India, Nigeria and Pakistan).

The strategy will lay emphasis on upstream advisory services, technical assistance and capacity-building activities focused on four main components. Improving the quality of basic education and the access of girls to schooling will be a major priority. The second component will be centred on fostering national teacher-education strategies, focused: on improving pre- and in-service training of teachers on enhancing the status of the teaching profession; and within the framework of the ongoing joint E-9 project on distance education, on expanding the use of relevant information and communication technologies with a focus on large-scale teacher-training programmes (both formal and non-formal). Research into the cost-effectiveness and actual learning outcomes linked to educational technologies will be encouraged. The third component will be geared to creating a literate environment through “reading for all” campaigns and programmes, particularly in local languages, and by improving the availability of reading materials, especially in rural areas; strengthening national and local literacy and non-formal education programmes, especially for women, focused on skills training, micro-credit programmes and community learning centres.

Results expected at the end of the biennium

- ◆ Regional strategies and action plans to follow up recommendations of ministerial conferences elaborated, including the renewal of the corresponding regional cooperation programmes (APPEAL, PROMEDLAC, ARABUPPEAL, the Regional Programme for the Eradication of Illiteracy in Africa);
- ◆ The work of the Intergovernmental Committee for the follow-up of MINEDAF VII supported through technical assistance, fellowships and training programmes;
- ◆ The interlinkages and collaboration among the various cooperative frameworks promoting EFA in Africa reinforced;
- ◆ Focus on the Pacific and Focus on the Caribbean action plans implemented in collaboration with the Member States concerned;
- ◆ New cooperative actions for the development of basic education launched and supported in Central America, Central Asia and the countries in transition, especially South-East Europe and the Caucasus;
- ◆ Collaboration and joint activities between the E-9 countries consolidated, particularly in the areas of quality basic education, teacher education, youth education, girls'/women's education, distance education and literacy; assistance provided to the E-9 countries in the formulation and implementation of appropriate education policies and national action plans to follow up the results of the EFA Assessment 2000;
- ◆ The role and functions of the four regional programmes APPEAL, ARABUPPEAL, PROMEDLAC, and the Regional Programme for the Eradication of Illiteracy in Africa reoriented.

Results expected by IICBA (cf. para. 01463)

- ◆ A negotiated and agreed programme of work contributing to the implementation of the "Durban Statement of Commitment" and to other regional action plans such as the OAU Decade for African Education drawn up;
- ◆ A network of associated institutions proposed to become the main beneficiaries of IICBA's capacity-building programme established;
- ◆ A regional roster of specialists in different domains established;
- ◆ Initiatives taken to mobilize expertise, technical and financial support for developing IICBA as an effective mechanism for capacity-building in Africa and in developing countries in general.

Programme I.2

Medium-Term Strategy, paragraphs 81–91

Reform of education
in the perspective of education
for all throughout life

01200

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$10,538,000 |
| • Decentralization: | 58.2% |
| Extrabudgetary: | \$41,000,000 |

I.2.1 Renewal of education systems
for the information age

0121

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$ 3,298,400 |
| • Decentralization: | 38.2% |
| Extrabudgetary: | \$19,400,000 |

01210

- The General Conference
Authorizes the Director-General:
- (a) to implement the corresponding plan of action in order to:
 - (i) assist Member States in devising strategies for learning throughout life in the information age, in particular by promoting debate on the conclusions of the report *Learning: The Treasure Within*, by publishing the *World Education Report* and by cooperating with the UNESCO Institute for Statistics in further developing the World Education Indicators project;
 - (ii) strengthen advisory and upstream support services to assist Member States, with emphasis on the least developed countries, countries in transition and countries experiencing post-conflict situations, in formulating and implementing strategies and action plans for the renewal and reconstruction of education systems, including educational buildings and furniture as well as textbooks and learning materials;
 - (b) to allocate for this purpose an amount of \$3,298,400 for programme costs, \$12,180,000 for staff costs and \$925,400 for indirect programme costs.

Main line of action 1. Devising strategies for learning throughout life

01211

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,400,000 |
| Extrabudgetary: | \$9,000,000 |

Background. A variety of mechanisms have been put in place to assist Member States in developing and implementing their strategies to renew different aspects of their education systems. These include, *inter alia*, regional programmes and networks, expert meetings on specific themes, international and regional conferences of ministers of education and, since 1991, the publication and distribution of UNESCO's biennial *World Education Report* together with a comprehensive set of statistics giving country-by-country data. Support has been given for reflection and debate worldwide on the conclusions and recommendations of the International Commission on Education for the Twenty-first Century. In addition, the educational information and documentation services operated from Headquarters, UNESCO Institutes and field offices responded to specific requests of governmental bodies, universities and research institutions.

Strategy. Using the report of the International Commission on Education for the Twenty-first Century and the Dakar Framework for Action as the main sources of inspiration, UNESCO will continue to promote reflection focused on devising forward-looking strategies for realizing the goal of learning throughout life. Emphasis will be placed on the challenges of the modern information and knowledge society, and on open learning systems. The UNESCO institutes, in particular UIE, IBE, IIEP and IITE will be closely associated with this endeavour. To enhance the value of the *World Education Report* as a source of reference for national policy-makers and other users, taking into account the evaluation of UNESCO's policy on world reports, the quantitative and qualitative information base of the report as well as the process of expert consultation in preparing the report will be strengthened, in cooperation with the UNESCO Institute for Statistics in further developing the World Education Indicators in partnership with the World Bank and OECD and as needed, with partner organizations (e.g. the World Bank, OECD, UNDP and UNICEF), National Commissions and NGOs. Sustained support will be given to the renewal of education systems by improving the quality and coherence as well as the outreach of the educational information and documentation services of the Organization, on the basis of an evaluation carried out in 1998.

Results expected at the end of the biennium

- ◆ Reflection and debate on strategies for realizing the goal of learning throughout life promoted in at least 10 countries;
- ◆ A global dialogue on "Building Learning Societies – Knowledge, Information and Human Development" among policy-makers, experts, practitioners and young people organized jointly with the World Bank and other partners on the occasion of EXPO 2000 (Hanover, Germany);
- ◆ Learning opportunities throughout life beyond traditional institutional settings promoted by disseminating innovations, particularly in the use of modern information and communication technologies;
- ◆ A better understanding of the issues relating to the attainment of selected Education for All goals among policy-makers and other stakeholders through the publication of the sixth edition of the *World Education Report*;
- ◆ World Education Indicators further developed through collaborative activities with the UNESCO Institute for Statistics, OECD and the World Bank;
- ◆ The quality and coherence of UNESCO's educational information, documentation and publication services improved through concertation among Headquarters, field offices and UNESCO institutes and their efficiency enhanced through the use of electronic media.

Results expected by IBE (cf. para. 01416)

- ◆ A platform of electronic sources of educational information constructed and made gradually operational;
- ◆ The forty-sixth session of ICE organized, including a new series of national reports on the development of education completed and made available to users on the occasion of ICE;

- ◆ Profiles of national education systems contained in the *World Data on Education* data bank extended, updated and published as a CD-ROM and also made available through the Internet; a synthesis of national profiles published;
- ◆ The INNODATA data bank further developed and six innovations of potential interest to decision-makers and curriculum development specialists selected and published in the form of booklets;
- ◆ The Bureau's historical collection catalogued, computerized and made available to researchers;
- ◆ The new updated edition of the *UNESCO/IBE Education Thesaurus* published and the Bureau's databases of educational institutions (IBEDOCS and IBECENT) updated;
- ◆ The quarterly publications (the review *Prospects* and the newsletter *INNOVATION*) adapted to the new orientation of the IBE (eight issues of each).

Results expected by UIE (cf. para. 01433)

- ◆ A consolidated vision of adult learning promoted through research and publications on specific themes and issues including the *International Review of Education*;
- ◆ A fresh impetus to the ongoing international debate on lifelong learning given through the development of indicators for the transition towards lifelong learning and contributions to conferences and expert meetings organized by UIE partners.

Results expected by IITE (cf. para. 01443)

- ◆ An international network of national focal points established as an interactive system fostering the exchange of information and experience;
- ◆ An international project "ICTs in Education: State of the Art, Needs and Perspectives" focused on national action plans and policy documents launched.

Main line of action 2. Promoting policies and building capacities for educational development and reconstruction

01212

| | |
|-----------------|--------------|
| Regular budget | |
| ● Activities: | \$ 1,898,400 |
| Extrabudgetary: | \$10,400,000 |

Background. Since its early years UNESCO provides advisory and upstream support services to Member States for elaborating policies and action plans, programmes and projects aimed at the renewal and reconstruction of national education systems and for mobilizing extrabudgetary resources for their implementation. During 1998–1999, some 30 Member States, particularly among the least developed countries (LDCs), in the Africa region and in situations of post-conflict reconstruction and economic transition, benefited directly from such services. The Organization also cooperated with regional organizations and mechanisms such as ADEA, OAU, ISESCO, the Council of Europe, as well as with the World Bank and regional development banks in the design and implementation of activities and projects.

Strategy. In close cooperation with IIEP and field offices, advisory and upstream support services for the formulation of national policies and action plans will continue to be provided for the reform, renewal and reconstruction of education systems, including open learning systems. Particular attention will be given to LDCs, Africa and countries in transition, facing economic crisis, growing poverty, internal conflicts and natural disasters. UNESCO will continue to cooperate with UNWRA for the education of Palestinian refugees and with the Palestinian Authority for the development of a "ministry" of education. Existing regional mechanisms for policy dialogue and collective action – such as PROMEDLAC, the Regional Committee on Education in Asia and the Pacific (EDCOM), Focus on the Pacific and the Intergovernmental Committee set up to follow up MINEDAF VII – will be supported. Partnerships with other international and regional organizations such as OECD, the Commonwealth of Learning, ISESCO, OAU or OAS will be continued. Emphasis will also be placed on promoting the use, maintenance and

management of educational spaces and facilities in the renewal of education systems and on the development of national textbook policies, aimed at creating national capacities to produce printed and non-printed educational materials through cooperation between the public and private sectors. Programmes will be designed to include cost-effective norms and prototypes in line with the different education priorities and target groups. As a follow-up to the International Decade for Natural Disaster Reduction (IDNDR), priority will be given to natural disaster preparedness with regard to school buildings through exchange of information on disaster prevention and reducing its impact.

Results expected at the end of the biennium

- ◆ Regional partnerships, cooperative programmes and networks in the field of educational policy and reconstruction expanded and reinforced;
- ◆ National strategies and action plans for educational reform and reconstruction developed in some 40 countries, particularly LDCs and countries facing crisis situations, including policy dialogue with external donors and national stakeholders;
- ◆ Support to the Palestinian Authority and to UNWRA continued through advisory services, fellowships and extrabudgetary projects;
- ◆ National capacities in the use and management of educational spaces and facilities strengthened;
- ◆ National capacities of disaster-prone countries to produce education materials in natural disaster preparedness enhanced, in particular through sharing of “best practices”.

Results expected by IIEP (cf. para. 01425)

- ◆ Strengthening of national educational planning capacities: 100 key personnel from 50 Member States (half of them LDCs) will benefit from in-depth training and over 400 specialists from short-term courses; four new modular training-material kits will be assembled, tested and distributed, mainly to associated training institutions; a system of continuing distance training will be set up for IIEP alumni;
- ◆ Development of exchanges of information on new issues in the planning, management and evaluation of education systems through some 20 studies and the distribution of some 30 publications and documents, including the IIEP quarterly Newsletter.

I.2.2 Renovation of general secondary and vocational education

0122

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$ 3,360,000 |
| • Decentralization: | 70.2% |
| Extrabudgetary: | \$16,000,000 |

01220

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) enhance international and national capacities for the renewal, diversification and expansion of secondary education geared to meeting the diverse needs of growing numbers of learners, including girls and women, with particular emphasis on science and technology education, on media education and on preventive education against HIV/AIDS and drugs;
 - (ii) assist Member States in developing and implementing strategies, as a follow-up to the Second International Congress on Technical and Vocational Education (Seoul, Republic of Korea, 1999), to extend all forms of technical and vocational education and training opportunities to larger numbers of young people and adults, by mobilizing partnerships which assist such action and in particular through the further development of the international network of national UNEVOC centres; and develop jointly with the International Labour Organization (ILO) an international long-term programme for the development of technical and vocational education and training, which would be open to other agencies willing to participate; and prepare together with ILO an updated version of the UNESCO-ILO Memorandum of Understanding (1954) to this effect;
- (b) to allocate for this purpose an amount of \$3,360,000 for programme costs, \$10,447,500 for staff costs and \$849,600 for indirect programme costs.

Main line of action 1. Renewal and diversification of secondary education

01221

| | |
|-----------------|-------------|
| Regular budget | |
| • Activities: | \$1,500,000 |
| Extrabudgetary: | \$8,500,000 |

Background. Major regional and international conferences have repeatedly stressed the urgent need to upgrade, diversify and expand education at the secondary level in order to respond to the consequences of the expansion of basic education and to the challenges raised by the rapid changes occurring in society and the world of work. UNESCO's action in this area has focused on improving curricula and delivery systems through the development of regional and subregional strategies and cooperation networks and the provision of technical assistance, conduct of regional surveys in Asia and Africa, and dissemination of materials and manuals. In the area of preventive education against HIV/AIDS and drug abuse, operations were mainly concerned with helping Member States to prepare and set up programmes for curriculum planners, teachers, young people both in and out of school, and illiterate young women. For that purpose, strategic guidelines and culturally adaptable prototype educational materials were made available to the target groups concerned.

Strategy. The strategy followed will aim at the diversification of structures and expansion of delivery systems at the secondary level, including the use of information and communication technologies and open and distance learning approaches to cater to the needs of larger numbers of learners. The renewal of curricula and teaching methods focused on integrating the various curricular elements will be promoted mainly through the services of IBE, in the framework of its renewed mandate as an international centre for the content of education (cf. para. 01410). As a follow-up to the World Education Forum in Dakar, increased efforts will be made to eliminate gender-disparities in secondary education. Support to national and regional initiatives will be intensified by revitalizing the regional innovation networks and forging closer cooperation with UNESCO's institutes, in particular IBE, in providing policy guidelines, technical assistance, training and in disseminating "best practices". The support of competent institutions (IGO, NGO, research institutions and professional bodies) and donor agencies will also be mobilized. Special attention will continue to be given to youth empowerment through preventive education against HIV/AIDS and drugs by assisting Member States in teacher training and curriculum development programmes, and undertaking international campaigns for and by youth. In this connection, UNESCO will continue to mobilize decision-makers from ministries of education and health concerning the impact of the AIDS epidemic on the supply, demand and quality of education and concerning the need to set up, as a matter of urgency, effective educational and preventive programmes at national level. In addition, in-depth research on infection risk factors for teachers will be conducted, in close cooperation with IIEP, with the participation of Education International (EI) and of African university research centres.

Results expected at the end of the biennium

- ◆ International and national capacities to renew, diversify and expand education and to reduce gender disparities at secondary level reinforced through:
 - ◇ the preparation and distribution of policy guidelines to assist Member States and stakeholders;
 - ◇ the setting up of an international consortium of partners institutions to support the renewal of secondary education;
 - ◇ revitalization of regional and subregional networks on education innovations (e.g. APEID and CARNEID);
- ◆ Strengthening the capacity of education systems to respond to the impact of HIV/AIDS on educational supply, demand and quality through:
 - ◇ the systematic integration of the HIV/AIDS parameter in the agendas of major conferences on education (at all levels);
 - ◇ identification and better understanding of the causes of the high infection rates found among teachers in sub-Saharan Africa;
 - ◇ appropriate training for educational planners in AIDS education and prevention (IIEP);
 - ◇ formulation of action plans at national level for setting up relevant education and prevention programmes in both school and out-of-school settings;
 - ◇ preparation of training tools for teachers and other actors, in collaboration with the Associated Schools Project network, the Culture and Communication Sectors, and IBE;
 - ◇ establishment in the SADC countries of tripartite "education and AIDS" units composed of representatives of ministries of education and health and of teachers' unions (in collaboration with EI and UNAIDS).

Results expected by IBE (cf. para. 01416)

- ◆ Renewal of curricula promoted in particular through the organization of two regional workshops on curriculum development for educational policy-makers and curriculum specialists in Africa and the Latin America and Caribbean regions; and the launch of two regional/subregional cooperative networks on the management of curriculum change in Asia and the Mediterranean regions;
- ◆ Identification and better understanding of the causes of the high infection rates found among teachers in sub-Saharan Africa;
- ◆ Appropriate training for educational planners in AIDS education and prevention (IIEP).

Main line of action 2. International long-term programme for the development of technical and vocational education (UNEVOC)

01222

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,000,000 |
| Extrabudgetary: | \$7,000,000 |

Background. The second International Congress on Technical and Vocational Education (Seoul, April 1999) marks the culmination point of almost a decade of intensive mobilization in favour of technical and vocational education within the framework of the UNEVOC project. Created in 1992, *inter alia*, with the support of the Government of Germany, the project led to the creation of an international network of national centres and institutes specializing in TVE and to the setting up of the UNEVOC Implementation Unit in Berlin. Regional conferences and national workshops organized by the national UNEVOC centres with the assistance of UNESCO's Regional Offices contributed to an increased awareness and exchange of experience in this field. An external evaluation carried out in 1997 concluded that it would be desirable to launch from the year 2000 onwards an international long-term programme in TVE which should be, if possible, co-sponsored by other agencies such as ILO, UNDP and the World Bank and attract support from bilateral donors and industry.

Strategy. The new international long-term programme for the development of technical and vocational education will be guided by the conclusions of the second Congress on Technical and Vocational Education. Its overall aim will be to assist Member States in formulating technical and vocational education and training policies and programmes to provide young and adult citizens with the opportunity for initial and continuing education and training for the world of work. Special attention will be given to developing interlinked systems for technical education and vocational training; enhancing the quality, relevance and status of TVE at the secondary level; and facilitating the use of modern information and communication technology to help larger numbers of learners to acquire or upgrade their knowledge, skills and qualifications as well as to develop attitudes conducive to a culture of maintenance. In the context of the follow-up of the World Education Forum in Dakar, Member States will be provided with teaching, learning and training packages that will help to improve their capacities to provide formal and non-formal skill training in tandem with their basic education and literacy programmes. Close cooperation with other agencies, in particular ILO, will be sought in order to expand this programme into a truly inter-agency initiative. The existing UNEVOC network will be extended with the addition of new centres and cooperation among the participating centres and institutions will be strengthened, in particular through electronic means and the setting up of regional and subregional cooperation mechanisms. Training and capacity-building will also be reinforced through a scholarship scheme. With the assistance of the German Government, the current UNEVOC Implementation Unit will be upgraded and converted into an International Centre for Technical and Vocational Education in Bonn to serve as a clearing house and an international reference and support structure for capacity-building of the national UNEVOC centres.

Results expected at the end of the biennium

- ◆ Implementation of existing normative instruments including the recommendations of the second International Congress on TVE monitored and promoted;
- ◆ National policies, programmes and action plans for TVE developed in some 20 countries, mainly LDCs;
- ◆ National capacities in TVE reinforced through the expansion and strengthening of the network of national UNEVOC centres, in particular in developing countries;
- ◆ An international centre and several subregional centres for TVE set up to improve exchange of information and experiences and act as clearing house and support centres for policy advice and training;
- ◆ Inter-agency cooperation, in particular with ILO, and other partnerships mobilized in support of the new international long-term programme for TVE;
- ◆ National capacities for providing formal and non-formal skill training improved in tandem with basic education literacy programmes.

Main line of action 3. Science and technology education

01223

| | |
|-----------------|-----------|
| Regular budget | |
| ● Activities: | \$860,000 |
| Extrabudgetary: | \$500,000 |

Background. Rapid advances in science and technology in the recent decades and the increasing dependence of societies on its applications have made science and technology education (STE) a pivotal factor in the survival and development of humankind. The World Conference on Science (Budapest, 1999) called on governments, international organizations and other stakeholders to accord the highest priority to improving science and technology education for all at all levels – with special emphasis on girls and young women – and to raising awareness and fostering its popularization. The World Education Forum in Dakar also recognized science, mathematics and technology to be among the emerging issues in girls' education. Activities in 1998–1999 have included *inter alia* five regional training workshops, the preparation of a new teachers resource kit on interdisciplinary science and technology education and manuals on the ocean, the launching of projects targeting girls in Africa, the creation of a website and the launching of four subregional projects.

Strategy. Through joint action between the Education and the Natural Sciences Sectors and in cooperation with relevant IGOs, NGOs, UNESCO institutes, an integrated Plan of Action for Science and Technology Education will be elaborated during the present biennium for implementation in the framework of the next Medium-Term Strategy. The main thrust of the strategy will be on building national capacities notably through developing policy guidelines, curricula, teacher training materials development such as the UNESCO resource kit, assessment and evaluation methodologies, etc., to renew, diversify and expand socioculturally adapted science and technology education (STE). During 2000–2001, UNESCO's clearing-house function will be reinforced (database, exchange of information on curricula, teaching methodologies, best practices, teaching/learning materials, roster of experts and specialized institutions). Stress will be placed on assisting Member States in developing coherent programmes from basic education through secondary to higher levels of education. At the primary level, integrated core programmes focusing on societal issues of immediate relevance to learners, including health, and environment will be stressed. At the secondary level, increased emphasis will be put on links with the world of work as well as with technical and vocational education. At higher levels, more discipline-oriented programmes geared to the preparation for scientific careers will be emphasized and greater links forged between secondary education and higher education institutions with a view to meeting teacher education needs. The promotion of science and technology education at all levels among girls and women and the development of gender-sensitive approaches will be given a high priority. The introduction of relevant information and communication technologies at all levels of education to extend learning opportunities to larger numbers of learners – both formal and informal – will be encouraged and pilot studies on their use will be developed. Science popularization will be stressed through actions aimed at building awareness of science and its applications, promoting scientific literacy and culture accessible to all, building and encouraging networking and exchange of information. Within the context of the Dakar follow-up, a strategy will be developed promoting improved school health in cooperation with UNICEF, WHO and the World Bank (the FRESH initiative).

SPECIAL PROJECT: *Scientific, technical and vocational education of girls in Africa.* During this third and final phase, the operational projects in the 21 participating countries will be continued and completed and efforts will focus on consolidating results of the previous biennia, in close cooperation with the Special Project on Women, Science and Technology, GASAT, the Female Education in Mathematics and Science (FEMSA) project of the ADEA Working Group on Female Participation and Member States involved.

Results expected at the end of the biennium

- ◆ An international strategy for STE elaborated in consultation with Member States, IGOs and NGOs, and during the International Conference on Science, Technology and Mathematics Education (Goa, India, February 2001);
- ◆ Strengthened national capacities in renewing, diversifying and expanding STE programmes (formal and non-formal);

- ◆ Reinforced clearing-house services including increased dissemination of the newsletter CONNECT, an updated website, and thematic publications and teaching/learning materials;
- ◆ Awareness of the importance of science and technology education increased among policy-makers, curriculum planners, teacher educators, teachers and the general public;
- ◆ The UNESCO/UNICEF/WHO/World Bank/Education International FRESH initiative launched;
- ◆ The environmental dimension of integrated science and technology education reinforced;
- ◆ Enhanced participation of girls and women in science and technology education;
- ◆ Final report on the Special Project “Scientific, technical and vocational education of girls in Africa” published and disseminated;
- ◆ An African resource kit on gender sensitive science activities and experiments elaborated and widely disseminated.

1.2.3 Higher education and development

0123

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$2,568,800 |
| ● Decentralization: | 68.9% |
| Extrabudgetary: | \$4,300,000 |

01230

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
- (i) assist Member States, higher education institutions and other stakeholders in the follow-up to the World Conference on Higher Education (Paris, October 1998), in particular by stimulating debate on key issues and on the design of strategies and policies relevant to the reform and development of higher education;
 - (ii) consolidate and strengthen the UNITWIN/UNESCO Chairs Programme as an effective tool for the transfer of knowledge, for the improvement of research, for training and for the development of higher education, in particular in developing countries and the countries in transition; review the criteria for bestowing the badge of excellence “UNESCO Chair” for the selection of appropriate institutions, in collaboration with the United Nations University, seeking a better geographical balance of the Chairs and increasing their sustainability, on the basis of the conclusions of the external evaluation carried out in 1999; and strengthen academic mobility of staff and students, in particular through the regional conventions on the recognition of studies and qualifications;
- (b) to allocate for this purpose an amount of \$2,568,800 for programme costs, \$2,430,700 for staff costs and \$779,000 for indirect programme costs.

Main line of action 1. Policy and reform of higher education

01231

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 750,000 |
| Extrabudgetary: | \$1,000,000 |

Background. The worldwide reflection on the role of higher education in the twenty-first century, initiated and promoted by UNESCO since 1995, culminated in the holding of the World Conference on Higher Education (WCHE) in the Twenty-first Century: Vision and Action (UNESCO, Paris, 5–9 October 1998). In the *World Declaration and the Framework for Priority Action* adopted by it, the Conference highlighted the vital importance of higher education for sociocultural and economic development of societies, identified

its missions and functions and the priority actions to be undertaken at the level of systems and institutions to make higher education responsive to the present and future needs of society. In 1999, UNESCO started taking initiatives to ensure the follow-up to the Conference, including measures to support policy reflection and the reforms under way in Member States, to strengthen the regional networks in higher education, including the conversion of CRESALC into an International Institute for Higher Education in Latin America and the Caribbean (IESALC).

Strategy. The main role of UNESCO will be that of an initiator of new thinking on policy development, a major instigator of reforms and innovations, and a promoter of international academic cooperation. Action will focus on assisting Member States and higher education institutions in the implementation of the Declaration and Framework for Priority Action of the World Conference on Higher Education with the active participation of stakeholders in civil society and its institutions. The Regional Offices in Dakar, Bangkok, and Beirut, CEPES and IESALC will play a key role in promoting and coordinating the follow-up to the Conference in their respective regions through symposia, advisory services, technical assistance, training and clearing-house services. They will work closely with Member States and all relevant partners and support regional networks on higher education. A number of NGOs, such as the International Association of Universities (IAU) and the International Association of University Presidents (IAUP), and particularly those participating in the Collective Consultation on Higher Education and the Students' Forum, will continue to be associated with the follow-up activities related to the World Conference. National capacities for elaboration of well-informed policy on higher education will be reinforced by encouraging research on higher education policy and better interaction between research and policy development in the context of the UNESCO/UNU Forum on Higher Education. Issues related to the management of higher education will be addressed by IIEP. The newly set up WCHE follow-up Committee and the Intersectoral Group on Higher Education will meet in order to assist the follow-up to the Conference and to the regional action plans adopted at the regional preparatory meetings.

SPECIAL PROJECT: Women, higher education and development. During the concluding phase of the project, the activities, initiated during the last two biennia, on training women academics and research in gender sensitive issues in selected domains through UNESCO Chairs and UNITWIN networks, will be consolidated with reference to the relevant recommendations of the World Conference on Higher Education. An external evaluation of the project will be undertaken.

Results expected at the end of the biennium

- ◆ The conclusions and recommendations of the World Conference on Higher Education widely debated by Member States, stakeholders, higher education institutions and NGOs, partner organizations with a view to devising forward-looking strategies for their implementation through reviews and guidelines on key issues (e.g. access by merit, code of ethics for international exchanges; quality assurance, certification and the virtual university);
- ◆ Capacities of Member States to undertake reform and development of higher education at the system and institutional levels, especially in the most disadvantaged countries in Africa and LDCs, reinforced in particular through the preparation of base-line assessment of status of higher education and targets set on the basis of the principles agreed at WCHE;
- ◆ Regional higher education networks and partnerships created to support and complement UNESCO's action in ensuring active follow-up to the Conference.

Results expected by IESALC (cf. para. 01453)

Renewal and transformation of higher education in the Latin America and the Caribbean region accelerated in particular by:

- ◆ encouraging research and improved planning, management and evaluation of higher education through the creation of specialized cooperative networks;
- ◆ setting up a network of associated institutions and partners to support IESALC's activities in the field of higher education;
- ◆ strengthening cooperation among institutions of higher education at the regional and subregional levels through the conclusion of necessary agreements;
- ◆ mobilizing experienced specialists and trained evaluators, researchers and managers, to assist in the improvement of higher education in the region through the establishment of a roster;
- ◆ disseminating widely the results of research and technical cooperation projects.

Main line of action 2. Reinforcing inter-university cooperation and academic mobility

01232

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,818,800 |
| Extrabudgetary: | \$3,300,000 |

Background. The UNITWIN/UNESCO Chairs Programme, launched in 1991, which comprises (February 1999) over 300 UNESCO Chairs in some 90 countries and 46 UNITWIN networks, has made a significant contribution to the transfer of knowledge and the strengthening of research, teaching and institutional development. As a truly intersectoral endeavour, which has received the technical and financial support of many Member States, NGOs and the higher education community including UNU, the programme provides cooperating linkages between more than 400 institutions. Support was extended to the development and application of normative instruments intended to improve the status of teachers and academic staff and the recognition of studies and educational qualifications obtained from higher education institutions. UNESCO is currently involved in monitoring the implementation of seven conventions and an international recommendation.

Strategy. UNESCO will continue to support and reinforce the UNITWIN/UNESCO Chairs Programme as a principal modality for developing inter-university cooperation and promoting quality teaching, training and research as well as transfer of knowledge and know-how in selected priority areas. Particular efforts will be made to encourage solidarity in favour of institutions in developing countries and countries in transition through networks such as UNAMAZ CRE-Columbus, WTU and others. Emphasis will also be placed on a balanced distribution of UNESCO Chairs in different regions and on their sustainability. Under Major Programme I, in the light of the Framework for Action adopted by the World Education Forum in Dakar, attention will be given to reinforcing UNESCO Chairs and networks in selected educational fields such as teacher training, distance education, continuing and lifelong learning, adult education, management and research on higher education, civics education, while the support for Chairs and networks in other domains will be provided in the framework of other relevant major programmes. The database started in 1998 will be made available on the Internet in order to facilitate direct contacts among the institutions participating in this programme. Action to foster international academic mobility will be centred on the implementation of the second phase (1999–2005) of the Joint Work Plan of the six intergovernmental committees in charge of application of the regional conventions taking into account the relevant recommendations of the World Conference on Higher Education and the challenges posed by diversification and privatization.

Results expected at the end of the biennium

- ◆ Existing UNITWIN networks and UNESCO Chairs assessed, consolidated and reinforced, paying due attention to their sustainability and to the need to review and define the criteria for attributing UNESCO Chair status;
- ◆ Some new UNESCO Chairs created taking into account regional and global programme priorities and the need for a better balanced geographic distribution;
- ◆ Cooperation between participating institutions facilitated through the diffusion of the UNESCO database and the establishment of new partnerships between UNESCO Chairs and development agencies;
- ◆ Mobility of academic staff and students enhanced in particular through the promotion of a wider application of regional conventions on the recognition of studies and qualifications and the publication of the 32nd edition of *Study Abroad* in print and CD-ROM formats.

Results expected by IESALC (cf. para. 01453)

- ◆ Further developing activities under the UNITWIN/UNESCO Chairs Programme and fostering academic mobility through a wider application of the regional convention.

The status of teachers and teacher education in the information society

0124

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$1,310,800 |
| ● Decentralization: | 57.2% |
| Extrabudgetary: | \$1,300,000 |

01240

The General Conference

Authorizes the Director-General:

- (a) to implement an intersectoral project entitled “The status of teachers and teacher education in the information society”, in order to assist Member States in renewing teaching methods and the training of teachers at all levels, and, using open and distance education approaches, adapting them to the emerging information society, and to promote the status of teachers, including higher education teaching personnel, in cooperation with ILO and the associations of the teaching professions;
- (b) to allocate for this purpose an amount of \$1,310,800 for programme costs, \$1,391,200 for staff costs and \$374,400 for indirect programme costs.

Background. The crucial role of teachers in the development of education systems has been reaffirmed in many international conferences, in particular by the 45th session of the International Conference on Education devoted to “Strengthening the role of teachers in a changing world: issues, prospects and priorities” (Geneva, 1996). Following the Declaration and Plan of action adopted on that occasion, UNESCO has reinforced its partnership with the associations of the teaching profession, in particular Education International, and carried out joint actions at global and regional levels, including the proclamation of 5 October as International Teachers’ Day. UNESCO Chairs in selected fields of education, including teacher education, and a computerized learning network of African teachers were established. The application of the joint ILO/UNESCO Recommendation on the Status of Teachers has been promoted through regional workshops on the Recommendation, in particular in the Asia and the Pacific and Africa regions. More recently, the role of teachers was reconfirmed by the World Education Forum in Dakar, in particular as regards improving the quality of education.

Strategy. During the 2000–2001 biennium UNESCO’s action in support of the teaching profession and the role of CEART will be expanded and reinforced. A fresh impetus will be given to upgrading the skills and qualifications of teachers at all levels of education. The project – implemented jointly by the Education Sector, including the UNESCO Institute for Information Technologies in Education (Moscow) and the Communication, Informatics and Information Sector – will follow a twofold strategy. First, action will aim at enhancing the contribution of tertiary institutions towards adapting teacher education and teaching methods at all levels to the changes occurring in the teaching/learning process in the context of the emerging information society through appropriate educational research, and to promoting the use of new training methods such as open and distance education to train larger numbers of teachers. Efforts will be made to increase the number of UNESCO Chairs in teacher and distance education and to facilitate cooperation among them and with teacher education institutions. Advocacy and the defence of the status and rights of teachers will be continued in cooperation with ILO and the associations of the teaching profession in the implementation of the 1966 and 1997 Recommendations. Secondly, priority will be given to assisting Member States, particularly developing countries, to formulate and implement policies and programmes aimed at addressing the challenges facing the teaching profession in the wake of the world information society. Emphasis will be placed, on the one hand, on imparting competences in the use of new technologies (e.g. computers, the Internet) to teachers and other educational personnel and, on the other hand, on the more effective use of new technologies (e.g. television, radio, computers and the Internet) in the training and retraining of teachers and teacher educators on a large scale. Special attention will be given to regional and subregional networking

of teacher-training institutions; the dissemination and sharing of successful strategies and “best practices”, exemplary training materials and expertise; and facilitating access to existing databases of educational software on teacher education. Complementarity of action with IGOs and NGOs will be reinforced in order to increase the multiplier effect of UNESCO’s own action.

01241

Results expected at the end of the biennium

- ◆ National policies and institutional capacities in renewing and adapting training of teachers, teacher educators, curriculum developers reinforced, in particular through dissemination and sharing of successful strategies and practices; regional or subregional networking of teacher-training institutions; development of a UNESCO resource kit on teacher training using information and communication technologies; and the launch of projects in three regions for in-service training of teachers in large numbers;
- ◆ Twenty UNESCO Chairs and networks in the field of teacher education and distance education established;
- ◆ Application of the Recommendations on the Status of Teachers (1966) and on the Status of Higher Education Personnel (1997) expanded in cooperation with ILO;
- ◆ Public opinion and solidarity with teachers mobilized, in cooperation with the teaching profession, through the celebration of International Teachers’ Day (5 October);
- ◆ Reinforced partnership with the organizations of the teaching profession for the implementation of the Dakar Framework for Action.

Results expected by IITE (cf. para. 01443)

- ◆ A set of training and self-training modules for different categories of educational personnel prepared and tested;
- ◆ Partnerships and cooperative agreements with existing institutions, programmes and organizations established;
- ◆ National pilot projects launched in several countries.

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

0130

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$1,610,000 |
| ● Decentralization: | 73.6% |
| Extrabudgetary: | \$9,920,000 |

01300

The General Conference

Authorizes the Director-General:

- (a) to implement the intersectoral project entitled “Educating for a sustainable future” in order to continue to promote concerted inter-agency action at country level to foster public awareness of and education for a sustainable future, in particular by enhancing Member States’ capacities to integrate into educational programmes at all levels, both formal and non-formal, relevant educational components; to develop appropriate population policies and programmes; and, to that end, to promote the integrated follow-up to the United Nations conferences of the 1990s and the post-Rio conventions; and, UNESCO being the Task Manager for Chapter 36 of Agenda 21, to intensify the implementation of the International Work Programme of the United Nations Commission on Sustainable Development in collaboration with all relevant international and national partners;
- (b) to allocate for this purpose an amount of \$1,610,000 for programme costs, \$6,100,500 for staff costs and \$448,500 for indirect programme costs.

Background. The new transdisciplinary concept “educating for a sustainable future” has been developed in the framework of this project together with UNESCO partners, to foster education as a key instrument for addressing interwoven issues of environment, population and development including poverty, health and wasteful consumption and production patterns. Emphasis has been placed on promoting the integrated follow-up to the relevant United Nations conferences (in particular UNCED and Cairo) and post-Rio conventions through concerted actions by all partners concerned at international, regional and national levels. Action during the past biennium has included, *inter alia*: the holding of an International Conference on Environment and Society (Thessaloniki, Greece, December 1997); the launch of a OAS/UNESCO cooperative framework on “Education for a sustainable future in the Americas”; the initiation of inter-agency pilot projects in three countries; preparations to launch subregional demonstration projects for community-level activities in French-speaking and East and Southern Africa; and technical and financial assistance, given mainly through field offices, to national and regional initiatives to reorient curricula and teacher education in some 35 countries. Moreover, in the framework of ICPD follow-up and the UNESCO/UNFPA cooperation programme, support was provided, through the inter-agency TSS-CST system, to over 100 Member States in developing population policies and programmes, and to 60 projects on population education. In addition, UNESCO continues to implement global projects on population education at university level and on sociocultural factors affecting demographic behaviour. As Task Manager for Chapter 36 of Agenda 21, UNESCO prepared the expanded International Work Programme of the United Nations Commission on Sustainable Development and has taken an active role in its implementation.

Strategy. Actions will be geared to consolidating and expanding the ongoing activities aimed at renewing and enriching curricula, teaching/learning materials and teacher education. Emphasis will continue to be placed on reorienting education programmes at all levels – both formal and non-formal – with special attention to the emerging open, distance and community learning systems. By working closely with all programme sectors, including the intergovernmental scientific programmes, efforts will be made, particularly through the field offices to enhance interdisciplinary action at national and local levels. Assistance to Member States will be provided to design policies and programmes, build capacities and mobilize resources for further developing education for sustainable development, in particular through the innovative inter-agency cooperation and joint action initiatives at country level, which will be reinforced and expanded. Education, training and awareness-raising activities with particular emphasis on the conventions to combat desertification (CCD) and biological diversity (CBD) and as well as the sustainable management of freshwater resources will be strengthened. Emphasis will be also placed on ICPD+5 follow-up by continuing support for programmes and policies in the field of population, in particular reproductive health, population education, family and community life, gender equality and women’s empowerment, as well as preventive education through the inter-agency TSS-CST system. Support will be given for implementing the ongoing innovative demonstration activities, for initiating new projects at national and community levels and for launching public awareness campaigns in selected countries, with particular attention given to the problems related to fresh water, the culture of maintenance and sustainable consumption. UNESCO’s action, which will be undertaken mainly through the field offices, will emphasize technical assistance, capacity-building through training and dissemination of prototype materials and best practices and regional networking, in close cooperation with competent United Nations agencies, IGOs, NGOs as well as the media. UNESCO will continue to participate actively in inter-agency consultation mechanisms set up to promote the integrated follow-up to the United Nations conferences and conventions and reinforce inter-agency cooperation and joint action in implementing the project activities at regional, national and local level.

01301

Results expected at the end of the biennium

- ◆ The implementation of the ongoing innovative inter-agency initiatives in five Member States continued and new initiatives launched in some eight additional Member States;
- ◆ Reviews of national educational policies from the perspective of sustainable development undertaken in some 20 Member States;
- ◆ Some 200 innovative demonstration projects at national and local levels implemented or supported;
- ◆ Support extended to some five UNESCO Chairs in the area of education for sustainability;
- ◆ Policy guidelines, teacher education modules (including 30 “Self-Study Modules”), teaching/learning packages and other materials for use in both formal and non-formal contexts produced and diffused

(print and CD-ROM versions); regional versions of the UNESCO map of the “Distribution of the World’s Population”, and accompanying educational materials published and distributed;

- ◆ Population education policies and programmes at country level improved, in particular through continued participation in the inter-agency TSS-CST system and the implementation of the recommendations of the five-year review of the International Conference on Population and Development (ICPD+5) pursued;
- ◆ Sharing of best practices enhanced through the development of 20 national nodes within the International Registry of Innovative Practices in Education, Public Awareness and Training for Sustainability and through a wider distribution of the newsletter *CONNECT*;
- ◆ Key actors, particularly within the United Nations system mobilized to implement the International Work Programme of the United Nations Commission on Sustainable Development and to develop joint actions in that regard; preparations for the RIO+10 review of Chapter 36 of Agenda 21 undertaken; a joint implementation plan concerning education for the three post-Rio conventions developed;
- ◆ Development of activities related to sustainable consumption and promotion of international cooperation in this field.

UNESCO education institutes

01401

In conjunction with the Education Sector, UNESCO field offices and regional and international centres of education, the six UNESCO institutes – the International Bureau of Education (IBE), the International Institute for Educational Planning (IIEP), the UNESCO Institute for Education (UIE), the UNESCO Institute for Information Technologies in Education (IITE), the International Institute for Higher Education in Latin America and the Caribbean (IESALC) and the International Institute for Capacity-Building in Africa (IICBA) – will contribute directly to attaining the objectives of Major Programme I. In conformity with their respective fields of specialization, they will focus their action on curriculum policy, contents and methods, particularly those relating to education for peace, human rights and democracy (IBE); the reform and reconstruction of education systems and the promotion of relevant policy planning and management capacities (IIEP); adult and continuing education (UIE); the application of information and communication technologies in education (IITE); higher education in Latin America and the Caribbean region (IESALC) and education capacity-building in Africa (IICBA). Efforts will continue to be made to increasing synergy and coordination between the actions of Headquarters, field offices and the institutes, and coherence with the Medium-Term Strategy (1996–2001). Cooperation between the institutes and the National Commissions in the Member States will also be reinforced.

01402

The institutes are governed by statutes and resolutions adopted by the General Conference. The work of each of the institutes is supervised by its governing body, which approves its work plan on the basis of the effective resources made available to it and submits to each session of the General Conference a report on its implementation.

UNESCO International Bureau of Education

0141

Financial allocation: \$4,876,000
Extrabudgetary resources: \$ 500,000

01410

The General Conference,

Recognizing the important contribution that the UNESCO International Bureau of Education (IBE) is called upon to make under Major Programme I to achieve the objective of education for all throughout life as a UNESCO centre specializing in the content of education,

Also recognizing the new orientation of IBE's programme and the increase in its activities,

1. *Authorizes* the Director-General to provide the International Bureau of Education with a financial allocation under the regular programme of \$4,876,000 enabling it to implement efficiently its renewed mandate as an international centre specializing in the content of education, and, in particular:
 - (a) to play the role of an observatory of educational structures, content and methods by:
 - (i) undertaking the collection, comparative analysis and dissemination, employing the resources of modern technology, of up-to-date information on the main development trends in the field of education, including teacher training, adult education and non-formal education;
 - (ii) developing the exchange of information concerning curricula and teaching methods on a global scale, in particular by bringing together the existing electronic sources of information;
 - (iii) bringing together innovative experiences and conducting comparative and evaluative studies which could assist in learning to live together and be used in particular in the process of teaching civic and human rights, foreign languages and cultures, history and geography, with particular attention to universal values;
 - (iv) publishing the journal *Prospects* and the newsletter *Innovation*;

- (b) to contribute to strengthening capacity-building in regard to the adaptation of educational content at the national, regional and subregional levels by:
 - (i) bringing together experience and best practice on the mechanisms of adapting content, and preparing materials on the most suitable methodologies and approaches;
 - (ii) initiating the establishment in the regions and subregions of networks of cooperation on the management of curricular change which are adapted to the specific needs of each of them;
 - (iii) promoting greater interaction among policy-makers, curriculum specialists, educational researchers and teachers;
 - (iv) providing advisory services to Member States, at their request, in undertaking curriculum reforms, and designing curricula and teaching materials adjusted to the progress made in knowledge;
 - (c) to promote policy dialogue between decision-makers, researchers, educators and other partners in the educational process by organizing, bearing in mind 28 C/Resolution 1.2, the forty-sixth session of the International Conference on Education (ICE), which, taking into account the “four pillars” of the Delors Report – in particular “Learning to live together” – will focus on ways of ensuring that each learner masters the knowledge, skills and attitudes required for the individual’s and society’s intellectual and moral development, and which should confirm the new role of the IBE as a centre specializing in educational content;
2. *Requests* the IBE Council:
- (a) to supervise, in conformity with its statutory functions, the restructuring of IBE’s activities in accordance with those of an international centre specializing in the content of education, with due emphasis on the harmonization of IBE’s activities with those carried out by other UNESCO units and institutions concerned;
 - (b) to mobilize the human and financial resources necessary for the IBE to accomplish its mission;
3. *Invites* Member States and international organizations to contribute financially and by other appropriate means to the implementation of the activities of the UNESCO International Bureau of Education.

01411

Background. During 1998–1999, the IBE embarked on a considerable effort of transformation to become, following the guidelines laid down by the Director-General and its Council, an International Centre for the Content of Education. A new mission statement, a mode of operation which emphasizes existing cooperation among Member States at the subregional, regional and international levels, a crucial responsibility of capacity-building in the area of management of curriculum change, as well as the establishment of a platform of exchange of information on educational content between different members of the education profession are among the most important features of the new programme of the IBE. A presentation of the framework of such a programme is given in the document “The adaptation of content to the challenges of the twenty-first century”. This document – already approved by the IBE Council – pays particular attention to the need to address the four principles of the report of the Delors Commission; in particular that of “Learning to live together”.

01412

Strategy. During the 2000–2001 biennium, the International Bureau of Education (IBE), as a centre for the content of education, will develop its threefold function to its full capacity: the clearing-house function; the comparative/analytical function; and the operational function. To this end, effective partnerships will be actively sought with ministries of education, National Commissions, organizations of the United Nations system and NGOs – especially those operating from Geneva – and, where appropriate, partnership agreements will be concluded. At the same time, all current activities of the IBE will be progressively modified to conform with the Bureau’s new orientation as an observatory of educational structures, content and methods in particular as a follow-up of the World Education Forum held in Dakar and other major international conferences. The IBE will pursue the constitution of the platform launched in 1999 by bringing together electronic sources of information and regularly adapting it through the identification

of new sources and the evaluation of the available information. It will also encourage the organization of forums for institutions and specialists on selected topics related to the adaptation of curricula; prepare a new series of national reports on the development of education; and concurrently extend and update profiles of national education systems. Likewise, the INNODATA data bank will be further developed and selected initiatives of particular interest to decision-makers, curriculum specialists and other users will be published in the form of booklets. Consolidated country dossiers on educational information will also be established on the basis of sources of information concerning curriculum development available at the IBE and elsewhere.

01413

The IBE will continue to stimulate capacity-building at the national, subregional and regional levels by making available to Member States and other users syntheses of innovative educational materials (textbooks, teachers' guides, CD-ROMs, etc.) related to "teaching about living together" and on such areas as education for human rights, civics, history, geography, foreign languages and cultures, and environmental education; and by setting up regional and subregional networks of cooperation on the management of curriculum change. It will help ministries of education to develop policies and practices to better use their countries' national cultural institutions both in the administrative aspects of educational reform in the formal and non-formal systems and in improving the quality of the content-areas of curricula and teacher training in such subject areas as poetry education, artistic education, philosophy education and history education, in a way that preserves intangible cultural heritage.

01414

Assistance will continue to be provided to Member States for the preparation of national reports and profiles of education systems, as well as didactic materials and project evaluations. The forty-sixth session of the International Conference on Education (ICE) will be prepared and held in April 2001 in Geneva.

01415

The IBE Council will hold two ordinary sessions to plan the IBE activities and evaluate the outcomes.

01416

Results expected at the end of the biennium

- ◆ Renewal of curricula promoted in particular through the organization of two regional workshops on curriculum development for educational policy-makers and curriculum specialists in Africa and the Latin America and Caribbean regions; and the launch of two regional/subregional cooperative networks on the management of curriculum change in Asia and the Mediterranean regions;
- ◆ A platform of electronic sources of educational information constructed and made gradually operational (e.g. dissemination of education information concerning HIV/AIDS);
- ◆ The forty-sixth session of ICE organized, including a new series of national reports on the development of education completed and made available to users on the occasion of ICE;
- ◆ Profiles of national education systems contained in the *World Data on Education* data bank extended, updated and published as a CD-ROM and also made available through the Internet; a synthesis of national profiles published;
- ◆ The INNODATA data bank further developed and six innovations of potential interest to decision-makers and curriculum development specialists selected and published in the form of booklets;
- ◆ The Bureau's historical collection catalogued, computerized and made available to researchers;
- ◆ The new updated edition of the *UNESCO/IBE Education Thesaurus* published and the Bureau's databases of educational institutions (IBEDOCS and IBECENT) updated;
- ◆ The quarterly publications (the review *Prospects* and the newsletter *INNOVATION*) adapted to the new orientation of the IBE (8 issues of each).

01417

Financial arrangements

The financial resources of the IBE consist of: (i) a financial allocation approved by the General Conference under the regular programme; and (ii) voluntary contributions from Member States, international organizations, foundations and other donor bodies as well as fees received for certain training and research projects. It is on the basis of effective resources that the IBE Council will approve the programme and budget each year. The proposed financial allocation under the regular budget will amount to \$4,876,000 towards the cost of personnel and activities as well as indirect programme costs.

UNESCO International Institute for Educational Planning

0142

Financial allocation: \$5,406,000

Extrabudgetary resources: \$4,230,000

01420

The General Conference,

Recognizing the important mission of the UNESCO International Institute for Educational Planning (IIEP) in the implementation of Major Programme I, “Education for all throughout life”, through the training of educational managers, planners and administrators, applied research in the priority programmes decided by the General Conference of UNESCO and the execution of operational programmes at the request of Member States,

Also recognizing the specific contribution made by IIEP to the transdisciplinary project “Towards a culture of peace” by providing Member States in transition from instability with development assistance for the reform and reconstruction of their education systems,

1. *Requests* the IIEP Governing Board, in accordance with the Institute’s Statutes and the present resolution, when approving the Institute’s budget for 2000–2001:
 - (a) to reinforce national capacities for the management, planning and administration of education systems;
 - (b) to strengthen national, subregional and interregional training programmes in educational planning and administration, in cooperation with UNESCO’s field units;
 - (c) to undertake research and studies aimed at the upgrading of knowledge in educational planning and administration, and at the production, sharing and transfer of knowledge among Member States;
 - (d) to facilitate the exchange of experience and information in educational planning and administration and ensure the appropriate dissemination among Member States of the results of the work carried out;
 - (e) to implement operational projects in its field of competence;
2. *Authorizes* the Director-General to support the operation of the Institute by providing a financial allocation under the regular programme of \$5,406,000 under Major Programme I;
3. *Expresses its gratitude* to the Member States and organizations that have supported the Institute’s programme through voluntary contributions or contractual agreements, and to the French Government, which provides its premises free of charge and periodically finances their upkeep, and *invites* them to continue their support in 2000–2001 and future biennia;
4. *Appeals* to Member States to renew or increase their voluntary contributions, with a view to strengthening IIEP’s activities, in accordance with Article VIII of its Statutes, so that, with additional resources, and its premises provided by the French Government, it can better meet the growing needs of Member States.

01421

Background. IIEP's mission is to contribute to the strengthening of national capacities in educational planning and administration through training, research and publication activities. Under the Institute's current Medium-Term Plan, special emphasis has been placed on the development of networks and the use of the new information and communication technologies to increase the multiplier effect of these activities.

01422

Strategy. On the basis of the resources generated, and in collaboration with the Secretariat units concerned, at and away from Headquarters, and with the other UNESCO institutes, IIEP will continue its activities, paying particular attention to Africa, the LDCs and the E-9 countries. In cooperation with National Commissions and Ministries of Education, intensive courses, workshops and specialized seminars will be organized at regional and subregional level in order to reinforce national capacities for the planning, management, evaluation, reform and reconstruction of education systems. Two sessions of the annual training programme will be organized, in Paris and Buenos Aires, while IIEP's distance training programme will continue to be developed in order, *inter alia*, to provide IIEP alumni with continuing training services. The Institute will also continue to produce and distribute a large range of training materials and modules.

01423

Study and research activities will be designed in close cooperation with the National Commissions, with the support of IIEP networks and consortiums, and will be conducted mainly by national research teams. They will result in widely circulated publications and their findings will be used to prepare teaching materials for use in the Institute's training programmes. Special attention will be given to building up the distribution system of the Institute's publications through closer monitoring of its "depository libraries" and especially through the development of its website.

01424

IIEP will continue to maintain regular relations with the professional community, national training and research institutions, the other organizations of the United Nations system (UNDP, UNICEF, ILO, WHO) and the development banks. It will also continue to support the consortiums and networks associated with it, such as SACMEQ, ADEA in Africa, ANTRIEP in Asia and a new network to be set up in Latin America. It will also extend its network of alumni in order to facilitate permanent interaction among key educational personnel.

01425

Results expected at the end of the biennium

- ◆ Strengthening of national educational planning capacities: 100 key personnel from 50 Member States (half of them LDCs) will benefit from in-depth training and over 400 specialists from short-term courses especially in the content of the Framework for Action adopted in Dakar; four new modular training-material kits will be assembled, tested and distributed, mainly to associated training institutions; a system of continuing distance training will be set up for IIEP alumni;
- ◆ Development of exchanges of information on new issues (e.g. education and HIV/AIDS) in the planning, management and evaluation of education systems through some 20 studies and the distribution of some 30 publications and documents, including the IIEP quarterly Newsletter.

01426

Financial arrangements

IIEP's financial resources are made up of: (i) a financial allocation approved by the General Conference under the regular programme; (ii) voluntary contributions from Member States and from national entities; and (iii) other financial resources coming from contract fees for certain training and research projects and from the execution of projects entrusted to UNESCO under fund-in-trust agreements. IIEP's Governing Board approves the detailed programme and budget of the Institute every year in the light of actual resources. The proposed financial allocation under the regular budget will amount to \$5,406,000 which will include the cost of personnel and activities as well as indirect programme costs.

UNESCO Institute for Education

0143

Financial allocation: \$2,090,000
Extrabudgetary resources: \$3,500,000

01430

The General Conference,
Acknowledging the report of the UNESCO Institute for Education (UIE) for the 1998–1999 biennium,
Reaffirming the recommendations contained in the Hamburg Declaration and the Agenda for the Future adopted by the fifth International Conference on Adult Education (Hamburg, 1997),

1. *Invites* the Governing Board of UIE to strengthen, during the 2000–2001 biennium, the Institute's catalytic role in promoting the follow-up to the fifth International Conference on Adult Education by giving priority in particular to:
 - (a) mobilizing inter-agency cooperation and partnerships for the implementation of the Hamburg Declaration and the Agenda for the Future;
 - (b) enhancing national capacities to provide diverse formal and non-formal forms of adult and continuing education opportunities for all;
 - (c) stimulating studies and research designed to foster innovative approaches for attaining the goal of learning throughout life;
 - (d) further developing its clearing-house services in the field of adult and continuing education;
2. *Authorizes* the Director-General to support the Institute by providing a financial allocation of \$2,090,000 under Major Programme I;
3. *Expresses its gratitude* to the German Government, which gives a substantial financial contribution and provides its premises free of charge, and to the Member States and foundations that have supported UIE's programme with voluntary contributions, and *invites* them to continue their support in 2000–2001 and future biennia;
4. *Appeals* to Member States to grant or renew their support in order to enable UIE to meet the expectations expressed at the Hamburg Conference in 1997.

01431

Background. During the last biennium, the *Hamburg Declaration* and *the Agenda for the Future*, adopted by the fifth International Conference on Adult Education (CONFINTEA V, Hamburg, 1997), were widely disseminated and debated at the national and regional levels. The seventh Regional Conference of African Ministers of Education (MINEDAF VII), for instance, endorsed the recommendations of CONFINTEA V including the launching of the African Paulo Freire Literacy Decade. A special newsletter *CON-NEXUS* and a website were created to foster the follow-up of CONFINTEA V and an International Adult Learners' Week was held in some 15 countries on an experimental basis. UIE also initiated research on two themes "Adult learning in its cultural context" and "Indicators of transition towards lifelong learning".

01432

Strategy. The UNESCO Institute for Education will continue to play a catalytic role in promoting the follow-up to the *Hamburg Declaration* and *the Agenda for the Future* by mobilizing inter-agency cooperation and partnerships at local and international levels. Action will aim at reinforcing national capacities of Member States for providing diversified learning opportunities and facilitating the participation of all people and at all ages in adult education. In cooperation with Headquarters and the field offices concerned, UIE will assist Member States in building up their expertise in adult learning through advisory services, promotion of research, training and inter-country sharing of experiences. Emphasis will continue to be placed on promoting democratic life, gender equity, scientific skills, poverty alleviation and the needs of minorities and adult populations in emergency situations and on innovative strategies and modalities to suit the particular circumstances of learners. As an international reference centre for lifelong learning, the Institute will develop methods for monitoring the diverse forms of formal and non-formal adult learning and undertake (or support) research activities and publications geared to assisting Member States and social partners in developing innovative policies and practices. It will closely cooperate with

Headquarters in the organization of the global dialogue on “Building Learning Societies – Knowledge, Information and Human Development” (Hanover, Germany) on the occasion of EXPO 2000. The first International Adult Learners’ Week will be officially launched on 8 September 2000.

01433

Results expected at the end of the biennium

- ◆ A consolidated vision of adult learning promoted through research and publications on specific themes and issues including the *International Review of Education*;
- ◆ A fresh impetus to the ongoing international debate on lifelong learning given through the development of indicators for the transition towards lifelong learning and contributions to conferences and expert meetings organized by UIE partners;
- ◆ National capacities in Member States in adult education and adult learning enhanced through advisory services, training and technical assistance, particularly in developing countries and countries in transition;
- ◆ Cooperation and information exchange in the field of adult education reinforced through the existing international and regional networks such as the International Council for Adult Education;
- ◆ Wider awareness of adult and continuing education promoted through the newsletter *CON-NEXUS*, the UIE website and the launch of the International Adult Learners’ Week in over 30 countries, especially in Africa, Latin America and South Asia.

01434

Financial arrangements

UIE’s financial resources are made up of: (i) a financial allocation approved by the General Conference under the regular programme; (ii) a substantial contribution from the German Government and the Free and Hanseatic City of Hamburg; and (iii) voluntary contributions from Member States and international organizations. The proposed financial allocation under the regular budget will amount to \$2,090,000 which includes the cost of both personnel and activities.

UNESCO Institute for Information Technologies in Education

0144

Financial allocation: \$1,200,000
Extrabudgetary resources: \$3,000,000

01440

The General Conference,

Acknowledging the report of the UNESCO Institute for Information Technologies in Education (IITE) for the 1998–1999 biennium,

Considering the application of new information and communication technologies (ICTs) a major challenge for the reform and renewal of education systems during the twenty-first century,

1. *Invites* the Governing Board of IITE to pay particular attention to the following priorities of IITE:
 - (a) to act as an international clearing house for the application of ICTs in education through the establishment of a network of national focal points for the exchange of information and experience;
 - (b) to contribute to the formulation of national policies and guidelines concerning the application of ICTs in education;
 - (c) to organize subregional workshops and other training activities including the preparation and testing of training modules;
2. *Authorizes* the Director-General to support the Institute by providing a financial allocation of \$1,200,000 under Major Programme I;
3. *Expresses its gratitude* to the Government of the Russian Federation, which gives a substantial financial contribution and provides its premises free of charge;
4. *Appeals* to Member States, international organizations, donor agencies, foundations and the private sector to grant or renew their support to enable IITE to implement and expand the programme activities foreseen for the 2000–2001 biennium.

01441

Background. Following resolution 6 adopted by the General Conference at its 29th session and the Agreement signed between UNESCO and the Government of the Russian Federation, the UNESCO Institute for Information Technologies in Education (IITE) became operational in 1998. At its first session (Moscow, July 1998), the Governing Board, appointed by the Director-General, approved an initial work programme for the Institute and took several decisions concerning the staffing and the operations of the Institute.

01442

Strategy. The Institute will establish, in cooperation with National Commissions and UNESCO field offices, an international network of national focal points with a view to starting a systematic collection and analysis of relevant policy papers, action plans and policy guidelines. Particular emphasis will be placed on teacher education and development of curricula and other learning materials on the use of ICTs in education. Gradually enhancing its potential in applied research and training, the Institute will offer advisory services and technical assistance to Member States, at their request, in organizing pre- and in-service training of educational personnel, in preparing and implementing national pilot projects, and in fostering regional programmes, in particular in developing countries and countries in transition. Partnerships and cooperative agreements with existing institutions, programmes and organizations active in the field of the application of ICTs in education will be established.

01443

Results expected at the end of the biennium

- ◆ Training sessions for different categories of educational personnel using a set of prepared and tested modules;
- ◆ An international project “ICTs in Education: State of the Art, Needs and Perspectives” focused on national action plans and policy documents launched by setting up an international network of national focal points established as an interactive system fostering the exchange of information and experience;
- ◆ National pilot projects launched in several countries;
- ◆ IITE Bulletin published.

01444

Financial arrangements

IITE's financial resources are made up of: (i) a financial allocation approved by the General Conference under the regular programme; (ii) an in-kind contribution from the Russian Government; and (iii) voluntary contributions from Member States and international organizations. A financial allocation of \$1,200,000 is proposed under the regular budget which includes the cost of both personnel and activities.

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

0145

Financial allocation: \$2,375,300

01450

The General Conference,

Acknowledging the report of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) for the 1998–1999 biennium,

Endorsing the Statutes of the Institute as approved by the Executive Board,

Convinced of the important role IESALC has to play in the transformation of higher education in Latin America and the Caribbean,

1. *Invites* the Governing Board of IESALC to focus the Institute's programme on the following priorities:
 - (a) to contribute to the renewal of higher education in Latin America and the Caribbean through regional follow-up to the World Conference on Higher Education;
 - (b) to initiate and reinforce inter-university cooperation including the establishment of specialized cooperation networks focusing on research, planning, management and evaluation in the field of higher education;
 - (c) to act as clearing house and reference centre supporting Member States and institutions in the improvement of higher education;
2. *Authorizes* the Director-General to support the Institute by providing a financial allocation of \$2,375,300 under Major Programme I;
3. *Expresses its gratitude* to the Venezuelan Government which provides IESALC's premises free of charge;
4. *Appeals* to Member States, international organizations, donor agencies, foundations and the private sector to grant or renew their support to enable IESALC to implement the programme activities foreseen for the 2000–2001 biennium.

01451

Background. Following the decision of the 29th session of the General Conference to transform the Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC) into an International Institute for Higher Education in Latin America and the Caribbean (IESALC), the Statutes and financial regulations of the Institute were approved by the Executive Board. During the transition period 1998–1999, IESALC focused its activity on strengthening its organizational infrastructure and on launching several projects in the framework of the Plan of Action for the Transformation of Higher Education in Latin America and the Caribbean that resulted from the Regional Conference on Policies and Strategies for the Transformation of Higher Education in Latin America and the Caribbean (Havana, Cuba, November 1996). Several activities were also undertaken in connection with the World Conference on Higher Education (Paris, October 1998).

01452

Strategy. IESALC will work towards achieving a profound transformation of the higher education system in Latin America and the Caribbean focused on ensuring the relevance and quality of teaching and research and making the idea of lifelong learning a reality. Efforts will emphasize human resource development and capacity-building and support for cooperation agreements targetting a “new social pact” to lay the basis for sustainable human development founded on justice, equity, democracy, freedom, solidarity and peace. The strategy will be articulated around four main thrusts: (i) promoting research on higher education, evaluation and accreditation of academic programmes and institutions and developing a regional system of information and documentation on higher education, and improving technological capacities in higher education institutions; (ii) fostering lifelong education for all and promoting interactive linkages between higher education, basic education (in follow-up to the World Education Forum in Dakar) and society, including social and community development and the world of work; (iii) stimulating the development of new models of institutional management and the training of public policy-makers in higher education – both linked to the economic and social development of Latin America and the Caribbean; and (iv) putting in place new forms of inter-institutional cooperation focused on further developing postgraduate studies of excellence, the UNITWIN/UNESCO Chairs Programme, the Latin American and Caribbean Forum on Higher Education and the Regional Convention on the Recognition of Titles, Studies and Diplomas for which IESALC will continue to act as the Secretariat.

01453

Results expected at the end of the biennium

Renewal and transformation of higher education in the Latin America and the Caribbean region accelerated in particular by:

- ◆ encouraging human resource development through ad hoc courses, research and improved planning, management and evaluation of higher education through the creation of specialized cooperative networks;
- ◆ setting up a network of associated institutions and partners to support IESALC's activities in the field of higher education;
- ◆ strengthening cooperation among institutions of higher education at the regional and subregional levels through the conclusion of necessary agreements;
- ◆ mobilizing experienced specialists and trained evaluators, researchers and managers, to assist in the improvement of higher education in the region through the establishment of a roster;
- ◆ disseminating widely the results of research and technical cooperation projects;
- ◆ further developing activities through higher education networks, the UNITWIN/UNESCO Chairs Programme and fostering academic mobility through a wider application of the regional convention.

01454

Financial arrangements

The financial resources of IESALC consist of: (i) a financial allocation approved by the General Conference under the regular programme; and (ii) voluntary contributions from Member States, international organizations, foundations and other donor bodies as well as fees received for certain training and research projects. A financial allocation of \$2,375,300 is proposed under the regular budget towards the cost of personnel and activities as well as indirect programme costs.

UNESCO International Institute for Capacity-Building in Africa

0146

Financial allocation: \$1,300,000

01460

The General Conference,

Taking note of the Director-General's report on the establishment in Addis Ababa of an International Institute for Capacity-Building in Africa (IICBA) (30 C/23) and of the report of the Legal Committee thereon (30 C/75),

Endorsing 155 EX/Decision 6.4 and 156 EX/Decision 6.5 adopted by the Executive Board on this issue,

Taking into account the needs of developing countries, in particular those in Africa, as regards building up and reinforcing their capacities for educational development and reform,

1. *Approves* the Statutes for the Institute annexed to this resolution;
2. *Authorizes* the Director-General to support the Institute by providing a financial allocation of \$1,300,000 under Major Programme I covering both staff and programme costs;
3. *Expresses its appreciation* to the Ethiopian Government for hosting the Institute and providing premises and services;
4. *Appeals* to Member States, international organizations, donor agencies and foundations to grant their support to enable the Institute to implement the programme activities foreseen for the 2000-2001 biennium.

01461

Background. The creation of an International Institute for Capacity-Building in Africa (IICBA) was initiated in 1997 by the Director-General and the Ethiopian Minister of Education. Following a decision by the Executive Board at its 155th session and taking into account the "Statement of Commitment" of the African Ministers of Education (MINEDAF VII, Durban, 1998), a high-level group of experts was established to act as Interim Governing Board and to determine the strategy and programme priorities of the Institute. The Statutes of the Institute were approved by the General Conference at its 30th session.

01462

Strategy. In line with the recommendations of the high-level group of experts, the strategy will aim at enabling educational institutions and government departments to perform their tasks at the highest professional standard possible. The Institute's responsibilities, defined as "capacity-building", will focus first and foremost on institution-building, the training of individual specialists being an important component. During the initial phase, the action of the Institute will concentrate on four priority areas: teacher education, curriculum development, educational policy, planning and management, and distance education. Working closely with Headquarters, field offices, UNESCO institutes, in particular IBE, IIEP and UIE and existing networks, programmes and partnerships in Africa, the Institute will promote the sharing of experience by making the best use of the expertise available in various African institutions. OAU, ADEA and the community of international and bilateral donor agencies will also be privileged partners of the Institute.

01463

Results expected at the end of the biennium

- ◆ A negotiated and agreed programme of work contributing to the implementation of the "Durban Statement of Commitment", of the Dakar Framework for Action and to other regional action plans such as the OAU Decade of Education drawn up, as well as a medium-term strategy on the further development of the Institute including adequate funding and staffing requirements;
- ◆ A network of associated institutions proposed to become the main beneficiaries of IICBA's capacity-building programme established;
- ◆ A regional roster of specialists in different domains established;

- ◆ Initiatives taken to mobilize expertise, technical and financial support for developing IICBA as an effective mechanism for capacity-building in Africa and in developing countries in general.

01464**Financial arrangements**

IICBA's financial resources are made up of: (i) a financial allocation approved by the General Conference under the regular programme; and (ii) voluntary contributions from Member States and international organizations. A financial allocation of \$1,300,000 is proposed under the regular budget which includes the cost of both personnel and activities.

Towards a culture of peace

Components of the transdisciplinary project implemented by the Education Sector

01501

All programme sectors are required to work together to celebrate the International Year for the Culture of Peace, in particular by mobilizing their institutional partners such as, in the case of the Education Sector, ministries of education, teachers and their associations (in particular, Education International), the Associated Schools, the UNESCO Chairs and UNITWIN networks, associations of universities, regional networks of educational innovation, etc.

01502

The Education Sector will also hold the main responsibility for the implementation of the plan of action below.

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

Main line of action 2. Contributing to the implementation of the Programme of Action on a Culture of Peace

(cf. para. 05102)

| | |
|-----------------|-----------|
| Regular budget: | \$ 50,000 |
| Extrabudgetary: | \$100,000 |

The Education Sector will cooperate closely with the Social and Human Sciences Sector in assisting the Special Rapporteur of the Commission on Human Rights to prepare his report on the implementation of the right to education in the various regions of the world, identifying new and persisting obstacles in the field and elaborating recommendations to overcome them.

Result expected at the end of the biennium

- ◆ The universal implementation of human rights in UNESCO's fields of competence promoted, in particular the right to education, and cooperation within the United Nations system in monitoring progress achieved in this regard further strengthened.

Unit 2. Educating for a culture of peace

Main line of action 1. Development of national plans and programmes of education for a culture of peace

(cf. para. 05201)

| | |
|-----------------|-------------|
| Regular budget: | \$ 730,000 |
| Extrabudgetary: | \$1,500,000 |

Background. The long-term objective that UNESCO has set itself with regard to education for a culture of peace is to develop a complete system of education and training for peace, human rights and democracy, tolerance, non-violence and international understanding, which is aimed at all population groups and encompasses all levels of education, both formal and non-formal. For this purpose, the international

community has at its disposal a highly developed framework for reflection and action,¹ which now needs to be fully implemented. Over the last two biennia, UNESCO has endeavoured to sensitize Member States to the need to draw up national plans of education for the culture of peace. It has done so in particular by organizing, within the framework of the Plan of Action for the United Nations Decade for Human Rights Education, a series of regional conferences designed to evaluate existing national plans of human rights education and to elaborate strategies aimed at further developing or strengthening them. Four conferences have been held, in Europe, Africa, Asia and the Pacific, and the Arab States. At the same time, UNESCO has encouraged (for example, in El Salvador, Haiti, Burundi, Mali and Mozambique) the development of “national culture of peace programmes” aimed at encouraging, in pre- or post-conflict situations, the process of national reconciliation and reintegration of marginalized groups chiefly through intensive education and training activities, using both formal and non-formal methods (such as sport or cultural activities).

Strategy. The strategy being pursued is aimed at promoting the development of education policies which place the objective of education for a culture of peace at the very heart of all levels and all forms of the educational process. To that end, UNESCO will continue, in close cooperation with the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance, to monitor implementation in Member States of standard-setting instruments and plans of action relating to education for a culture of peace. The series of regional conferences on human rights education will be rounded off with the convening of a conference for Latin America and the Caribbean, and recommendations will be formulated – in collaboration with the Office of the United Nations High Commissioner for Human Rights – for the successful implementation of the last segment of the Plan of Action for the Decade. At the same time, support will continue to be given to Member States for the framing (in particular for groups of countries sharing certain post-conflict characteristics) of national and subregional educational strategies and programmes which weave the values, skills and practices of education for a culture of peace into the fabric of the various levels of formal teaching and the various types of non-formal education. Educational programmes that promote mutual understanding, peace and tolerance recommended in the Dakar Framework for Action will be encouraged. With this in mind, partnerships will be strengthened with national institutions and intergovernmental and non-governmental organizations with experience in the various areas of education for a culture of peace – the aim being to develop an integrated and holistic vision of the diverse approaches currently used in this respect (such as global education, peace education, human rights and democracy education, civics education, international/intercultural education, education for tolerance or for non-violence, etc.). Similarly, encouragement will be given to the overhaul of national policies on physical education and sport so as to lay greater emphasis on the moral and ethical values inherent in sport.

Results expected at the end of the biennium

- ◆ A new momentum for the preparation, adoption and implementation of national plans for human rights and democracy education provided through, *inter alia*: dissemination of positive experiences and best practices; evaluation of progress made in various countries; analytical syntheses of Member States’ reports within the Permanent System of Reporting;
- ◆ Four to five new national (or subregional) programmes of education for a culture of peace launched in pre- or post-conflict situations; experiments carried out in previous biennia evaluated;
- ◆ Civics education programmes for formal and non-formal education developed in a number of countries as a follow-up to the World Education Forum in Dakar, in cooperation with CIVITAS International, Education International, and the International Academy for Education and Democracy to be created in Denmark;

1. More specifically, this framework comprises the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993), the Vienna Declaration and Programme of Action for Human Rights of the World Conference on Human Rights (Vienna, June 1993), the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (Paris, 1995), the Declaration of Principles on Tolerance (Paris, 1995), the Plan of Action to follow up the United Nations Year for Tolerance, and the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004).

- ◆ Cooperation between regional and subregional networks and institutions such as APNIEVE and the Asia-Pacific Centre for Education for International Understanding, UNESCO Chairs, human rights and peace research institutes, relevant NGOs and IGOs, strengthened with a view to integrating the various approaches relating to education for a culture of peace within a common conceptual framework;
- ◆ Support for the reform of national physical education and sport policies in accordance with the recommendations of MINEPS III and the World Education Forum in Dakar, in close cooperation with the Intergovernmental Committee for Physical Education and Sport (CIGEPS).

Main line of action 2. Improving the content and methods of education and training for a culture of peace

(cf. para. 05202)

| | |
|-----------------|-------------|
| Regular budget: | \$ 746,700 |
| Extrabudgetary: | \$1,550,000 |

Background. Providing teachers with educational materials and appropriate skills and methods is critical for the development of a culture of peace. That is why a number of educational materials and teaching aids were prepared, tested and published during the last biennia such as *The Manual on Human Rights Education and Tolerance – The Threshold of Peace*, intended for primary and secondary schools and teacher training; *The practice of citizenship*, a civics education kit, and a *Peace Pack*, developed by the Associated Schools Project (ASP); many of these materials were prepared in cooperation with the Associated Schools Project network, which was greatly expanded in 1998–1999.

Strategy. The strategy will have three components. First, on the occasion of the International Year for the Culture of Peace, a major effort will be made to encourage the translation, into the greatest possible number of national languages, and wide dissemination of the main teaching materials produced in previous biennia, which will be evaluated with a view to making optimal use of the new communication and information technologies and of the existing networks such as the Associated Schools and UNESCO Chairs; support will also be provided for the adaptation of these materials to local contexts and for their production as low-cost booklets – in close association with the intersectoral project “Reading for All” – priority being given to countries emerging from conflicts and to those engaged in democratic consolidation. Secondly, encouragement will be given to the development of training modules based on these materials for the initial and continuing training of teachers at primary and secondary level, and educators whose work involves target groups living in particularly difficult circumstances (street children, demobilized young people, etc.). Thirdly, support will be given to educational innovation efforts, in both formal and non-formal contexts, stressing three priority themes: the development of gender-sensitive socialization and training, with special focus on boys and young men; measures to combat violence at school; the development of sports practices based on fair play, tolerance and solidarity.

Results expected at the end of the biennium

- ◆ An inter-agency strategy designed to facilitate the translation and distribution on a massive scale, by the end of the Decade on Human Rights Education, of the manual on human rights education to primary and secondary schools;
- ◆ Existing UNESCO educational materials translated in various languages and widely disseminated; assistance for the elaboration of appropriate textbooks and educational materials provided to countries experiencing pre- or post-conflict situations;
- ◆ New Chairs on civics education created;
- ◆ An overall strategy elaborated and a prototype curriculum for teacher training developed, on the basis of materials already produced by UNESCO or competent organizations; a gender-sensitive peace education curriculum tested in a number of teacher-training institutions and made available to interested Member States;

- ◆ Non-violence education pilot projects developed in a number of educational institutions in all regions; a training guide on peaceful conflict resolution for schools prepared and distributed;
- ◆ Preparation and distribution of a guide for the formulation of programmes and the publication of teaching materials related to the ethical and moral values of sport, based on the UNESCO International Charter of Physical Education and Sport and the Olympic Charter; development of exchanges of experience, by means of round tables and a website, on practices combining sports objectives, social development and greater public awareness of the humanistic values of sport;
- ◆ A feasibility study carried out on the establishment of an International Fund for Education for Peace.

Main line of action 3. Associated Schools Project network

(cf. para. 05203)

| | |
|-----------------|-----------|
| Regular budget: | \$923,500 |
| Extrabudgetary: | \$800,000 |

Background. In the last few years, the Associated Schools Project network (ASPnet) has practically doubled in size, thus becoming a major network of more than 6,000 schools. ASPnet has proved to be very effective in conducting subregional and international flagship projects (such as the “Young People’s Participation in World Heritage Preservation and Promotion” project, the “Transatlantic Slave Trade” project and the “Caribbean Sea” project) which have produced useful educational prototype material. ASPnet classroom teachers are actively engaged in educating for a culture of peace through numerous innovative pilot projects. Yet, their positive results are not always recognized by education authorities and it has not always been possible for Associated Schools to have direct contact with each other within and between countries. A five-year Strategy and Plan of Action (1999–2003), elaborated at an ASPnet international workshop in Lisbon, Portugal (1998), will serve as guidelines for strengthening the network.

Strategy. The main objectives, in 2000–2001, will be: (i) to increase recognition, by the national authorities, of the ASPnet potential as “centres of innovations” promoting the quality of education as advocated by the EFA Dakar Forum; to that end, a special resource package intended for high-level decision-makers will be prepared and diffused; (ii) to enhance the impact of its projects (especially its flagship projects) on the national systems of education, by providing inputs to school curricula, developing user-friendly prototype material and securing extrabudgetary financing for their adaptation/translation for use in various contexts; and (iii) to facilitate communication and cooperation between members of the network, through the setting up of an integrated information system and the design of ASPnet subregional plans of action.

Results expected at the end of the biennium

- ◆ Increased awareness among national authorities of the pilot role of ASPnet, resulting from a more systematic diffusion of information on results obtained and resource material developed, and leading to a broader dissemination, at the national level, of ASPnet prototype material, exhibitions and contests;
- ◆ Improved ASPnet contributions to education in post-conflict situations (South-East Europe, Caucasus, Eastern Africa, South-East Asia, etc.) through increased cooperation with United Nations organizations as well as competent IGOs and NGOs;
- ◆ Fifteen ASPnet subregional action plans elaborated/implemented and coordinated by UNESCO field units;
- ◆ Subregional ASPnet educational tours for teachers and students organized to enhance the practice of “learning to live together”;
- ◆ Regional and interregional cooperation and solidarity amongst young people enhanced through the organization of 10 world heritage youth fora, 10 preservation workshops of places of memory of the Transatlantic Slave Trade, 10 “sports and culture for peace” festivals;

- ◆ Five hundred “peace pillar” awards granted to individual ASPnet schools for projects conducted on the occasion of the International Year for a Culture of Peace in one of those areas: non-violent conflict resolution; intercultural learning; human rights and democracy; solidarity action within minority groups; a CD-ROM and a booklet reporting success stories related to the awards produced;
- ◆ Innovative user-friendly prototype material for classroom teachers on vital topics related to a culture of peace produced;
- ◆ A standardized, computerized ASPnet reporting system set up to monitor pilot work under way and to ensure instant retrieval of information on ASPnet activities at all levels.

Main line of action 4. Linguistic diversity and multilingual education (cf. para. 05204)

| | |
|-----------------|-----------|
| Regular budget: | \$371,500 |
| Extrabudgetary: | \$500,000 |

Background. Language teaching and particularly multilingual education are a key factor in the development of understanding among peoples and dialogue for peace. Accordingly, during the current biennium, UNESCO has redoubled its activities aimed at promoting linguistic diversity at all levels of education and encouraging the practice of multilingualism. At the same time, it has reinforced its action to protect and enhance the linguistic heritage, especially that of indigenous populations and people belonging to minorities. The LINGUAPAX project has been refocused in such a way as to incorporate these different objectives within a harmonious framework of action.

Strategy. The strategy will consist in supporting action by Member States to formulate and implement language policies designed to: ensure linguistic diversity and multilingual education at all levels of education; strengthen language teaching and its methods; promote the implementation of linguistic rights as an integral part of human rights; protect and revive local and vernacular languages, in particular those which are endangered; promote linguistic diversity within written, audiovisual and electronic communication networks. The activities carried out in this connection – which will benefit from the assistance of the Advisory Committee for Linguistic Pluralism and Multilingual Education – will be designed and implemented in very close coordination with those relating to the protection and promotion of the intangible heritage (Subprogramme III.1.1), encouragement for translation (Programme III.2) and command of the new information and communication technologies (Intersectoral project on the “Ethical and sociocultural challenges of the new information society”).

Results expected at the end of the biennium

- ◆ National capacities to elaborate and implement language policies enhanced through:
 - ◇ expansion and development of the activities within the Linguapax university network on regional and subregional levels, especially with regard to indigenous and endangered languages; setting up of new UNESCO Chairs in the field of linguistics and sociolinguistics;
 - ◇ preparation, translation and distribution of guides for teachers and trainers of trainers, adapted to the linguistic and educational situations prevailing in the school context in Asia and Latin America;
 - ◇ organization of regional seminars (Asia and the Pacific, Latin America and the Caribbean, Africa) for the training of teachers specializing in the teaching of mother tongues and foreign languages, in cooperation with the UNESCO Centre of Catalonia and the LINGUAPAX and APLANG university networks;
 - ◇ support provided to African Member States to follow up the recommendations of the Harare Conference in linguistic policies;
- ◆ Encouragement for the introduction of policies for the preservation and revival of local and national languages, following the publication of the UNESCO Report on the World’s Languages, whose content will reflect three lines of approach: description, explanation and measures to promote preservation;

- ◆ Public awareness promoted on the necessity to adopt additional measures to ensure better implementation of linguistic rights through the preparation and dissemination of a “state of the art” concerning existing normative and legislative instruments, both at international and national levels, which deal with linguistic rights;
- ◆ An “International Mother Language Day” launched to be observed on 21 February.

Unit 3. From interculturality to cultural pluralism

Main line of action 1. Encouraging intercultural dialogue

(cf. para. 05301)

| | |
|-----------------|-----------|
| Regular budget: | \$150,000 |
| Extrabudgetary: | \$750,000 |

In cooperation with the Culture Sector, the Education Sector will encourage the conclusion of agreements between neighbouring countries, or countries previously in conflict, which wish to carry out a joint revision of their history and geography textbooks. It will continue to that end to support the International Network of Textbook Research Institutes, in cooperation with the Georg Eckert Institute (Germany).

Result expected at the end of the biennium

- ◆ Provision of support, at the request of Member States, for the revision of history and geography textbooks, in particular in the Middle East, Central and South-Eastern European countries, Latin America and the Caribbean, and Africa, in cooperation with the International Network of Textbook Research Institutes.

Regional and subregional strategies

Africa

01701

UNESCO's action in Africa will continue to be closely coordinated with those undertaken in the context of the United Nations System-wide Special Initiative for Africa, the Decade for Education in Africa of OAU and the priority programmes adopted by the Association for the Development of Education in Africa (ADEA) by the African Development Bank (ADB), as well as the Dakar Framework for Action.

01702

Under Programme I.1 (Basic education for all), programme actions will be guided by the conclusions and recommendations of MINEDAF VII (Durban, South Africa, April 1998). Support will be extended to the Intergovernmental Committee set up to follow up the Conference recommendations, in particular through the launch of an electronic ministerial newsletter. Capacity-building in educational management, curriculum development, teacher education and distance education will be reinforced, in particular through the new International Institute for Capacity-Building in Africa (IICBA, Addis Ababa) and the creation of a regional scheme for the training and retraining of educational personnel using existing centres of excellence in different African Member States. The programme priorities will include: the Education for All programme (EFA) with special emphasis on the EFA 2000 Assessment, literacy and non-formal education, girls' and women's education, renewal of curricula (values and civic education, scientific literacy), teacher education, preparation of textbooks and learning materials. The implementation of the special project "Promoting girls' and women's education in Africa" will be pursued in close collaboration with the Forum for African Women Educationalists (FAWE) and other African NGOs, and two new centres, one in Malawi on guidance and counselling for girls and one in Burkina Faso on girls' and women's education, will be established. Special emphasis will also be placed on special needs education and education to reach the unreached, in particular girls and women in rural areas, marginalized youth, street and working children, refugees and linguistic and cultural minorities.

01703

Under Programme I.2 (Reform of education in the perspective of education for all throughout life), priorities will include: advisory and technical support services for the reconstruction and development of national education systems, the development of holistic policy frameworks, strategies and action plans as well as capacity-building; development of secondary-level education with emphasis on preventive education against HIV-AIDS and drug abuse, science and technology education as well as technical and vocational education, including curriculum renewal, teaching-learning materials and laboratory facilities; and renewal of higher education in line with the conclusions of WCHE with emphasis on intercountry and inter-university cooperation, the creation of centres of excellence and UNESCO Chairs, and regional and subregional UNITWIN networks. The project "Educating for a sustainable future" and the UNESCO education institutes will continue to pay particular attention to Africa in their respective fields of specialization.

Latin America and the Caribbean

01704

UNESCO's action in the region will continue to be guided by the conclusions of MINEDLAC VII and the Plan of Action adopted by the second Summit of the Americas. It will be steered through the regional cooperation framework PROMEDLAC which has been reinforced, the International Institute for Higher Education in Latin America and the Caribbean (IESALC), and the regional branch office of IIEP in Buenos Aires, serving in particular the MERCOSUR countries. The needs of the Caribbean countries will be served in the framework of "Focus on the Caribbean" and in cooperation with CARICOM, with a view to strengthening an integrated global policy action with the participation of all countries in the subregion.

01705

Under Programme I.1 (Basic education for all), the priority will be on the universalization of quality basic education, with emphasis on the EFA 2000 Assessment, the improvement of internal efficiency and the needs of children and young people affected by radical changes in family and socio-economic

structures. Special attention will be paid to the educational needs of indigenous populations, with emphasis on bilingual education. In Central America, national reconstruction programmes with support from extrabudgetary sources will be given priority. In the Caribbean, as part of the “Focus on the Caribbean” – initiative, priority will be given to improving the quality and relevance of basic education, with emphasis on human rights, civic/values education and scientific literacy and improving classroom teaching. Support will be given to adult literacy and non-formal education through community learning centres using distance education approaches and to developing alternative programmes to reach the unreached, especially marginalized youth.

01706

Under Programme I.2 (Reform of education in the perspective of education for all throughout life), the expansion and diversification of secondary education will be a major priority. It will emphasize: assessment of learning achievement, renewal of the quality and content of curricula with special attention to education for a sustainable future and preventive education against drug abuse; science and technology education, technical and vocational education linked to the world of work and production. Increased use of new technologies inside and outside the formal school system and the development of open and distance education approaches will be encouraged. In the Caribbean subregion, actions will give priority to: the diversification of secondary curricula (multiple intelligences), science and technology education including training of teachers, sharing of best practices and the use of new technologies in the classroom; adult continuing education as a follow-up to CONFINTEA V. The CARNEID project “Changing the culture of the classroom” will be expanded and complemented through teacher-education activities. Particular attention will be given to devising strategies to address male underachievement in the education system. Programmes in higher education will receive a fresh impulse with the creation of IESALC which will act as regional focal point for the follow-up to WCHE and the UNITWIN/UNESCO Chairs Programme. Its action will be guided by the Regional Action Plan adopted in Havana (1996) at the Regional Conference on Higher Education. In the Caribbean, support will be given to the CARICOM/University of West Indies project to increase access to tertiary level education across the subregion and to strengthen the networks of tertiary level institutions.

Asia and the Pacific

01707

UNESCO’s actions in the region will be channelled mainly through the field offices and regional and subregional programmes and networks (APEID, APPEAL, APNIEVE, UNEVOC, UNITWIN, Focus on the Pacific) which will be strengthened. The Regional Committee on Education in Asia and the Pacific, which coordinates and monitors UNESCO’s regional activities, as well as the Focus on the Pacific coordination committee, will be convened to review progress made and to adopt a new plan of cooperative action.

01708

Under Programme I.1 (Basic education for all), UNESCO’s action in the Asia and the Pacific region – which represents an estimated 625 million illiterates (71 per cent of the world’s total illiterates) including 74 million out-of-school children in the 6 to 11 age group, will be focused on meeting the specific subregional and regional needs in basic education. Emphasis will be on the follow-up of the EFA initiative of five of the nine high-population countries located in this region; the reconstruction and reform of education systems in Central Asia, the countries in transition, in the other relatively new Member States and those in South-East Asia which are experiencing economic crisis resulting in the near collapse of existing education systems. In the Pacific, priority will be given to support national efforts in the areas of teacher education, cost-effective production of reading materials to improve literacy levels, and the renewal of curricula and assessment policies and practices.

01709

Under Programme I.2 (Reform of education in the perspective of education for all throughout life), the priorities will include the promotion of reflection and debate on educational reform and innovation drawing inspiration from the report “Learning: The Treasure Within” and the provision of advisory services and technical assistance, in particular for the promotion of civic and values education, education for a sustainable future and the application of new technologies at all levels of education. The renovation of secondary education will receive high priority with emphasis on the renewal of curricula including the use of ICTs in schools, and teacher education reflecting closer linkages with the world of work. Special attention will be given to the expansion of delivery systems, including open and distance education.

In the Pacific region, emphasis will be on the development of sustainable education systems, distance education and intercountry networking. In the area of higher education, priority will be given to the follow-up to the World Conference on Higher Education, with emphasis on issues of access quality and financing; the promotion of inter-university cooperation and academic mobility, including the creation of regional and subregional networks in the framework of the UNITWIN/UNESCO Chairs Programme.

Arab States

01710

UNESCO's programme in the Arab States, which will be channelled mainly through field offices in the region in cooperation with regional partners such as ALECSO, ABEGS, AGFUND and the World Bank, will continue to focus on support to policy-making, institutional development and capacity-building.

01711

Under Programme I.1 (Basic education for all), priority will be given to developing endogenous capacities to plan, implement and manage basic education through the development of Education Decision Support Systems (EDSS) and mechanisms for monitoring learning outcomes, with particular emphasis on the education of girls and women, marginalized youth and early child and special needs education and the setting up of a centre for monitoring learning outcomes in Kuwait. The role and functions of the regional programmes and networks ARABUPPEAL and EIPDAS will be reviewed and integrated.

01712

Under Programme I.2 (Reform of education in the perspective of education for all throughout life), priorities will include the expansion and diversification of secondary education with emphasis on science and technology education, education for a sustainable future and technical and vocational education adapted to emerging needs. Special attention will be given to teacher education (competency in new technologies, in particular computers), with emphasis on self-learning and distance education approaches. Ensuring follow-up to WCHE will be another priority. It will pay particular attention to the promotion of inter-university cooperation and academic mobility in the region, the expansion of the UNITWIN/UNESCO Chairs Programme, including support for subregional centres of excellence and regional networking of national centres and institutions using new information and communication technologies. Upon request, UNESCO will continue to offer technical assistance to Member States for the formulation of educational policies and strategies, and the preparation of extrabudgetary projects. Particular attention will be given to developing the education system in the Palestinian Autonomous Territories.

Europe and North America

01713

UNESCO's action in the Europe region will be aimed at promoting all-European cooperation, reinforcing national capacities for the elaboration of appropriate educational strategies and policies ensuring the opportunities for learning throughout life. In cooperation with its institutional partners and its National Commissions, UNESCO will pay particular attention to the educational needs in the countries in transition and countries experiencing post-conflict situations and to developing an intersectoral subregional project "Caucasus".

01714

Under Programme I.1 (Basic education for all), priority will be given to ensuring the rights to basic education, especially in countries in transition, with support for early childhood education and education for marginalized youth and women, children in difficult circumstances, refugees and migrants. Fund-raising campaigns will be continued for these purposes and ongoing pilot projects will be consolidated. Partnership and cooperation will be encouraged to give the appropriate follow-up to the Declaration and the Agenda for the Future adopted by CONFINTA V (Hamburg, 1997).

01715

Under Programme I.2 (Reform of education in the perspective of education for all throughout life), increased attention will be paid to secondary education and educational innovations, in particular to the application of new technologies in education. In the field of technical and vocational education UNEVOC Centres will be extended and steps will be taken for the creation in Bonn (Germany), of an International Centre for Technical and Vocational Education. Given the seriousness of the problem of drug abuse and

AIDS in many European countries, especially in Eastern and Central Europe, networking of NGOs and educational institutions working in this area will be reinforced in cooperation with the Council of Europe and the European Union.

01716

In higher education, the European Centre for Higher Education (CEPES), in cooperation with the institutional partners, will continue to assist Member States, in particular, in South Eastern Europe and in the countries in transition. Due attention will be paid to the follow-up of WCHE, to the implementation of the Lisbon Convention and to consolidating the UNITWIN/UNESCO Chairs Programme in the region and to the follow-up of the Recommendation concerning the status of teachers.

Cooperation with extrabudgetary funding sources

01801

In the framework of Major Programme I, UNESCO will continue to reinforce its partnerships with multilateral and bilateral institutions and donors in the public and private sectors with a view to developing and implementing programmes in priority areas, in particular basic education. Emphasis will be placed on the needs of LDCs, Africa, the E-9 countries, countries in transition and those in emergency situations. Wherever possible actions will be linked with regular programme activities or subregional networks in order to make the results of the projects sustainable and to integrate them into educational mainstream activities.

01802

On the basis of the results of the EFA Assessment 2000, and the framework for action adopted by the World Education Forum, partnerships will be renewed with partner institutions, in particular the sponsors as well as extrabudgetary funding sources and relevant regional IGOs and mechanisms (e.g. OAU, OEI, ISESCO, ALECSO, ADEA) so as to strengthen national capacities to provide basic education for all, and in particular, to address effectively the shortcomings identified by the assessment. Support from voluntary contributions and from other sources will continue to be mobilized for extending learning opportunities to children and young people in need, especially street and working children, and to groups suffering from poverty and exclusion. Likewise, cooperation with competent institutions (e.g. UNHCR and UNICEF) will be reinforced in providing assistance for the re-education and rehabilitation of refugees, and displaced persons, in post-conflict situations, with particular attention to reinforcing the capacities of Member States concerned.

01803

Increased support from institutional partners and extrabudgetary sources will be sought for the renewal and expansion of education at secondary level, with particular emphasis on science and technology education, preventive education against HIV/AIDS and drug abuse, technical and vocational education, as well as on developing open and distance education approaches. Special attention will be given to the follow-up of the second International Congress on Technical and Vocational Education (Seoul, 1999) and the new International Long-Term Programme for the Development of Technical and Vocational Education.

01804

Cooperative agreements with such partners as UNAIDS (education for the prevention of HIV/AIDS), UNDCP (preventive drug education), UNFPA (population education and information) will be reinforced. In cooperation with multilateral and bilateral institutions, UNESCO will continue to assist countries, that so desire, to undertake the reform or restructuring of their education systems, or rehabilitating education systems following natural or man-made disasters. It will continue to play a lead role in mobilizing extrabudgetary resources for the follow-up to the relevant recommendations of such major international conferences as Rio de Janeiro (environment and development); Cairo (population and development); Beijing and Ouagadougou (women); Copenhagen (social development); more recent conferences devoted to the E-9 countries, adult and higher education and the 7th Conference of African Ministers of Education (MINEDAF VII).

01805

A special effort will be undertaken to seek extrabudgetary support for the follow-up of the World Conference on Higher Education and in particular the funding of UNESCO Chairs and UNITWIN Networks. CEPES and IESALC will cooperate with regional agencies in order to develop institutional partnerships.

01806

Cooperation for Development (CFD) activities (generation of new projects, mainly by means of sector assessment, project identification and feasibility studies, and other activities that lead to the generation of projects such as political advice to Member States that helps in the elaboration of development programmes or the participation in donor round tables aiming at attracting funds to these programmes, etc.) will be pursued. The training of staff in project identification, formulation and management will also continue to be a priority. In the framework of the United Nations Development Assistance Framework (UNDAF) and Common Country Assessment (CCA) schemes, UNESCO will participate actively with development partners – multilateral and bilateral – in responding to national development needs through the development of coordinated – and even joint – programme and/or sector investment approaches.

01807

UNESCO's education institutes which enjoy functional autonomy will negotiate the voluntary contributions and project-bound support to their programmes and budgets directly with the Member States and extrabudgetary funding sources concerned.

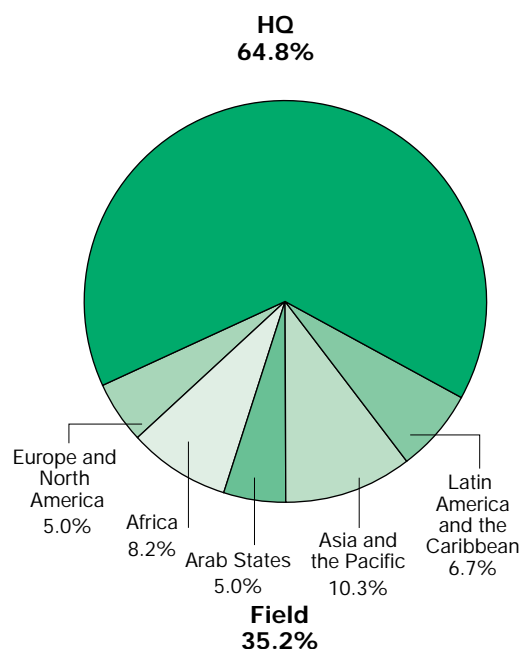
MAJOR PROGRAMME II

The sciences in the service of development

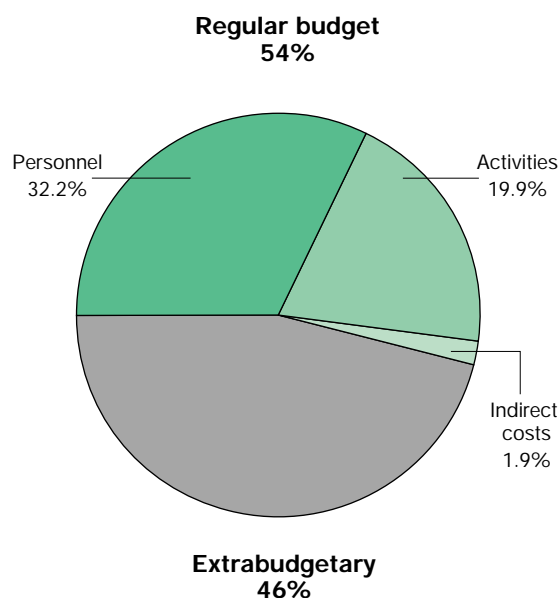
02001

| Regular budget | | | | | Extra-budgetary resources 2000-2001 |
|--------------------|------------|------------|----------------|----------------------------------|----------------------------------------|
| | Programme | | | Total Appropriation 2000-2001 | |
| | Personnel | Activities | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ |
| Major Programme II | 52 700 100 | 32 519 200 | 3 102 900 | 88 322 200 | 75 200 000 |

DECENTRALIZATION OF ACTIVITIES

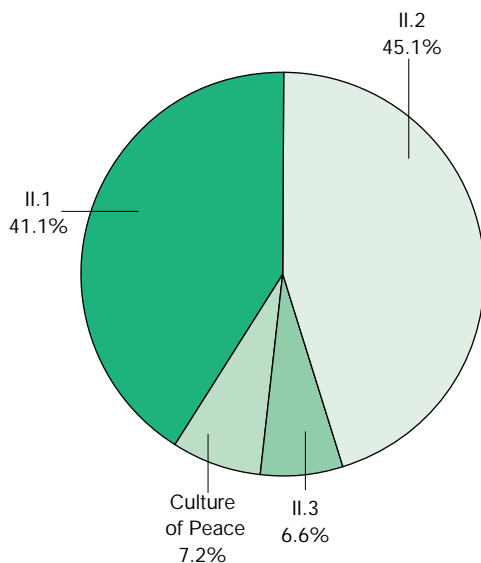


DISTRIBUTION OF TOTAL RESOURCES

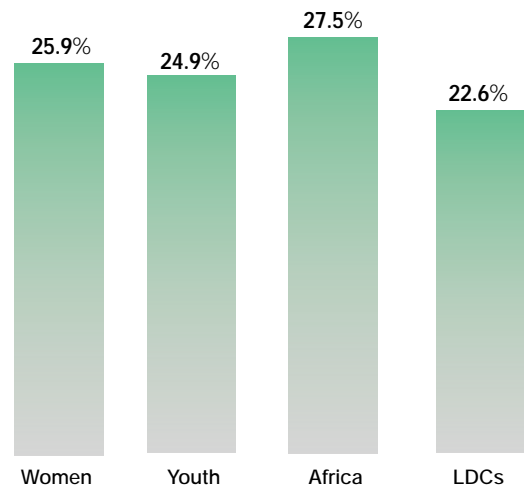


| Programme/Subprogramme | Regular budget | | Extrabudgetary resources |
|--------------------------------------------------------------------------------------|----------------|-------------------|--------------------------|
| | \$ | \$ | \$ |
| Programme II.1 | | | |
| Advancement, transfer and sharing of scientific knowledge | | 13 371 700 | 26 600 000 |
| Follow-up to the World Conference on Science | 894 700 | | |
| Subprogramme II.1.1 | | | |
| Advancement, transfer and sharing of knowledge in the basic and engineering sciences | 8 529 100 | | |
| The World Solar Programme 1996-2005 | 1 120 100 | | |
| Subprogramme II.1.2 | | | |
| Advancement, transfer and sharing of knowledge in the social and human sciences | 2 827 800 | | |
| Programme II.2 | | | |
| Sciences, environment and socio-economic development | | 14 650 500 | 43 600 000 |
| Promoting integrated approaches to environment and development | 241 400 | | |
| Subprogramme II.2.1 | | | |
| Earth sciences, earth system management and natural disaster reduction | 1 839 400 | | |
| Subprogramme II.2.2 | | | |
| Ecological sciences and the Man and the Biosphere (MAB) programme | 2 976 200 | | |
| Subprogramme II.2.3 | | | |
| Hydrology and water resources development in a vulnerable environment | 2 484 800 | | |
| Environment and development in coastal regions and in small islands | 1 388 400 | | |
| Human development for sustainable living conditions in the Pacific | 273 000 | | |
| Subprogramme II.2.4 | | | |
| UNESCO Intergovernmental Oceanographic Commission | 2 577 900 | | |
| Subprogramme II.2.5 | | | |
| Social transformations and development | 2 540 400 | | |
| Cities: Management of social transformations and the environment | 329 000 | | |
| Programme II.3 | | | |
| Philosophy, ethics and human sciences | | 2 145 700 | |
| Transdisciplinary project: Towards a culture of peace | | 2 351 300 | 5 000 000 |
| Indirect programme costs | | 3 102 900 | |
| Personnel costs | | 52 700 100 | |
| | | 88 322 200 | 75 200 000 |

DISTRIBUTION OF RESOURCES FOR ACTIVITIES (by programme)



RESOURCES ALLOCATED TO PRIORITY GROUPS



The sciences in the service of development

02003 UNESCO's contribution to the advancement of science has three aspects: the Organization supports training, research and cooperation in the various disciplines of scientific and technical knowledge; it encourages the application of scientific discoveries to the solution of environmental and societal problems; and it promotes multidisciplinary thinking on the ethical implications of transformations that affect the environment and human societies. In these three areas, the various disciplines of the exact, natural, social and human sciences need to work together and strengthen each other with a view to nurturing an ethics of development which will respect both "species" and the "spaces" they live in. That is why the structure and thrust of this major programme has been renewed with a view to facilitating greater synergy between both realms of sciences in addressing complex issues relating to environment and social development. The programme actions will be reoriented, as appropriate, in the light of the outcomes of the World Conference on Science held in June 1999 in Budapest (Hungary). A major effort will be made to assist Member States in devising appropriate measures to implement the orientations contained in the "Science Agenda – Framework for Action" that the Conference adopted. Particular emphasis is placed on the promotion of S&T policies in response to societal needs, including gender mainstreaming and science popularization.

02004 The first Programme II.1 "**Advancement, transfer and sharing of scientific knowledge**" is geared to improving university teaching, enhancing national research capacities and reinforcing regional and international cooperation in the exact and natural sciences (Subprogramme II.1.1) and in the social and human sciences (Subprogramme II.1.2), mainly through technical assistance and advanced training provided in cooperation with regional networks, competent NGOs, specialized institutions and the promotion of UNESCO Chairs and centres of excellence. A strong emphasis is placed on the promotion of renewable sources of energy, in the framework of the World Solar Programme which has been transformed into an intersectoral initiative. Should the necessary resources be made available, a real take-off could be made in Africa.

02005 Finding sound solutions to the key issues of socially and environmentally sustainable development – in line with Agenda 21, the conventions relating to environment and sustainable development and the plans of action of the Copenhagen, Cairo, Beijing and Istanbul conferences as well as the Earth Summit+5 – will be the main thrust of Programme II.2 "**Sciences, environment and socio-economic development**". Its five subprogrammes – which correspond to the five scientific intergovernmental programmes (IGCP, IHP, MAB, IOC and MOST) – are geared to gaining a better understanding of the interface between environment and human activities; contributing to the sustainable use and management of earth, water and ocean resources; and fostering the design of policies for an improved management of social transformations with a strong emphasis on reducing poverty and social exclusion. Two intersectoral projects, "*Environment and development in coastal regions and in small islands*" and "*Cities: Management of social transformations and the environment*", will continue to focus respectively on developing "wise practices"

for sustainable management of coastal zones and small islands, and on enhancing the capacity of local authorities and communities for improving living conditions and habitat in cities, particularly in peri-urban centres. A third intersectoral project has been added, as part of a subregional strategy developed under the Focus on the Pacific initiative; it is intended to promote the knowledge and skills needed for achieving sustainable living conditions and for managing social and cultural changes in small Pacific island States.

02006 Finally, Programme II.3 “**Philosophy, ethics and human sciences**” will mobilize the contribution of philosophy and the human sciences to promote critical reflection on the major changes affecting present-day societies. Action carried out in recent biennia – which seeks to give impetus to the quest for a humanism for our time, in a spirit of complete receptiveness to all the sensitivities of the world – will be continued, by extending reflection on the ethics of science to areas of knowledge other than just bioethics and by inviting further inputs from human sciences (history, geography, anthropology, cognitive sciences, etc.) to throw light on the different perceptions that societies have of the major challenges of today’s world.

02006 bis The plan of action of this major programme aims at the implementation of programme resolutions adopted by the General Conference, the texts of which are reproduced at the beginning of the relevant programme, subprogramme, main line of action or intersectoral project constituting the major programme (*i.e. paragraphs 02102, 02110, 02118, 02120, 02202, 02210, 02220, 02230, 02235, 02238, 02240, 02250, 02256, 02300*), as well as of the resolutions cited hereunder:

- 20 Declaration on Science and the Use of Scientific Knowledge and Science Agenda – Framework for Action
- 21 Follow-up to the World Conference on Science and implementation of its recommendations
- 22 Revised Statutes of the UNESCO Intergovernmental Oceanographic Commission (IOC)
- 23 Implementation of the Universal Declaration on the Human Genome and Human Rights
- 24 Bioethics and the rights of the child

the text of which appears in Volume 1 of the Records of the 30th session of the General Conference.

The plan of action also takes into account draft resolutions (DRs) relating to this major programme approved by the General Conference and, to the extent possible, those which did not meet fully the criteria of admissibility.

Programme II.1

Medium-Term Strategy, paragraphs 92–98

Advancement, transfer and sharing of scientific knowledge

02100

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$13,371,700 |
| • Decentralization: | 39.8% |
| Extrabudgetary: | \$26,600,000 |

Follow-up to the World Conference on Science

02101

| | |
|---------------------|-----------|
| Regular budget | |
| • Activities: | \$894,700 |
| • Decentralization: | 55.5% |
| Extrabudgetary: | – |

02102

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to encourage Member States and all other stakeholders vigorously to follow up the conclusions and recommendations of the World Conference on Science (Budapest, July 1999), in particular by assisting them in identifying priorities and formulating national science and technology policies and strategies responding to societal needs, and in implementing those strategies by forging national, regional and international partnerships;
- (b) to allocate for this purpose an amount of \$894,700 for programme costs, \$468,000 for staff costs and \$121,600 for indirect programme costs.

Background. The World Conference on Science (Budapest, Hungary, 26 June–1 July 1999) convened by UNESCO in cooperation with the International Council for Science (ICSU) and other partner organizations unanimously adopted the *Declaration on Science and the Use of Scientific Knowledge* as well as the *Science Agenda-Framework for Action*. Together these two documents set the framework for follow-up action by all stakeholders in science and societal development. They accord priority to adopting science policies that imply consistent and long-term support for S&T geared to strengthening human resources base, scientific institutions, integration of science into national culture, development of infrastructure and the promotion of science education and scientific and technological innovation with due attention to ethical concerns. The follow-up to these recommendations will feature prominently in the next Medium-Term Strategy. In 2000–2001 the programmes in education, in the basic, engineering and environmental sciences, as well as in the social and human sciences, are reoriented to take account of the outcomes of the Conference. Particular emphasis has been placed on intersectoral actions focusing on the promotion

of science education for all, in both formal and non-formal contexts (cf. para. 01223) and of science and technology policies including gender mainstreaming and science popularization.

Strategy. The strategy will have three main components. First, in the area of governance of S&T and its implications, efforts will focus on fostering international cooperation; on drawing up guidelines for policy formulation with the active participation of stakeholders in civil society and its institutions and industry; on stimulating public debate on S&T issues and public participation on science policy options; and on promoting cooperative networks with and among parliamentarians on issues of legislation. Technical assistance will be provided to developing Member States and countries in transition in formulating national policies and legislation for the organization and revitalization of national science and technology systems including indigenous knowledge and know-how. This programme of assistance will be financed largely from extra-budgetary sources, including financing mechanisms being encouraged through South-South cooperation arrangements. Action aimed at improving the public understanding of science will be pursued. Second, in cooperation with other institutions (such as IDRC, UNU, TWAS) capacity-building and human resources development activities will be geared to training S&T personnel, facilitating the process of restructuring national S&T systems; the elaboration of national policies and strategies; and the improvement of management of science and technology programmes. Special attention will be given to gender mainstreaming as an essential component of national S&T policy development process. In addition, efforts will be directed to forging strategic alliances between governmental organizations, academic institutions and enterprises for the utilization of scientific knowledge in enhancing technological innovations. In the implementation of this strategy, UNESCO will stimulate new thinking on policy development, promote innovative cooperative programmes at regional and international levels, support regional S&T policy networks and develop analytical work in cooperation with other institutions such as OECD and UNU. A major effort will be made to develop the Organization's clearing-house function in this area. Promoting debate, research and education on ethical issues related to the practice of science and to the application of science and technology will be a third main component. It will be pursued in close cooperation with UNESCO's World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) and ICSU's Standing Committee on Responsibility and Ethics of Science (SCRES). The ethics and responsibility of science will become an integral part of science education and the training of scientists promoted by UNESCO.

02103

Results expected at the end of the biennium

- ◆ The recommendations of the World Conference on Science widely disseminated and debated worldwide;
- ◆ Regional and national needs to be addressed on a priority basis identified through consultations with governments and stakeholders in all regions and in about 30 countries;
- ◆ National, subregional and regional networks involving universities, scientific institutions, industry, private and public enterprises, established in different regions to facilitate the follow-up to the recommendations of the Conference;
- ◆ Exchange of experiences and best-practice encouraged and facilitated;
- ◆ Guidelines for decision-makers and legislators in conducting policy reviews and formulating science and technology strategies in response to societal needs developed;
- ◆ National capacities in science and technology policy formulation and management enhanced through upstream advisory services, training and exchange of information;
- ◆ University-industry cooperation promoted through workshops and the dissemination of information and learning materials in innovation and the commercialization of R&D in the framework of the UNISPAR (University-Industry-Science Partnership) programme developed in cooperation with UNIDO;
- ◆ Provision of technical assistance to about 15 countries for the revitalization of their national science and technology systems;
- ◆ Strengthening of regional S&T policy networks in Latin America, Arab, and Asian regions and creation of an innovative subregional network in Africa.

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

0211

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$ 8,529,100 |
| • Decentralization: | 41.7% |
| Extrabudgetary: | \$20,000,000 |

02110

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) contribute to the improvement and strengthening of university teaching in the basic and engineering sciences, to the involvement of higher education institutions in the industrialization process on the basis of advanced and ecologically sound technologies, in cooperation with relevant university networks, industrial communities and competent non-governmental organizations and, in collaboration with the Education Sector, to the renewal of science and technology education at all levels, particularly in developing countries, countries in transition and other countries concerned to ensure sustainable socio-economic development;
 - (ii) reinforce national and regional research capabilities in mathematics, physics, chemistry and related interdisciplinary fields by stepping up cooperation with competent international and regional networks and centres, and specialized national scientific bodies and institutions;
 - (iii) reinforce national and regional research capacities in priority areas of the biological sciences and biotechnologies, in cooperation with competent non-governmental organizations and relevant regional and international networks and centres;
 - (iv) promote the wider dissemination and transfer of scientific and technical knowledge at international, regional and national level, paying due attention to enhancing awareness of scientific progress in developing countries, and to increasing the use of new information and communication technologies by developing countries;
- (b) to allocate for this purpose an amount of \$8,529,100 for programme costs, \$13,061,500 for staff costs and \$1,106,600 for indirect programme costs.

Main line of action 1. Improving university science and engineering education

02111

| | |
|-----------------|-------------|
| Regular budget | |
| • Activities: | \$ 874,000 |
| Extrabudgetary: | \$5,000,000 |

Background. In 1998–1999, assistance was provided for improving university curricula and modes of course delivery through the use of modern information and communication technologies in the Arab States region and in the Africa region, and through the use of textbooks prepared in collaboration with the African Network of Scientific and Technological Institutions (ANSTI). An international consultative meeting on the concept of the World Technological University was held in Moscow. Action in the Asia and the Pacific region involved the setting up of five UNESCO Chairs in the field of engineering and technology and support for collaborative activities with competent regional institutions and networks. Support was given to inter-American conferences on science education in the Latin America and the Caribbean region.

Strategy. Efforts will be continued to assist universities in developing countries to renew and modernize their introductory university courses in mathematics, physics, chemistry and biology, in collaboration

with existing regional networks and competent NGOs. Likewise, support will continue to be given to universities to upgrade engineering curricula and teaching materials, with a focus on making them more relevant to developing countries. In collaboration with the Education Sector and relevant UNESCO Chairs and NGOs, science and technology education will be renewed and enhanced, particularly in developing countries, as a follow-up to the recommendations of the World Conference on Science (Budapest, June 1999). Special attention will be given to the introduction of training courses in the use and maintenance of science equipment, especially in technical institutions in Africa. Support will be given to the maintenance centre to be established within the Dar es Salaam Institute of Technology.

Results expected at the end of biennium

- ◆ Science and engineering courses at universities improved through: training of about 300 faculty teaching staff; support for 15 pilot undergraduate courses in different regions; further development of the application of modern communications and information technologies; the development of strategies for cost-effective science education and of an Internet database on training programmes for university teachers through newly established UNESCO associated centres for science education;
- ◆ Three national/regional networks on continuing engineering education reinforced, an engineering education institution's network and five UNESCO Chairs on environmentally sound technologies established;
- ◆ Renewal of science and technology teaching at all levels of the education system promoted in some 20 developing countries by strengthening collaboration between university faculties of science, engineering and education and with UNESCO Chairs and NGOs;
- ◆ Preparatory work undertaken to develop a long-term project on science and technology education in the next Medium-Term Strategy.

Main line of action 2. Promoting cooperation in research and training in mathematics, physics and chemistry

02112

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$2,706,300 |
| Extrabudgetary: | \$5,000,000 |

Background. Over the years, UNESCO's efforts have focused on assisting developing countries and countries in transition in building up national and regional research and training capacities in mathematics, physics and chemistry through cooperation with competent international and regional networks and centres, and national specialized scientific bodies and institutions.

Strategy. Within the framework of the World Mathematical Year 2000 initiative of the International Mathematical Union, support will be provided for mathematicians from developing countries to participate in international and regional mathematics activities. Initiative will be taken to develop a project to promote training and research in mathematics in the Africa region. The advanced research training of scientists from developing countries and the promotion of their participation in collaborative research activities will be continued and reinforced in collaboration with international specialized institutions, in particular the International Centre for Pure and Applied Mathematics (ICPAM), the International Centre for Theoretical Physics (ICTP), the International Institute of Theoretical and Applied Physics (IITAP), the European Organization for Nuclear Research (CERN) and the Joint Institute for Nuclear Research (JINR). Collaboration will also be reinforced with regional networks and universities in developing countries as well as centres of excellence and newly established associated centres in chemistry and chemical education. Support will be extended to international chemical olympiads and to training and research in the chemistry of natural products and traditional uses of plants. Based on preparatory work carried out in previous biennia, support will be provided to the establishment of new centres and projects of research and training, to the participation of scientists from developing countries and countries in transition in international and regional research activities and to efforts of scientists to organize collaborative projects on topics of major relevance for their region or subregion.

Results expected at the end of the biennium

Endogenous capacities of developing countries for research and training in mathematics enhanced through:

- ◆ the training of 500 scientists in pure and applied mathematics;
- ◆ co-sponsoring activities, including those on “mathematics for peace”, in the framework of the World Mathematical Year 2000;

Endogenous capacities in physics enhanced, in particular through:

- ◆ the training of 3,000 scientists in a wide range of topics of theoretical physics;
- ◆ facilitating the access of researchers from developing countries to research and training facilities in developed countries; and enhanced collaboration between physics communities;
- ◆ improved dissemination of physics knowledge in the different regions in collaboration with international and regional scientific centres and NGOs;
- ◆ the establishment of the Asia-Pacific Centre for Theoretical Physics (Seoul), the International Centre for Dense Magnetized Plasmas (Poland), and the International Network of Research Centres in Relativistic Astrophysics and its coordinating centre (Pescara, Italy), and of a UNESCO Chair in the Arab States region;

Endogenous capacities in chemistry enhanced through:

- ◆ the training of 500 young specialists in different branches of chemistry;
- ◆ increased collaboration between international organizations in chemistry and chemistry networks;
- ◆ the supply at low cost of scientific books and chemical reagents.

Main line of action 3. Promoting research capacities in the biological sciences and biotechnologies

02113

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$2,762,700 |
| Extrabudgetary: | \$6,000,000 |

Background. Over the years, advanced training courses and workshops, organized in cooperation with competent regional and interregional NGOs and networks, have helped scientists, mainly from developing countries, to benefit from breakthrough research in the priority areas of the biological sciences and the biotechnologies. In 1998–1999, specialized conferences in genome and biotechnological research, the establishment of national and international centres in molecular and cell biology and six UNESCO Chairs in the biosciences and two in the biotechnologies have contributed to strengthen South-North and East-West cooperation, facilitate sharing of scientific knowledge and upgrade research capacities and skills of national host laboratories. Research and preventive education against AIDS have been increasingly shared with Member States through interaction with UNAIDS and the network of the World Foundation for AIDS Research and Prevention.

Strategy. The Organization will continue to support international and regional training courses and workshops organized in cooperation with NGOs and governmental bodies such as the International Cell Research Organization (ICRO), the International Brain Research Organization (IBRO), and the International Centre for Genetic Engineering and Biotechnology (ICGEB). In collaboration with centres of excellence, exchange of modern scientific knowledge, research expertise and techniques will be intensified and support provided for national and regional research projects organized through UNESCO's Molecular and Cell Biology Network (MCBN) and in cooperation with UNAIDS and the World Foundation for AIDS Research and Prevention. The Organization will reinforce its interdisciplinary coordination mechanism so as to boost the complementarity of activities relating to the fight against AIDS and to underscore more clearly the specific nature of UNESCO's action within UNAIDS. In the biotechnologies, emphasis will be given to the strengthening and sustainability of research capacities especially in the developing and least developed countries in cooperation with the UNESCO/Biotechnology Action Council (BAC), the UNESCO/Microbial Resources Centres (MIRCENs) and through the reinforcement of UNESCO Chairs. In the field of medical research, the Organization will provide international technical assistance, in liaison with the Communication, Information and Informatics Sector and in cooperation with WHO, for the transfer of knowledge by means of telemedicine.

SPECIAL PROJECT: *Biotechnologies for development in Africa.* During this last phase of the project, priority will be given to capacity-building through intensive training in microbial and plant biotechnologies and the provision of light laboratory equipment and technical services to laboratories, especially in the least developed countries.

Results expected at the end of the biennium

- ◆ Scientific knowledge and experimental skills, in different areas of modern biology of about 250 scientists, upgraded;
- ◆ North-South and East-West cooperation, in molecular and cell biology reinforced, through some 10 collaborative research projects and five training workshops;
- ◆ National research capacities strengthened through three to four electronic training courses, 80 short-term fellowship awards, wide dissemination of some 40 research project results and core support for Biotechnologies Education Training Centres (BETCENs);
- ◆ Sustainability of four UNESCO Chairs in biotechnology, three or four national laboratories and of regional MIRCENs laboratories reinforced;
- ◆ National capacity in screening for research in the molecular basis of AIDS and its prevention enhanced through support of a UNESCO Chair and award of fellowships to young scientists from developing and least developed countries, and the further development of the network of AIDS research centres.

Main line of action 4. Cross-disciplinary partnerships and increasing access to scientific information

02114

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$2,186,100 |
| Extrabudgetary: | \$4,000,000 |

Background. During the last two biennia, research and training activities undertaken in cooperation with the International Council for Science (ICSU) have made a major contribution towards strengthening national and regional capacities through the upgrading of technical skills and the promotion of scientific research in all areas of science – basic, applied and environmental. Similarly, cooperation with specialized non-governmental organizations, professional scientific networks, regional and international science academies, research institutions and cross-disciplinary partners have helped secure novel and innovative opportunities for research and training and facilitated the wider dissemination of new research knowledge. Furthermore, specialized regional fora organized in close collaboration with National Commissions have accelerated the access of women to research and technological careers.

Strategy. The strategy will be threefold: (i) improving South-North, South-South and East-West cooperation with ICSU's scientific union members, scientific associates, international interdisciplinary programmes, non-governmental specialized organizations such as the Third World Academy of Sciences (TWAS), the Commonwealth Science Council (CSC), the African Academy of Science, the Latin American Academy of Science (ACAL), the International Foundation for Science (IFS), and national academies and partners like the French Centre National de la Recherche Scientifique (CNRS) and the Japanese Society for the Promotion of Science; (ii) stimulating public awareness and appreciation of advances in fundamental research and its applications; (iii) facilitating wider access to scientific literature by both scientific communities and decision-makers.

SPECIAL PROJECT: *Women, Science and Technology.* The Special Project will encourage and assist decision-makers in the collection of gender-differentiated data, to analyse the situation of women in science and technology and to introduce appropriate policies. It will encourage and enhance women's participation in scientific and technological development in the eyes of scientists and the public at large.

Results expected at the end of the biennium

- ◆ National research capacities in the basic and environmental sciences reinforced through the implementation of over 175 scientific research and training programmes worldwide;
- ◆ Public awareness of scientific development enhanced through formal and informal education, the mass media, publications, etc., the establishment of centres for scientific communication, and the attribution of seven UNESCO awards and science prizes in collaboration with individual donors, scientific foundations and institutes;
- ◆ Access of women and young girls to education, training and careers in science and technology expanded; at least one regional observatory on “Women, science and technology” set up; and sensitization campaigns launched in collaboration with UNIFEM and TWOWS;
- ◆ Up-to-date data and information on scientific endeavour worldwide made available to decision-makers and science planners through, *inter alia*, the publication of the *World Science Report 2000*;
- ◆ Access to scientific literature in developing countries enhanced through the further development of donation and distribution schemes and by initiating a pilot twinning scheme between scientific journals in the developed and the developing countries, in cooperation with appropriate non-governmental organizations, notably ICSU.

The World Solar Programme 1996–2005

02117

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$1,120,100 |
| • Decentralization: | 39.4% |
| Extrabudgetary: | \$6,000,000 |

02118

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) contribute to the implementation of the World Solar Programme 1996–2005 by promoting – through integrated intersectoral action – information, research, education and training activities geared to facilitating wider use of renewable energy sources and technologies adapted to improve living conditions and promote sustainable development;
 - (ii) undertake concrete action on the basis of United Nations General Assembly resolution 53/7 to ensure that the World Solar Programme 1996–2005 becomes a joint endeavour of the entire United Nations system, in order to assist Member States, with particular attention to Africa, in developing and implementing innovative projects in the use of renewable energies;
- (b) to allocate for this purpose an amount of \$1,120,100 for programme costs, \$593,200 for staff costs and \$154,000 for indirect programme costs.

Background. Following the adoption by the United Nations General Assembly of special resolution 53/7, the World Solar Programme 1996–2005 has been acknowledged as a major United Nations-wide initiative. In this framework, UNESCO’s activities have focused on assisting Member States: in developing their strategy and infrastructure for clean and sustainable technologies; in formulating national high priority renewable energy projects and mobilizing resources for their implementation; in setting up demonstration solar villages and in improving training of engineers, especially in Africa, in the field of clean and renewable sources of energy. A Global Renewable Energy Education and Training Programme has been launched in the context of which a first version (nine titles in the series) of a source-book, entitled *Multimedia learning package on clean and renewable sources of energy*, was prepared and is being field tested. An Internet website for the World Solar Programme has been set up and initiatives have been taken to launch an international renewable energy information and communication system.

Strategy. In close collaboration with the Education, Social and Human Sciences and Communication Sectors, the project will give priority to human resource development geared to promoting large scale use of clean and renewable energy sources and technologies with emphasis on improving the living conditions in rural and remote areas, especially those of girls and women and facilitating the extension of learning opportunities to “reach the unreached”. The introduction of education and training programmes at all levels of education will be promoted through the Global Renewable Energy Education and Training Programme. Additional efforts will be devoted to its implementation in Africa in particular by raising extrabudgetary resources. Concomitantly, the further development of the World Solar Programme 1996–2005 will be pursued, in particular through projects on using renewable energies. UNESCO will contribute to the functioning of the secretariat of the World Solar Programme 1996–2005, and mobilize support for its implementation, in particular through the development of an International Renewable Energy Information and Communication System, and by sensitizing Member States and international financing institutions, both public and private, to the strategic importance of this programme. Collaboration with the World Solar Commission, the World Solar Academy and the World Technological University will be pursued for the success of its implementation. Reinforced consultations with relevant and competent United Nations agencies and programmes will be carried out within the context of the efforts to mobilize the whole United Nations system in favour of this programme. An evaluation of the programme will be carried out during the biennium in order to define the strategy for further development of the World Solar Programme 1996–2005.

02119

Results expected at the end of the biennium

- ◆ Understanding of the cost-effectiveness of renewable sources of energy and their role in fostering sustainable development and improving living conditions enhanced through, *inter alia*, the wide dissemination of sourcebooks such as a multimedia learning package on clean and renewable sources of energy; the upgrading of clean and renewable energy education and training programmes in some 10 Member States; and their introduction in the education systems of 20 additional Member States;
- ◆ Access to and transfer and sharing of knowledge on best technologies in renewable energies promoted through, *inter alia*, the setting up of a global information networking system using state-of-the-art communications technology, and the further development and regular updating of the UNESCO website on the World Solar Commission;
- ◆ Collaboration between specialized non-governmental organizations and intergovernmental bodies reinforced for promoting innovative programmes on the use of renewable energies;
- ◆ At least 20 high priority national projects, including those on the improvement of fuel-efficient biomass stoves, fuel-wood replantation and solar cookers, implemented, and 10 rural electrification, water desalination and treatment projects launched;
- ◆ Evaluation of the World Solar Programme carried out;
- ◆ Collaboration with United Nations system agencies and programmes reinforced.

II.1.2 Advancement, transfer and sharing of knowledge in the social and human sciences

0212

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$2,827,800 |
| ● Decentralization: | 29.3% |
| Extrabudgetary: | \$ 600,000 |

02120

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) improve university teaching, research capacities and international cooperation in the social sciences by strengthening and expanding the UNITWIN/UNESCO Chairs networks, by promoting capacity-building activities for young social scientists and city professionals working in the fields covered by MOST, and by cooperating closely with regional and international non-governmental organizations;
 - (ii) foster the transfer and sharing of knowledge in the social sciences, by further developing the MOST clearing house and its publications on best practices for policy-making, by cooperating closely with non-governmental organizations in the field of information and data-sharing, by publishing the *International Social Science Journal* and the *World Social Science Report*, and through the DARE data bank on social science research and training institutes;
- (b) to allocate for this purpose an amount of \$2,827,800 for programme costs, \$3,242,800 for staff costs and \$184,100 for indirect programme costs.

Main line of action 1. Improving university teaching, research capacities and international cooperation in the social sciences

02121

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,797,900 |
| Extrabudgetary: | \$ 400,000 |

Background. The conclusions of the World Conference on Higher Education, as well as the “Science Agenda – Framework for Action” that the World Conference on Science adopted, will constitute a set of solid reference for the furtherance of this programme. With more than 40 Chairs established, the UNITWIN/UNESCO Chairs Programme on sustainable development and social science disciplines has set up a resource network with academic excellence in interdisciplinary areas such as sustainable development and globalization and governance. Interactive research and training modules already developed have been well received, and raised further demand for training modules focused on needs of government officials, NGOs or target populations such as women and youth, in areas relating to social organization, social mediation and resource management. Cooperation with professional NGOs (UIA, IFLA, ISOCARP, PREMAAT, CAUE) and universities has resulted in innovative practices for young town planners. The MOST Ph.D. award and the UNESCO prizes for architects have raised international interest for these issues.

Strategy. The strategy – which is aimed at encouraging the renewal of teaching and research programmes and methods in the social and human sciences – will have three main focuses: (i) existing

UNITWIN/UNESCO Chairs networks will be encouraged to work together more closely and to welcome new partnerships; their geographical and thematic coverage will be extended through the creation of new UNESCO Chairs, in particular on youth issues; (ii) actions to improve university teaching and research will focus on interdisciplinarity and its methodological problems; they will largely involve training young researchers and teachers in interdisciplinary practice, most often in conjunction with MOST programme activities; (iii) lastly, an effort will be made to promote the widespread use of electronic links to promote collaboration among researchers. Training city professionals will be an essential testing and validation ground of the programme's general orientations; as such it will be strengthened to meet growing demand. Whenever possible, activities will be carried out through collaboration with specialist NGOs, primarily the International Social Science Council (ISSC).

Results expected at the end of the biennium

- ◆ Enrichment of interdisciplinary research and methodological training through the extension of the UNESCO Chairs networks (establishment of some five new Chairs), the strengthening of electronic links between UNITWIN network members and partners, and training activities (direct or distance) including the dissemination of training modules; strengthening of university/society partnership through support for actions carried out by NGOs and strengthened cooperation with various agencies of the United Nations system, such as the United Nations University (UNU), the World Health Organization (WHO) and the Office of the United Nations High Commissioner for Refugees;
- ◆ Development of new international joint ventures in social science research, involving more developing countries and incorporating young people to a greater extent; consolidation of two networks in Latin America and establishment of two new networks in Asia and the Arab region;
- ◆ Increased relevance of urban development concepts, following the advanced training of young town-planning professionals, in particular from developing countries, and the dissemination of research findings – action already supported in the previous biennium.

Main line of action 2. Collection and dissemination of information in the social and human sciences

02122

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,029,900 |
| Extrabudgetary: | \$ 200,000 |

Background. For many years, UNESCO has actively encouraged international cooperation in knowledge sharing by working closely with specialized regional and international non-governmental organizations and networks. The DARE social science data bank was developed as a referral tool for information on research and training institutions in Member States, with a broad coverage of disciplines and regions, and support was given to training and international cooperation in the development of social science information and data sharing. In the framework of MOST, an electronic clearing house is being developed to provide users worldwide with immediate access to the results of the programme, to databases on best practices for social policy development, and to discussion forums, electronic journals and position papers dealing with priority societal issues. The *International Social Science Journal* looks forward to the challenges of publication in an electronic environment. These tools have been recently completed by the publication, in 1999, of UNESCO's first *World Social Science Report*.

Strategy. An external evaluation of the existing information tools will be used to reorient and further develop the Organization's function as a central clearing house for social research and policy. Cooperation in the field of data and information sharing will be further developed through international and regional NGOs. The development of the DARE data bank will focus on a wider use of the Internet and support will be provided to that end for the training of information managers in developing countries. The MOST clearing house will continue to develop its two main functions: disseminating information on social knowledge and policy and fostering international cooperation by means of improved electronic communication.

Results expected at the end of the biennium

- ◆ National capacities in accessing international information in social science enhanced, through:
 - ◇ establishing a central referral website providing a clearing-house service on all major data sources worldwide;
 - ◇ making available an electronic version of the *International Bibliography of the Social Sciences* to information and documentation centres in developing countries;
 - ◇ training some 100 information managers in developing countries on the utilization of the Internet both for accessing information and for communicating local knowledge;
- ◆ The sharing of knowledge and information between researchers and policy-makers on a number of social priority areas increased through:
 - ◇ the establishment of new electronic discussion forums on the strengthening of democratic governance in multicultural societies and the impact of the globalization process on societies;
 - ◇ the collection and diffusion of a global set of best practices concerned with poverty and social exclusion as well as development based upon local knowledge;
 - ◇ the creation of a MOST clearing-house section on linguistic rights, religious diversity, and national minorities;
 - ◇ the expansion of the MOST clearing-house network by interconnecting the research centres that participate in the programme in over 50 countries;
 - ◇ the publication of the *International Social Science Journal* and the *World Social Science Report*;
- ◆ Actions on indigenous and local knowledge enhanced in cooperation with MAB, CSI and the Culture Sector, and an intersectoral project in this domain developed for phasing into the next Medium-Term Strategy.

Programme II.2

Medium-Term Strategy, paragraphs 100–112

Sciences, environment
and socio-economic development

02200

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$14,650,500 |
| • Decentralization: | 37.3% |
| Extrabudgetary: | \$43,600,000 |

Promoting integrated approaches
to environment and development

02201

| | |
|---------------------|-----------|
| Regular budget | |
| • Activities: | \$241,400 |
| • Decentralization: | 15.9% |
| Extrabudgetary: | – |

02202

The General Conference
Authorizes the Director-General:

(a) to implement the corresponding plan of action in order to enhance the quality and coherence of UNESCO’s contribution to the implementation of Agenda 21, of the environment conventions, of the Copenhagen Plan of Action and of other global action plans, and of the follow-up to the World Conference on Science: by further enhancing integrated approaches through increased cooperation among the five intergovernmental programmes and with relevant activities in education, sciences, culture and communication; and by further strengthening cooperation with the organizations of the United Nations system and competent non-governmental organizations;

(b) to allocate for this purpose an amount of \$241,400 for programme costs, \$132,400 for staff costs and \$34,300 for indirect programme costs.

In order to enhance relevance for policy-making and practical problem solving and as an integral part of the follow-up to the World Conference on Science and in line with Agenda 21 and other UNCED-related conventions, as well as global and regional conferences and plans of action including those of Earth Summit+5, fresh impetus will be given to the application of integrated and interdisciplinary approaches through greater collaboration among the five intergovernmental scientific programmes (IGCP, MAB, IHP, IOC and MOST) and with relevant activities under the five programme sectors. This collaboration will be guided by the Joint Statement made in 1999 by the chairpersons of the five intergovernmental scientific programmes. The regular consultations among the chairpersons will be increased and complemented by joint meetings of representatives of national committees/focal points of the five programmes. Collaboration

with partner institutions of the United Nations system and competent NGOs will be reinforced with a view to improving complementarity of action and enhancing impact. UNESCO's role as inter-agency task manager for the integrated follow-up to global conferences in the areas of sciences and education will be strengthened; cooperation between the scientific programmes and activities aimed at promoting ethical principles and a culture of peace will be further enhanced.

02203

Results expected at the end of the biennium

- ◆ The quality and coherence of action to address complex issues of environment and sustainable development enhanced;
- ◆ UNESCO's involvement in joint inter-agency programmes and activities enhanced, as well as its contribution to intergovernmental consensus building (e.g. through the Commission on Sustainable Development and implementation of conventions promoted by UNEP and others);

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

0221

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$1,839,400 |
| • Decentralization: | 38.8% |
| Extrabudgetary: | \$10,750,000 |

02210

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) promote modern earth system management, international cooperation and capacity-building in earth sciences through the International Geological Correlation Programme (IGCP), by enhancing the use of modern geodata, remote sensing and geographic information system (GIS) technologies, by implementing cooperative projects and training courses in earth sciences and by preparing a feasibility study on developing a UNESCO Geoparks Programme to enhance geological heritage;
 - (ii) further develop activities to reduce vulnerability to both natural and anthropogenic disasters in the follow-up to the International Decade for Natural Disaster Reduction (IDNDR), with emphasis on early warning mechanisms and public awareness building;
- (b) to allocate for this purpose an amount of \$1,839,400 for programme costs, \$5,028,500 for staff costs and \$231,500 for indirect programme costs.

Main line of action 1. Promoting earth system management, international cooperation and capacity-building in earth sciences

02211

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,346,800 |
| Extrabudgetary: | \$4,000,000 |

Background. The International Geological Correlation Programme (IGCP) is the major instrument of UNESCO's action in earth sciences. Activities undertaken under this subprogramme have involved: the implementation of over 300 projects since 1972 with the participation of scientists from over 150 countries; the organization of regular postgraduate courses; the publication of geological maps and the promotion of new technologies in remote sensing and geodata handling. In recent years, increased attention has been given to studying the interface between human activities and the earth system on the one hand, and to forging cooperation with relevant aspects of the other environmental scientific programmes (IHP, IOC, MAB, MOST and CSI) on the other, with a view to developing a holistic approach to the wise use of the earth as a human habitat.

Strategy. The strategy envisaged will be fivefold: (i) intensifying international and regional cooperation in implementing interdisciplinary projects in the framework of IGCP; (ii) undertaking a feasibility study on developing a UNESCO Geoparks Programme in order to enhance international recognition to areas with representative geological characteristics and in order to encourage national and international endeavours in earth heritage conservation; (iii) upgrading scientific skills of geologists from developing countries and enhancing the teaching and research capacity of geological centres; (iv) improving international coordination for the collection and use of digital data for mineral resource exploitation and environment management and for the production of geological maps; and (v) further developing regional geodata handling networks and initiating new remote sensing and mineral deposit modelling research projects, with a view to enhancing the efficiency of geoscience institutes in providing, in readily usable format, geological information to decision-makers, planners and industrialists.

Results expected at the end of the biennium

- ◆ Member States' capacity in earth sciences enhanced through: the implementation of some 50 IGCP projects; the training of some 1,000 geoscientists in different domains; closer cooperation among geoscientists working in government departments, private institutions, universities and research centres; improved exchange of knowledge between developed and developing countries; and awareness-raising activities focused on geological processes that have an impact on society, culture and the environment;
- ◆ The exploitation and management of natural resources rendered more sustainable through pilot studies under the joint UNESCO-International Union of Geological Sciences (IUGS) Mineral Deposit Modelling Programme on prospective models in developing countries;
- ◆ Based on a feasibility study on developing a UNESCO Geoparks Programme, an increase in internationally acknowledged earth heritage sites;
- ◆ Exchange of knowledge on the application and use of spatial and geo-information technology enhanced through the further development of geodata handling networks in Africa (PANGIS) and Asia (SANGIS) and North-South and South-South twinning of institutes;
- ◆ South-South cooperation in the Geological Applications of Remote Sensing (GARS) programme strengthened through the creation of a virtual network of specialized institutes in Africa and through the implementation of several new Remote Sensing Geographical Information System research projects on geo-environmental and geodynamic phenomena in Asia and the Arab region;
- ◆ Knowledge of scientific and public communities on topical issues relating to natural resources, desertification, models of palaeo-climate change, evolution of life and earth's history enhanced through scientific publications, including geological maps.

Main line of action 2. Reducing vulnerability to natural disasters

02212

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 492,600 |
| Extrabudgetary: | \$6,750,000 |

Background. Within the framework of the International Decade for Natural Disaster Reduction (IDNDR), 1990–1999, UNESCO’s interdisciplinary and intersectoral actions focused on research and training activities aimed at reducing vulnerability to natural disasters such as desertification, earthquakes, floods, landslides, tsunamis and volcanic eruptions. As a follow-up to the Yokohama Declaration (1994), which stressed the need for a “culture of prevention”, training, education and information materials dealing with pre- and post-disaster situations to help communities at risk were developed in the Mediterranean, the Arab region and selected countries in Asia and Latin America.

Strategy. To follow up the results of IDNDR, UNESCO will support integrated scientific, technical, as well as educational and information activities aimed at preventing and reducing vulnerability to natural as well as anthropogenic hazards. These will involve, in particular, research on technical issues related to disaster preparedness/prevention, training on prevention measures at the regional and interregional levels and post-disaster evaluations and assessments. Special attention will be given to raising awareness among decision-makers and local communities in disaster-prone areas in cooperation with the competent partners. The existing “Task Force on Earthquake Mitigation” will be extended to include all natural hazards, and particular emphasis will be placed on addressing early warning mechanisms.

Results expected at the end of the biennium

- ◆ Three pilot projects addressing natural and anthropogenic hazards implemented in selected regions;
- ◆ Losses from earthquakes in the Mediterranean region, the Middle East and Asia reduced;
- ◆ A network on risk reduction from volcanic hazards in the Circum Pacific basin established;
- ◆ A multi-hazard risk reduction programme in the Central America region launched and implemented;
- ◆ Awareness of preventive measures among decision-makers and the general public enhanced through the production and distribution of audiovisual and didactic materials on different types of hazards, notably assistance in risk map generation.

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

0222

| | |
|---------------------|--------------|
| Regular budget | |
| ● Activities: | \$ 2,976,200 |
| ● Decentralization: | 48.8% |
| Extrabudgetary: | \$11,350,000 |

02220

The General Conference
Authorizes the Director-General:

(a) to implement the corresponding plan of action in order to:

- (i) contribute to the promotion of sound policies and practices for biodiversity conservation, sustainable ecosystem management and the judicious use of natural resources through the implementation of the Seville Strategy and the Statutory Framework of the Biosphere Reserves;
- (ii) improve knowledge of ecosystem function and of ecosystem goods and services, in particular through collaborative research programmes, human and institutional capacity-building and the wider dissemination of scientific information;

(b) to allocate for this purpose an amount of \$2,976,200 for programme costs, \$6,584,600 for staff costs and \$412,100 for indirect programme costs.

**Main line of action 1. Biosphere reserves as tools
for reconciling conservation and development:
implementing the Seville Strategy**

02221

| | |
|-----------------|--------------|
| Regular budget | |
| ● Activities: | \$ 1,458,400 |
| Extrabudgetary: | \$10,000,000 |

Background. The MAB programme is geared to assist Member States in developing sound policies and practices for sustainable ecosystem management, biodiversity conservation and use of biological resources through research, demonstration and training activities. Biosphere reserves – the world network of which (as of December 1999) comprises 357 sites in 90 countries – serve as privileged sites for these activities. The implementation of the first five years of the Seville Strategy (1995–1999) and of the Statutory Framework, and the support given for enhanced scientific collaboration within regional MAB networks, including the setting up of the Biosphere Reserves Integrated Monitoring (BRIM) initiative, have contributed towards devising more effective measures to upgrade biosphere reserves. Preparations for the review of this phase of implementation of the Seville Strategy are currently under way.

Strategy. The strategy followed will be twofold: upgrading existing individual biosphere reserves, in particular through the periodic review process undertaken in application of the Statutory Framework, and promoting the establishment of a new generation of large-scale biosphere reserves in particularly vulnerable areas, including the Caspian Sea and the semi-arid zones in northern Africa. Special attention will be given to transboundary biosphere reserves as a means to promoting peace in sensitive regions, to recording and valorizing traditional ecological knowledge as a follow-up to the recommendations of the World Conference on Science and to bio-regional ecosystem management. Activities of the world network will be reinforced by facilitating exchanges at bilateral, regional/subregional and international levels and by assisting the existing regional/subregional networks to become fully operational. The establishment of new networks will be encouraged, taking specific regional needs fully into account. The Biosphere Reserves Integrated Monitoring (BRIM) initiative will be developed and extended to provide a substantive contribution to the Global Terrestrial Observing System (GTOS). Assistance will be provided to Member States to help them to pay greater attention to conservation and sustainable use of the natural resources in their development plans. Collaboration with major conservation NGOs such as the World Conservation Union (IUCN) and Conservation International (CI) will be reinforced in implementing this strategy.

Results expected at the end of the biennium

- ◆ The management of at least 30 biosphere reserves, including sites which are both world heritage sites and biosphere reserves improved as a result of the periodic review process, which will involve the further evaluation of 100 biosphere reserves designated over 10 years ago;
- ◆ Some 20 new biosphere reserves established in vulnerable areas such as arid lands, tropical forests, coastal and marine areas, islands, mountainous regions, cities and their hinterlands;
- ◆ Three transboundary biosphere reserves set up;
- ◆ Exchange of information and expertise reinforced and regional strategies initiated within regional/subregional networks (AfriMAB, EuroMAB, ArabMAB, EABRN and SEABRNet subregional networks in Asia, CYTED and IberoMAB in Latin America);
- ◆ BRIM developed through the inclusion of species lists for 200 biosphere reserves on MAB fauna and MAB flora meta databases, which will be extended to cover other data and indicators, in particular socio-economic data;
- ◆ The five years of implementation of the Seville Strategy evaluated and new activities defined for a second phase of implementation by the “Biosphere and society” Conference (Seville+5) to be held in conjunction with the 16th session of the MAB International Co-ordinating Council (ICC);
- ◆ Actions on indigenous and local knowledge enhanced in cooperation with CSI, MOST and the Culture Sector and an intersectoral project in this domain developed for phasing into the next Medium-Term Strategy.

Main line of action 2. Collaborative research programmes for enhancing knowledge on ecosystem function, services and values

02222

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,517,800 |
| Extrabudgetary: | \$1,350,000 |

Background. Collaborative research programmes – such as Diversitas (with ICSU), focusing on ecosystem functioning, systematics, monitoring and conservation; the South-South Co-operative Programme (with UNU and TWAS) dealing with conservation and development in the humid tropics; the People and Plant initiative (with WWF and the Royal Botanic Gardens, Kew, in the United Kingdom) collecting local knowledge on useful plants; and the Tropical Soil Biology and Fertility (TSBF) aimed at optimizing productivity in tropical regions – have made a major contribution towards gaining a better understanding of the basic function of ecosystems and devising measures to improve biodiversity conservation and resource management and to combat environmental degradation.

Strategy. The strategy will aim at advancing scientific knowledge of basic ecosystem functioning and fostering a better understanding of the social, cultural and economic benefits that human societies derive from natural ecosystems, in terms of ecosystem goods (such as food, water and medicinal plants) and services (such as waste assimilation), so as to improve decision-making and ecosystem management practices relevant to sustainable development. It will encompass the pursuit of collaborative research and training programmes focusing on regional priorities and the wider dissemination and exchange of scientific information. In cooperation with the Education Sector, education, training and awareness raising activities will be initiated with particular emphasis on the conventions to combat desertification (CCD) and biological diversity (CBD).

SPECIAL PROJECT: *Young scientists' involvement in the MAB programme.* During this concluding phase of the project, 20 more MAB awards will be attributed to selected young scientists, including women scientists, who will be invited to participate in R&D activities in collaborative research projects on biosphere reserves.

Results expected at the end of the biennium

- ◆ Knowledge of world biodiversity enhanced, notably through the implementation of the Diversitas programme and the participation of at least 50 biosphere reserves and over 100 research centres in the activities of the International Biodiversity Observation Year (IBOY-2001); and the completion of 10 studies under the Tropical Soil Biology and Fertility Programme (TSBF), 15 ethnobotanical field projects in the Hindu Kush-Himalayas and eastern and southern Africa and four interregional projects under the South-South cooperative programme (with UNU and TWAS);
- ◆ Economic, cultural and social values of ecosystem goods and services assessed in six biosphere reserves in arid lands, tropical forests, wetlands and coastal regions;
- ◆ 500 specialists trained in different domains as follows: 200 specialists (from about 20 countries) trained in ecology and economics through five regional centres of excellence associated with the International Institute on Biosphere and Society (IIBS); 100 future decision-makers trained in interdisciplinary approaches through the UNESCO-Cousteau Ecotechnics Programme (UCEP) Chairs and networks; 200 African specialists (from about 30 countries) trained through the Postgraduate Regional School on Integrated Management of Tropical Forests (ERAIFT) and the International Programme for Arid Land Crops (IPALAC);
- ◆ Training and education material on desertification and on biodiversity produced and distributed.

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

0223

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$2,484,800 |
| ● Decentralization: | 43.7% |
| Extrabudgetary: | \$7,160,000 |

02230

The General Conference

Authorizes the Director-General:

(a) to implement the corresponding plan of action in order to:

- (i) strengthen, in the framework of the fifth phase of the International Hydrological Programme (IHP), Member States' capacities to plan and implement projects in sustainable water resources management by reinforcing the role of the IHP National Committees in providing policy-relevant scientific advice to their governments, by reinforcing national scientific capacities and by improving the governing mechanism of the programme;
- (ii) achieve a better understanding of the physical and biological processes that control hydrological system functioning in order to mitigate water-related disasters and identify the impacts of climatic change and variability in various zones;
- (iii) develop water-related conflict negotiation support systems based on the participatory approach of stakeholders with a view to devising shared concepts and resolving conflicts;

(b) to allocate for this purpose an amount of \$2,484,800 for programme costs, \$3,601,900 for staff costs and \$331,700 for indirect programme costs.

Main line of action 1. Security through water science: Building capacities in water resources management

02231

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 720,000 |
| Extrabudgetary: | \$2,000,000 |

Background. The collaborative research networks set up in the two current priority areas of the International Hydrological Programme (IHP), namely groundwater resources at risk and integrated water resources management in arid areas, have made a valuable contribution. The wadi hydrology programme launched in 1997 yielded important results concerning the water management of ephemeral streams in arid zones; and reinforced capacity-building capabilities, including the IHP postgraduate training courses and computer-aided learning materials played an important role in groundwater protection and remediation. However, as highlighted by the Special Session of the United Nations General Assembly and the Economic and Social Council of the United Nations, the ever-growing demand for water will become a major limiting factor in socio-economic development unless early action is taken. The seriousness of the situation calls for a vigorous effort to sensitize policy-makers to the highest priority that should be given to freshwater problems. The World Water Vision project hosted by UNESCO, which culminated in the Second World Water Forum (The Hague, March 2000), provided the thematic focus and background material for the Forum, going a long way towards raising awareness on critical water issues at a regional and global scale. Moreover, the Ministerial Declaration of The Hague (March 2000) on Water Security in the Twenty-first Century emphasized the link between the threats on water and poverty.

Strategy. The strategy will aim at further enhancing the capacity of Member States to plan and implement projects on sustainable management of freshwater resources. Actions will focus on strengthening cooperation amongst the IHP National Committees; setting up, in developing countries, UNESCO Chairs and training courses for water resources technology transfer; providing policy advice to governments and sensitizing decision-makers; and, in cooperation with the Education Sector, on raising public awareness, especially among young people and women. Inter-agency cooperation will be further strengthened and a medium-term strategy and framework of action for freshwater resources management and water resources in the urban environment will be developed, in order to foster interdisciplinary solutions to complex water problems. In the framework of the World Water Assessment programme, a United Nations-system initiative hosted by UNESCO as the lead agency, efforts will focus on developing a scientifically sound global water resources knowledge base. It will be designed to support water-related policy-making for sustainable development and to promote the building of global food, environment, social and political security. A Task Force has been set up to advise on innovative ways and means of strengthening the governing mechanism of IHP. The fourteenth session of the IHP Intergovernmental Council, to be held in June 2000, will also decide on measures to reinforce national capacities and multiply activities at country and regional levels.

Results expected at the end of the biennium

- ◆ National policy-making with respect to sustainable water resources management improved in a number of countries, through: greater involvement of IHP National Committees in the planning and supervising of programme activities relevant to national policy settings; the wide distribution of teaching materials and documents addressing the needs of policy-makers; the publication, on a regular basis of a new series entitled *World Water Development Report*; the establishment of on-line comprehensive fresh water related databases, newsletter, website and library;
- ◆ A major work on the availability of freshwater in the world for the twenty-first century published;
- ◆ The scientific knowledge and experimental skills of some several hundred hydrologists from developing countries upgraded through the IHP postgraduate training courses.

Main line of action 2. Hydrological processes and management of water resources in a vulnerable environment

02232

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,764,800 |
| Extrabudgetary: | \$5,160,000 |

Background. During the previous biennia, the IHP research programme on climate and water contributed *inter alia* to a better understanding of the possible impact of climate change and variability on the hydrological cycle and on water resources; to promote improved water management practices for catchments in the humid tropics; and to establish a network of cities cooperating on urban water management. A Scientific Advisory Board for the Aral Sea Basin (SABAS) was set up to identify strategic approaches to deal with the serious water shortage of the Aral Sea Basin. Initiatives were also taken towards improving negotiation skills and conflict resolution capabilities of water resources managers.

Strategy. As a follow-up to the findings of the recent United Nations system Comprehensive Assessment of the Freshwater Resources of the World (1997) and other related international conferences, the strategy followed will lay increased emphasis on improving assessment and management of hydrological risks and on gaining better knowledge of the vulnerability of water resources to both natural climate variability and anthropogenically induced climate change. Special attention will be given to enhancing public participation in sustainable use and management of water resources. Research programmes will be launched to identify the links between the El Niño-related phenomena and the occurrence of hydrological disasters. In this regard, the comparative hydrological research programme, FRIEND, will be extended to large river basins to attain global coverage. Shared hydrological databases will be developed to underpin scenario

analysis in developing a long-term vision for water. Priority will be assigned to detecting groundwater quality problems, identifying groundwater resources at risk and developing sustainable water management for arid and semi-arid regions. Special consideration will be given to water problems expected to occur in the humid tropics, including tropical islands, and in the urban context and in cooperation with the MOST programme, to study the linkages between tropical island hydrology and the sociocultural traditions. Water-related conflict negotiation support systems based on the participatory approach of all the stakeholders will be developed and an international research and training centre will be established to provide assistance in resolving transboundary water-related disputes. Water-related issues in the Aral Sea Basin will be identified within the framework of a special project with the aim of developing a shared vision for water resources utilization in the basin. Also as a follow-up to the Special project: "Women and water resources supply and use in sub-Saharan Africa", a more general vision on women and water resources will be developed in cooperation with the World Water Council.

Results expected at the end of the biennium

- ◆ FRIEND databases and cooperative research programmes for Asia and Latin America and for the Caspian Sea and the Persian Gulf Basins;
- ◆ Understanding of the two-way feedback between the climate and hydrological systems and the possible impacts of natural climate variability on water resources improved;
- ◆ Guidelines for the ecologically sound design of flood, plain and wetland revitalization developed;
- ◆ Methodologies for detecting degradation of groundwater resources and mapping their vulnerability and guidelines for the use of non-renewable aquifers developed;
- ◆ Water management policies for arid and semi-arid zones improved and water resources management guidelines for sustainable wadi development elaborated;
- ◆ Models to reflect people-water-land interactions, including policies for forest restoration developed;
- ◆ Improved non-structural flood control measures and urban drainage techniques in different climates developed;
- ◆ A long-term vision for the water management of the Aral Sea Basin elaborated;
- ◆ Improved methodology for water-related conflict negotiation based on scenario analysis and guidelines for public participation elaborated;
- ◆ Hydrological databases made available on CD-ROMs and through the Internet; and a long-term vision for water, life and the environment developed in cooperation with the World Water Council.

Environment and development in coastal regions and in small islands

02234

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$1,388,400 |
| • Decentralization: | 41.2% |
| Extrabudgetary: | \$2,470,000 |

02235

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to contribute to sustainable development in coastal regions and small islands, in particular by: consolidating intersectoral activities under the pilot projects; reinforcing training and capacity-building through interdisciplinary UNESCO Chairs; and elaborating, on the basis of the experience gained, a set of wise practices for application in different contexts;
- (b) to allocate for this purpose an amount of \$1,388,400 for programme costs, \$1,852,900 for staff costs and \$186,900 for indirect programme costs.

Background. Launched in 1996, the Coastal regions and small islands project has achieved integrated intersectoral action involving natural and social sciences, culture, education and communication. Over 20 intersectoral pilot projects have been established in over 50 countries, uniting decision-makers, local communities, cultural heritage experts and scientists. Five UNESCO Chairs have been established to foster interdisciplinary training and capacity-building activities for environmentally sustainable, socially equitable and culturally appropriate development in coastal regions and in small islands. On the basis of the lessons learnt so far in implementing the project, a preliminary set of “wise practices” for sustainable coastal development have been formulated, compiled and widely disseminated.

Strategy. The strategy followed will be fourfold: (i) supporting field-based activities (i.e. pilot projects) that combine tangible frameworks for collaborative action with integrated project goals; (ii) coupling these pilot projects with interdisciplinary UNESCO Chairs in sustainable coastal development to link local field-based action to networks of scientific reflection and research; (iii) stimulating innovative training and capacity-building activities through the UNESCO Chairs; and (iv) further developing and reinforcing the “wise practices” and fostering their adaptation for first stage implementation in different regional, national and local contexts. Particular efforts will be made to follow up the priorities under the Focus on the Pacific, the Caribbean and the Indian Ocean initiatives, and under the Programme of Action from Barbados+5, as well as the World Conference on Science recommendations on traditional ecological knowledge.

02236

Results expected at the end of the biennium

- ◆ Intersectoral cooperation in 20 existing pilot projects (in Africa, Asia, Latin America, the Baltic and the Mediterranean, as well as in small island developing States in the Caribbean, Indian and Pacific Ocean regions) consolidated and extended;
- ◆ In cooperation with the MOST programme and the Culture Sector, a dozen pilot projects tailored to address major UNESCO themes: (i) combating poverty and exclusion/marginalization (e.g. projects in the Caribbean [including Haiti] and Africa [including the Mediterranean network of small historic coastal cities and Atlantic Ocean SIDS]); and (ii) resolving resource-use conflicts through cooperative State-stakeholder management arrangements (e.g. projects in Asia, Pacific and the circumpolar region);
- ◆ Two to three advanced pilot projects transformed into fully integrated development strategies (e.g. on environment, culture and development of the Master Plan for Alexandria);
- ◆ Innovative interdisciplinary training tested through networking and cooperation between eight UNESCO Chairs in sustainable coastal development;
- ◆ Follow-up provided to the PACSICOM process initiated in Maputo (July 1998) by addressing communication-education components that complement IOC's coastal marine science activities and those of regional IGOs (e.g. Secretariat for Eastern African Coastal Area Management; Indian Ocean Commission) and NGOs;
- ◆ Wise practice concepts strengthened and refined via local, regional and global electronic and face-to-face discussions;
- ◆ A research/action agenda established for elaborating protocols for on-site application of wise practices and initial frameworks for related policy development;
- ◆ National agencies, stakeholder groups, coastal resource managers and developers better equipped to address issues of sustainable coastal development through wide dissemination of information via the website, publication series, video clips and radio programmes;
- ◆ Actions on indigenous and local knowledge enhanced in cooperation with MAB, MOST and the Culture Sector (e.g. applications on resource management; articulation with scientific knowledge).

Human development for sustainable living conditions in the Pacific

02237

| | |
|---------------------|-----------|
| Regular budget | |
| • Activities: | \$273,000 |
| • Decentralization: | 100.0% |
| Extrabudgetary: | – |

02238

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action with a view to strengthening the capacities of small Pacific island States to devise solutions enabling them to address issues of poverty, rural decline and urban drift, and to promote the knowledge and skills needed to achieve sustainable living conditions and manage social and cultural change;
- (b) to allocate for this purpose an amount of \$273,000 for programme costs, \$141,800 for staff costs and \$36,800 for indirect programme costs.

Background. This intersectoral project is part of a subregional strategy developed within the process of Focus on the Pacific. This strategy, which was prepared in close collaboration with the Pacific Member States, in particular their National Commissions, identifies, among the many priorities set out in 29 C/Resolution 54 (Focus on the Pacific), those which seem to be most urgent and pressing, which may involve action which could extend beyond 2001 and which could mobilize external partnerships. Apart from the “sectoral” priorities set out in the different programmes, this intersectoral project is intended to respond to two challenges characteristic of small Pacific islands: urban drift, on the one hand, and lack of resources, both economic and human, on the other; the combination of these two factors causes, *inter alia*, a rise in unemployment among young people and their marginalization, and an increasing dependence of the Pacific countries on external assistance.

Strategy. This project is intended to assist the Pacific populations, particularly young people, to acquire the knowledge and skills needed to ensure sustainable living conditions and competent management of current social and cultural changes. The proposed strategy has three components: the first consists in creating a reliable knowledge base relating to social processes in the Pacific, so as to extend knowledge among decision-makers and other partners in the project (including National Commissions); the second component is intended to develop the knowledge and skills needed for daily life and those which could generate income in rural areas as well as urban areas; the third component aims to increase the capacity of leaders, in particular community leaders, to manage change, through a combination of traditional and new skills and techniques and a judicious use of the potential provided, for example, by the cultural heritage and traditional crafts. This project, which will be implemented on an entirely decentralized basis, combines contributions from all the Organization’s fields of competence: education, natural and social sciences, culture and communication.

02239

Results expected at the end of the biennium

- ◆ The majority of Pacific National Commissions to be fully operational;
- ◆ A database established on social change in small Pacific islands, of which the first results (concerning urbanization in the subregion) will be usable by the end of 2001;
- ◆ National youth leadership programmes developed;
- ◆ Secondary school curricula renewed based on the acquisition of scientific, technical and vocational skills for developing a “culture of maintenance”;
- ◆ Pilot experiments in community development launched – based on the management of the traditional and natural heritage, the revitalization of indigenous science and technologies (through, for instance,

the continuation of the Vaka Moana project), and on applications of solar energy and the implementation of wise practices for achieving sustainable living conditions in the villages;

- ◆ National capacities to produce educational programmes using traditional and electronic media strengthened;
- ◆ Awareness of community leaders concerning questions of environment, population and sustainable development raised through the production and dissemination of learning packages.

II.2.4 UNESCO Intergovernmental Oceanographic Commission

0224

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$2,577,900 |
| • Decentralization: | 9.3% |
| Extrabudgetary: | \$3,000,000 |

02240

The General Conference

Invites the Director-General to ensure geographical balance of staff in the Secretariat of the Intergovernmental Oceanographic Commission (IOC) and in particular the recruitment of African scientists;

Calls upon the IOC Assembly to initiate a system that will allow the equitable participation of scientists from developing countries on the Commission's Executive Council;

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) further develop marine science and its application on an integrated basis to reduce uncertainties about coastal and oceanic processes, in particular by implementing the Global Ocean Observing System (GOOS) and the Integrated Coastal Area Management (ICAM) programmes and by developing national and regional scientific capacities for integrating the results obtained to promote sustainable development, in particular in UNESCO priority groups of countries, Africa – in support of the follow-up to the Pan-African Conference on Sustainable Integrated Coastal Management (PACSICOM) – and the least developed countries;
 - (ii) define, within the framework of the global marine, environmental and climate conventions, the characteristics of the oceans and coastal areas responsible for maintaining the life-support system of the earth and the factors influencing global climate change, in particular through new lines of research and capacity-building activities to improve observing system components and to devise institutional mechanisms for more effective implementation of the conventions;
- (b) to allocate for this purpose an amount of \$2,577,900 for programme costs and \$3,666,300 for staff costs.

Main line of action 1. Reducing scientific uncertainties about coastal and oceanic processes

02241

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$2,059,900 |
| Extrabudgetary: | \$2,500,000 |

Background. Through the coordination of scientific research, training and educational activities, the Intergovernmental Oceanographic Commission (IOC) has developed an integrated programme directed to reducing uncertainties with respect to the understanding of ocean processes and the sustainable use of ocean resources. The major results in 1998–1999 included, *inter alia*: the development of the Global Ocean Observing System (GOOS), which has moved from the planning to the implementation phase; the setting up of a distinct interdisciplinary coastal zone programme under the Integrated Coastal Area Management Programme (ICAM); and the development of two regional Marine Information Networks in Eastern and Western Africa. During 1998, the International Year of the Ocean, a wide variety of initiatives were taken to create wider awareness of ocean-related problems and needs, including the development and distribution, in cooperation with the Education Sector, of educational materials for including ocean issues in school curricula.

Strategy. The strategy will aim at gaining a better understanding of fundamental coastal and oceanic processes and at improving integrated monitoring and forecasting systems and services. Stress will be placed on adopting integrated interdisciplinary approaches and on expanding activities under the Integrated Coastal Area Management (ICAM) and the Global Ocean Observing System (GOOS). Special attention will be given to promoting the application of services in data and information exchange, ocean mapping, tsunami and storm surge warning, and El Niño forecasting, and to reinforcing research programmes in relation to marine pollution and non-living resources with emphasis on the political and societal impact of development activities, capacity-building, regional activities and marine services. In the framework of ICAM, the PACSICOM follow-up, known as the African Process, will be geared to integrating coastal management into national development and environmental plans. The work of decentralized programmes of IOC undertaken through its regional and subsidiary bodies will be further developed and closely associated in these activities.

Results expected at the end of the biennium

- ◆ Expertise in the management and development of coastal resources enhanced;
- ◆ Global and coastal ocean monitoring further developed;
- ◆ Services in data and information exchange and ocean mapping expanded and enhanced to underpin sustainable development;
- ◆ The early warning systems for tsunamis, storm surges and El Niño events and impacts made more effective through integrated interdisciplinary approaches and methodologies, in concert with other early warning systems overseen by UNESCO; Member States, including landlocked countries, assisted in developing early warning and forecasting systems on El Niño and storm surges;
- ◆ Methodologies for measuring and assessing the effects of human activity, especially in the coastal zones, improved;
- ◆ Assessment of impacts related to the increased mobilization or production rates of bio-active substances improved;
- ◆ Wider public-awareness of the importance of the oceans to the welfare of humankind promoted;
- ◆ The follow-up of PACSICOM pursued in cooperation with the Project on Environment and development in coastal regions and small islands, in particular by developing an Africa-wide network of national data centres; upgrading and expanding the African network of stations for monitoring sea-level rise; providing training in marine science and technology;
- ◆ The contribution of IOC decentralized programmes undertaken through its regional and subsidiary bodies enhanced.

Main line of action 2. Meeting the needs of ocean-related conventions and programmes

02242

| | |
|-----------------|-----------|
| Regular budget | |
| ● Activities: | \$518,000 |
| Extrabudgetary: | \$500,000 |

Background. The intensity of exploitation of the marine environment has reached levels where there is now a real risk of affecting the earth's climate and the integrity of its life support system, forcing the adoption of precautionary measures to control further development through an effective system of ocean governance. This is now being pursued through the implementation of various ocean-related agreements at the global, regional and subregional levels (such as UNCLOS, GPA-LBS, the London Dumping Convention, OSPARCOM, HELCOM, MARPOL, and the Barcelona Convention). While measures taken on the basis of existing legislation and jurisdiction help to make effective the rights contained in UNCLOS and to generate acceptable institutional arrangements to implement the Global Environmental Conventions, there is a growing need to gain, through more targetted research, a better scientific understanding of the characteristics of the mechanisms at play in the earth's climate system and to develop indicators of sustainability in order to facilitate decision-making on further economic and social measures to be taken.

Strategy. The strategy will aim at improving understanding of the characteristics of the oceans and coastal areas responsible for maintaining life-supporting systems, and the factors influencing global climate change. This will be addressed especially through major new lines of research contributing to the Climatic variability project (CLIVAR), the Global Ocean Data Assimilation Experiment (GODAE) and the IGBP-SCOR Global Ecosystems project (GLOBEC) of the World Climate Research Programme (WCRP). Major uncertainties and issues will also be addressed through expanded studies on the oceanographic controls on harmful algal blooms and the development of sustainability indicators. Capacity-building activities will impart scientific skills required to improve observing system components and knowledge needed to adapt legislation and institutions to meet the new demands generated by the environmental conventions. In this connection, the contribution of decentralized programmes of IOC undertaken through its subsidiary bodies will be enhanced.

Results expected at the end of the biennium

- ◆ The definition of the characteristics of the environment that are responsible for maintaining marine biodiversity improved;
- ◆ The conceptual and observational instruments to assess changes at the ecosystem level related to long-term intensive fisheries exploitation improved with a view to enhancing capacities for managing major large marine ecosystems;
- ◆ Better understanding of the relationship between the physical and biogeochemical systems and processes, with special reference to the detection and forecasting of harmful algal blooms, the degradation of coral reefs, and high-production large marine ecosystems;
- ◆ Understanding of the factors influencing global climate change, as mediated by oceanic and other interacting processes improved.

II.2.5 Social transformations and development

0225

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$2,540,400 |
| ● Decentralization: | 35.8% |
| Extrabudgetary: | \$8,870,000 |

02250

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) help, on the basis of the decisions of the Executive Board relating to the mid-term evaluation of the MOST programme, to improve the formulation of social development policies by consolidating the main projects and networks which have been established under that programme, extracting from them a well-structured set of conclusions and framing a strategy for their communication to decision-makers;
 - (ii) promote innovative approaches for the alleviation of extreme poverty, based on support for the action taken by the poor themselves, and on identification of the necessary accompanying measures to ensure sustainable impact, in collaboration in particular with microfinancing institutions;
- (b) to allocate for this purpose an amount of \$2,540,400 for programme costs, \$8,480,300 for staff costs and \$137,300 for indirect programme costs.

Main line of action 1. Making the best use of the results of the MOST programme

02251

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,880,000 |
| Extrabudgetary: | \$2,000,000 |

Background. The mid-term evaluation of the MOST programme, which was carried out in 1998, and the recommendations of its Intergovernmental Committee, have both provided an endorsement of the first phase in the establishment and expansion of this programme. The 17 networks which have been set up and the publications produced under the MOST programme form a solid basis for developing social science research – international, comparative and interdisciplinary – on a broad range of topics in the three areas covered by MOST: the management of multicultural and multi-ethnic societies; the governance of cities; and coping with global-local linkages. Several topics initially developed on a regional basis have acquired broader geographical coverage: in the case of migrations, networks have been set up in Africa, Latin America and the Caribbean and in Central and Eastern Europe following the network already widely developed in the Asia-Pacific region. The linkage between research and action has proved its usefulness in several convincing cases, particularly the revitalization of inner cities (Quito, Marrakesh) and the development of small coastal towns: the sites of Essaouira and Mahdia may now be taken as examples; along with the site of Saïda they form the basis of a network which is expected to extend to other sites in the Baltic and Adriatic Seas. Research on the different forms of globalization and their implications has become particularly active in respect of problems connected with drugs or with certain specific geographical areas such as the circumpolar regions.

Strategy. In accordance with the recommendations of the mid-term evaluation, the second phase of implementation of the MOST programme will be aimed, on the one hand, at consolidating a limited

number of networks and encouraging their interconnection and, on the other, at extracting from the work of those networks a well-structured set of conclusions which may be of assistance in formulating social development policies and increasing the participation of local communities and disadvantaged groups (women, young people, indigenous populations and, in a more general way, populations suffering from poverty) in the decision-making processes. An innovative policy for the targetted publication and dissemination of information (handbooks, videos, booklets, seminars, etc.) will seek to reach the various beneficiaries in the most appropriate ways. New partnerships will be developed for that purpose with the regional and international social science associations. The follow-up to the world conferences organized within the United Nations system (Rio de Janeiro, Copenhagen, Beijing, Istanbul) and to the World Conference on Science, and the desire to achieve greater complementarity will be two decisive selection criteria for the launching, if the development of the programme so requires, of possible new activities.

Results expected at the end of the biennium

- ◆ The number of countries and partners participating in MOST projects increased; a number of MOST research networks rendered sustainable, through, in particular, enhanced collaboration with new centres of excellence (such as CAPTRANS) and UNESCO Chairs related to the MOST themes;
- ◆ More and better information (in terms of interdisciplinarity, international comparability, closer connection between the situation in the field and analytical work) generated by the MOST programme and disseminated;
- ◆ Effective means of disseminating, communicating and explaining research findings to an array of policy actors identified and tested;
- ◆ Greater use of the expertise generated by the MOST networks for assistance in policy and project formulation promoted among a number of Member States, organizations of the United Nations system or other partners;
- ◆ International debate promoted on innovative strategies developed through the work carried out by MOST (integration and equality in multicultural societies, revitalization of city centres, management of international migrations, etc.).

Main line of action 2. Poverty alleviation

02252

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 660,400 |
| Extrabudgetary: | \$6,870,000 |

Background. Within the framework of the United Nations Decade for the Eradication of Poverty (1997–2006), the General Conference wished UNESCO to accord “high priority to the issue of extreme poverty, ensuring in particular that population groups in situations of extreme poverty and social exclusion are effectively reached” (29 C/Resolution 53). By approving the Director-General’s proposals submitted in document 159 EX/9, the Executive Board has endorsed the preparation, on an intersectoral basis and under the impetus of the MOST programme (itself refocused for that purpose), of a UNESCO strategy in this field.

Strategy. Priority will be given to involving UNESCO more fully in the international effort undertaken to alleviate poverty in accordance with the international development objectives set as a result of various recent world conferences. In that regard the mobilization of all sectors, based on wide-ranging consultations with appropriate partners, first, to set relevant and realistic housewide high-impact objectives and, secondly, to recast their programmes in order to meet those objectives as a matter of priority and in a concerted manner, constitutes an indispensable precondition. A complete strategy proposal with activities spread over the next three biennia will be submitted to the Executive Board at its 160th session. Lastly, activities in keeping with earlier approaches will be carried out during the last three semesters of the 2000–2001 biennium, such as demonstration projects in a number of cities of the Mediterranean basin, the mobilization of the inhabitants with a view to the redevelopment of impoverished city centres or activities to ensure that local development

initiatives interlock more smoothly with national poverty alleviation policies. UNESCO's expertise in providing institutional and social support for micro-finance will continue to be an asset in its action.

Results expected at the end of the biennium

- ◆ An organization firmly established internationally as one of the key partners in the design and delivery of Poverty Reduction Strategy Papers (PRSPs) by promoting effective consideration of education, science, culture and communication in national development policies while striving to secure the full participation of civil society in both the design and implementation of these strategies;
- ◆ Introduction in some test countries of integrated strategies, simultaneously involving action aimed at governments (assistance with policy formulation), citizens (promotion of public debate, in particular through the media, on poverty issues), the inhabitants themselves (by supporting capacity-building through education and action in the field of human rights) and moral, in particular intellectual and scientific, authorities to further national recognition of the challenge of poverty eradication;
- ◆ Greater emphasis, in the international approach to poverty alleviation policies, on factors other than the mere measurement of income disparities, and the development of data and indicators that are both more complex and more representative of the real life of the people concerned;
- ◆ Public opinion alerted to the idea that extreme poverty is an infringement of human rights and thus establishment of a broader social base for government commitment to more rapid worldwide poverty reduction through the adoption of national policies, in particular targeted aid, and respect for international commitments geared to that end;
- ◆ Reinforcement of UNESCO's status as a scientific and documentary authority for the collection and dissemination of best practices in this field, and promotion of their transfer, in particular through training at various levels, associated as much as possible with the development of the use of the new technologies.

■ Cities: Management of social transformations and the environment

02255

| | |
|---------------------|-----------|
| Regular budget | |
| ● Activities: | \$329,000 |
| ● Decentralization: | 55.3% |
| Extrabudgetary: | — |

02256

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to complete the implementation of the pilot projects under way, which are aimed at enhancing both the urban environment and living conditions in underprivileged peripheral urban areas, and to draw from them lessons that may be applicable in other contexts;
- (b) to allocate for this purpose an amount of \$329,000 for programme costs, \$302,900 for staff costs and \$29,900 for indirect programme costs.

Background. This project, launched in 1996, is entering its final phase. Of the three sites initially selected for the pilot projects, only Yeumbeul, Senegal, and Port-au-Prince, Haiti, have reached a level of development which makes it possible to draw conclusions which may be applied in other contexts. The partnerships established locally with various international development agencies and numerous local NGOs, in addition to the intersectoral collaboration with the MAB and MOST programmes and

the project on coastal towns (CSI), will all be of valuable assistance in ensuring broad dissemination of the results obtained.

Strategy. Aimed as they are at promoting social and economic activities (improvement of housing and sanitation, job creation, etc.) by mobilizing the inhabitants themselves and ensuring coordination of all protagonists at the various levels, these pilot projects are devised for framing a methodology for endogenous development based on improved governance and civic participation, in coordination with local associations and municipalities. The completion of the activities under way at the two sites and external evaluation of the experiments thus carried out should make it possible to construct a model which may be proposed both to researchers and to actors on the ground.

02257

Results expected at the end of the biennium

- ◆ Tangible improvement of living conditions and development practice at a number of pilot sites achieved through coordinated participation of all parties involved in decision-making and of the inhabitants concerned; evaluation and theoretical modelling of the experience gained at the sites undertaken with a view to applying it in other contexts;
- ◆ Preparation of a network of pilot projects based on this experience linking a number of sites in Asia and Latin America initiated.

Programme II.3

Medium-Term Strategy, paragraphs 37–42 and 99

Philosophy, ethics and human sciences

0230

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$2,145,700 |
| • Decentralization: | 9.3% |
| Extrabudgetary: | – |

02300

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) encourage the application, by the Member States, of the principles set out in the Universal Declaration on the Human Genome and Human Rights and promote international reflection on ethical issues related to the advance of science and technology, in particular within the framework of the International Bioethics Committee and the World Commission on the Ethics of Scientific Knowledge and Technology;
 - (ii) promote the role of philosophy and human sciences in the analysis of contemporary processes, and of their impact on modes and tools of reflection, in particular through cooperation with non-governmental organizations working in these fields, and promote the status and scope of philosophy education as a component of ethical education and a tool for democracy apprenticeship;
- (b) to allocate for this purpose an amount of \$2,145,700 for programme costs, \$2,056,300 for staff costs and \$136,100 for indirect programme costs.

Main line of action 1. Ethics of science and technology

02301

| | |
|----------------|-----------|
| Regular budget | |
| • Activities: | \$883,500 |

Background. UNESCO's privileged position as a forum for ethical reflection on science and technology has been strengthened during the last few years. This is borne out in particular by the endorsement by the United Nations General Assembly at its 53rd session of the Universal Declaration on the Human Genome and Human Rights which the General Conference had adopted unanimously at its 29th session. In 1998–1999 the International Bioethics Committee entered a new stage of its existence; its Statutes, as adopted by the Executive Board, have instituted, in addition to the Committee itself, composed of personalities appointed by the Director-General, an Intergovernmental Committee of 36 Member States. The Executive Board also adopted the Statutes of a World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), which has established its subsidiary bodies and held its first meeting in Oslo in April 1999. The commitment thus made by the Member States and scientific communities has been accompanied by greater awareness of the problems posed by bioethics thanks to the establishment of information networks and the organization of public debates.

Strategy. In 2000–2001 UNESCO will encourage the application by the Member States of the principles set out in the Universal Declaration on the Human Genome and Human Rights, pursue its examination of the ethical and legal questions raised by the rapid development of the life sciences and the resultant technologies, and lead public debate on different aspects of the subject (including such issues as human rights and rights of the child), in particular through educational and information activities. It will also broaden the scope of the reflection conducted by COMEST – which began in 1999 with the ethics of energy and of the utilization of freshwater resources – to three other fields of priority interest: the ethics of the information society (characterized by the predominance of images and their impact on the written word, the immediacy of information, the multiplicity of information sources, etc.), the ethics of outer space (pollution by space debris, re-entry into the atmosphere of elements of space, etc.) and the ethics of the environment, both physical and social and cultural, in the context of sustainable development.

Results expected at the end of the biennium

- ◆ National capacities to organize public debate on the ethical and legal aspects of the issues raised by the life sciences and biotechnologies reinforced through: active follow-up of the Universal Declaration on the Human Genome and Human Rights; support for the establishment of national ethics committees and for the formulation of national legislation; wide dissemination of work done by UNESCO through publications for specialists, decision-makers, both public and private, and the public at large (with the possible publication of the World Bioethics Report) and through bioethics education modules for teachers and students;
- ◆ Exchanges of information and experience at the international and regional levels increased with the development of the UNESCO Internet site, the networking of data banks set up by existing bioethics committees, centres and programmes and establishment of three regional networks (Latin America and the Caribbean, Africa, and countries bordering the Mediterranean);
- ◆ Public and decision-makers (e.g. parliamentarians) made more aware of a number of “risk situations” arising from the development of science and technology, and a set of guidelines to inform decisions on the management of those risks provided.

Main line of action 2. Philosophy and the human sciences

02302

Regular budget

● Activities: \$1,262,200

Background. Action taken during the last two biennia has helped to highlight the importance of philosophy education as part of ethical education and an instrument for democracy apprenticeship. Chairs in philosophy have been established, networks have been set up in the various regions and the dissemination of major philosophical works has been expanded through recourse to audiovisual and electronic media, as in the case of the *Multimedia Encyclopedia of Philosophical Sciences*. Furthermore, the project on universal ethics, launched in 1997, has stimulated international reflection on the conceptual and philosophical basis for efforts to identify fundamental values shared by different cultures which could foster harmonious intercultural relations. The International Centre for Human Sciences (Byblos), established by the General Conference at its 29th session, has formed its International Scientific Committee and set up nine research domains. It is gradually becoming established as a virtual university of human sciences.

Strategy. UNESCO will continue its efforts to promote philosophy education and knowledge through various supportive activities in education, research and publishing. While completing its work on the concept of universal ethics, UNESCO will encourage dialogue among different philosophical traditions and human science disciplines to reach a better understanding of the impact of current social transformations on modes and tools of reflection. A pilot study will be launched on this subject, which will involve, in addition to the collaboration of the International Council for Philosophy and Humanistic Science (ICPHS) and the International Centre for Human Sciences at Byblos, the cooperation of the education, culture and communication sectors, and will be implemented in such a way as to provide a basis for reflection on interdisciplinarity.

Results expected at the end of the biennium

- ◆ The status and scope of philosophy education in its various forms improved through the strengthening of existing regional networks, the establishment of approximately six new UNESCO Chairs and the electronic dissemination of information and philosophical works;
- ◆ A state-of-the-art survey of reflection in various institutes and networks involved in the quest for “universal ethics” undertaken;
- ◆ Formation of an international network of researchers grouping together various social and human science disciplines involved in studying new “lines of thought” at the dawn of the third millennium.

Towards a culture of peace

Components of the transdisciplinary project implemented by the Social and Human Sciences Sector

02501

All programme sectors are required to work together to celebrate the International Year for the Culture of Peace, in particular by mobilizing their institutional partners such as, in the case of the Social and Human Sciences Sector, the UNESCO Chairs in human rights, peace, democracy and tolerance, associations of universities, regional networks in tolerance and non-violence, institutes for peace and human rights research and education, international non-governmental organizations specializing in the subject, parliamentarians, women's organizations, etc.

02502

The Social and Human Sciences Sector will also hold the main responsibility for the implementation of the plan of action below.

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

Main line of action 2. Contributing to the implementation of the Programme of Action on a Culture of Peace (cf. para. 05102)

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,128,600 |
| Extrabudgetary: | \$1,500,000 |

Background. The work done over the last two biennia to explore the basic concepts of the culture of peace has brought out the need to adopt an integrated approach to its various dimensions (human rights, non-discrimination, prevention of violence, democracy, etc.). The reflection undertaken as part of celebrations of the fiftieth anniversary of the Universal Declaration of Human Rights (to which UNESCO made an important contribution), the work of the International Panel for Democracy and Development, chaired by Mr Boutros Boutros-Ghali, the implementation of the "DEMOS" project in Latin America and in Africa, and the activities of the regional networks for the promotion of tolerance have all highlighted the new challenges to respect for human rights and the promotion of democratic principles posed by problems related to the management of cultural diversity in a context of increasing globalization. At the same time, the activities connected with a new approach to security, which have been developed in Africa, Latin America, South-East Asia and Europe, have underlined the need for concerted action that deals simultaneously with non-military threats to peace and heterogeneous forms of violence, and the necessity of placing more emphasis on traditional methods of conflict resolution. In the same connection, the efforts deployed under the Women and the Culture of Peace programme, the Zanzibar Declaration and the Women's Agenda for a Culture of Peace in Africa, have made it possible to draw up an agenda for the future aimed at checking new forms of discrimination and violence directed against women and at enhancing the role of women in non-violent conflict resolution at the national and local levels.

Strategy. It is proposed to concentrate efforts in 2000–2001 on promoting and strengthening actions at national and local levels which aim at contributing to the implementation of the Programme of Action on a Culture of Peace. They will be geared to fostering the adoption of an integrated approach to the various dimensions of a culture of peace and to buttressing the implementation of mobilizing projects foreseen in the framework of the International Year for the Culture of Peace. These actions will concern in particular (i) the development of education and training in promoting dialogue, consensus building and the peaceful settlement of disputes, with particular emphasis on fostering relevant local and indigenous practices. Emphasis will be on actions that foster understanding, tolerance and solidarity throughout society, in particular with regard to various categories of vulnerable groups; (ii) the promotion of respect for all human rights, giving particular attention to strengthening national and local capacities for initiative; (iii) the ensuring of equality between women and men and the elimination of all forms of discrimination and

violence against women; and (iv) the strengthening of democratic participation and adherence to democratic principles. Special emphasis will be placed on fostering greater involvement of women in the prevention and resolution of conflicts and in fostering a culture of peace in post-conflict situations.

Results expected at the end of the biennium

- ◆ Innovative and traditional local practices of peaceful conflict management promoted and the best experiences in this field, in particular in the perspective of preventing violence and conflicts at their source widely disseminated;
- ◆ Cooperation among the principal mechanisms and actors involved, locally or nationally, in promoting peace and non-violence, the observance of human rights and democratic principles, personal security and the sustainable management of cities strengthened, in particular in the framework of the mobilizing projects foreseen in main line of action 1 of Unit 1;
- ◆ National institutions and capacities in the field of human rights strengthened and the adoption of national policies aimed at respect of all human rights for all encouraged, in the context of the implementation of the Vienna Declaration and Programme of Action, adopted by the World Conference on Human Rights;
- ◆ The universal implementation of human rights in UNESCO's fields of competence promoted, in particular the right to education, and cooperation within the United Nations system in monitoring progress achieved in this regard further strengthened;
- ◆ Contribution to the preparation of the International Year of Mobilization against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001) and the United Nations World Conference on this subject, as well as to the regional preparatory conferences; sensitization of public opinion and decision-makers to recurrent and new forms of discrimination and measures to prevent and reduce them further;
- ◆ Greater adhesion to the principles of tolerance and non-violence promoted in particular through: increased training on dialogue and consensus building within and between societies and groups, the consolidation and development of regional networks on tolerance and non-violence; the promotion of the application of the Declaration of Principles on Tolerance, the implementation of the follow-up action plan for the United Nations Year for Tolerance; and contribution to the celebration of the International Day for Tolerance;
- ◆ Initiatives to promote democratic principles and practices encouraged through the strengthening of national institutions and processes that promote and sustain democracy, in close cooperation with the United Nations agencies and competent regional organizations; the reinforcement of information exchanges and the training of public officials concerning modalities of participation in democratic processes;
- ◆ Best practices in overcoming gender inequalities and violations of women's human rights and in promoting women's participation in social, economic and political decision-making widely disseminated, in cooperation with United Nations agencies and other relevant institutions and organizations; regional networks of women working for a culture of peace strengthened;
- ◆ Increased awareness of how stereotyped roles of women and men affect their attitudes towards violence, their potential to resolve conflicts peacefully promoted through support for anti-violence groups and networks, notably among young men.

Unit 2. Educating for a culture of peace

Main line of action 1.

Development of national plans and programmes of education for a culture of peace (cf. para. 05201)

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 365,000 |
| Extrabudgetary: | \$1,200,000 |

Background. The long-term objective that UNESCO has set itself with regard to education for a culture of peace is to develop a complete system of education and training for peace, human rights and democracy, tolerance, non-violence and international understanding, which is aimed at all population groups and encompasses all levels of education, both formal and non-formal. For this purpose, the international

community has at its disposal a highly developed framework for reflection and action,¹ which now needs to be fully implemented. Over the last two biennia, UNESCO has endeavoured to sensitize Member States to the need to draw up national plans of education for the culture of peace. It has done so in particular by organizing, within the framework of the Plan of Action for the United Nations Decade for Human Rights Education, a series of regional conferences designed to evaluate existing national plans of human rights education and to elaborate strategies aimed at further developing or strengthening them. Four conferences have been held, in Europe, Africa, Asia and the Pacific, and the Arab States.

Strategy. UNESCO will continue, in close cooperation with the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance, to monitor implementation in Member States of standard-setting instruments and plans of action relating to education for a culture of peace. The series of regional conferences on human rights education will be rounded off with the convening of a conference for Latin America and the Caribbean, and recommendations will be formulated – in collaboration with the Office of the United Nations High Commissioner for Refugees – for the successful implementation of the last segment of the Plan of Action for the Decade. At the same time, partnerships will be strengthened with national institutions and intergovernmental and non-governmental organizations with experience in the various areas of education for a culture of peace – the aim being to develop a holistic vision of the diverse approaches currently used in this respect (such as peace education, human rights and democracy education, education for tolerance or for non-violence, etc.).

Results expected at the end of the biennium

- ◆ A new momentum for the preparation, adoption and implementation of national plans for human rights and democracy education provided through, *inter alia*: dissemination of positive experiences and best practices; evaluation of progress made in various countries; and strengthening of the involvement of human rights research and training institutions in the implementation of the Plan of Action for the Decade;
- ◆ Cooperation between regional and subregional networks and institutions such as APNIEVE and the Asia-Pacific Centre of Education for International Understanding, UNESCO Chairs, human rights and peace research institutes, relevant NGOs and IGOs, strengthened with a view to integrating the various approaches relating to education for a culture of peace within a common conceptual framework;
- ◆ Major achievements in the fields of human rights education and peace education publicized through the award of relevant UNESCO prizes.

Main line of action 2. Improving the content and methods of education and training for a culture of peace (cf. para. 05202)

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 763,700 |
| Extrabudgetary: | \$1,800,000 |

Background. Providing teachers and other professionals having special responsibilities in the field of human rights, democracy and security, with educational materials and appropriate skills and methods is critical for the development of a culture of peace. That is why a number of educational materials and teaching aids were prepared, tested and published during the last biennia such as a manual on human rights for

1. More specifically, this framework comprises the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993), the Vienna Declaration and Programme of Action for Human Rights of the World Conference on Human Rights (Vienna, June 1993), the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (Paris, 1995), the Declaration of Principles on Tolerance (Paris, 1995), the Plan of Action to follow up the United Nations Year for Tolerance, and the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004).

universities and other reference guides and training manuals, including among others: *Human Rights: Questions and Answers*, *Introducing Democracy: Eighty questions and answers*, *Human Rights: Major International Instruments*, the *Peace Games*; many of these materials were prepared in cooperation with the network of UNESCO Chairs in human rights, democracy, peace and tolerance, which was greatly expanded in 1998–1999. Finally, UNESCO supported the organization of several training courses for parliamentarians, judges, members of the armed forces and the police, particularly in Latin America and in Africa.

Strategy. The strategy will have two components. First, on the occasion of the International Year for the Culture of Peace, a major effort will be made to encourage the translation, into the greatest possible number of national languages, and wide dissemination of the main teaching materials produced in previous biennia, which will be evaluated with a view to making optimal use of the new communication and information technologies and of the existing networks such as the UNESCO Chairs; support will also be provided for the adaptation of these materials to local contexts. Secondly, encouragement will be given to the development of training modules based on these materials and to the framing of strategies for the training of professionals with special responsibilities, especially those whose work involves target groups living in particularly difficult circumstances (juvenile delinquents, young prisoners, etc.). In this connection, the UNESCO Chairs network, to which support will be provided for its expansion and the reinforcement of its internal cooperation mechanisms, will be asked to focus its efforts on the preparation of these training modules and their distribution.

Results expected at the end of the biennium

- ◆ An inter-agency strategy designed to facilitate the translation of the manual on human rights for universities in interested countries;
- ◆ Existing UNESCO educational materials translated in various languages and widely disseminated; assistance for the elaboration of appropriate textbooks and educational materials provided to countries experiencing pre- or post-conflict situations;
- ◆ The network of UNESCO Chairs on human rights, democracy, peace, tolerance and culture of peace expanded (especially in Asia and the Pacific and in Latin America and the Caribbean) and strengthened; cooperation among the Chairs developed with a view to reinforcing their educational and research potential and their inputs in the elaboration and dissemination of educational aids designed for various groups;
- ◆ A number of regional, subregional or national training sessions organized for educators and for professionals having special responsibilities such as parliamentarians, judges, lawyers, members of the armed forces and the police;
- ◆ As a follow-up to the Special project on “Women’s contribution to a culture of peace in Africa”, women’s role in conflict prevention and peace-building strengthened, through the training of women peace protagonists in some 10 countries in Africa and reinforced networking between women peace researchers, activists and educators, in cooperation with OAU.

Unit 3. From interculturality to cultural pluralism

Main line of action 1. Encouraging intercultural dialogue

(cf. para. 05301)

| | |
|-----------------|-----------|
| Regular budget | |
| ● Activities: | \$ 94,000 |
| Extrabudgetary: | \$500,000 |

Under the project “For Peace and Tolerance: For a Dialogue between Cultures”, mobilization of a growing number of scientific and cultural personalities and of young people with a view to encouraging innovative experiments in favour of intercommunal dialogue.

Regional and subregional strategies

Programme II.1 – Advancement, transfer and sharing of scientific knowledge

In basic and engineering sciences

02701

In Africa, priority will be given to the promotion of: the development of appropriate science and technology systems through inter-university cooperation; research capacities, in particular in biological sciences and biotechnologies; centres of excellence and UNESCO Chairs in selected domains; and maintenance of scientific equipment. Promoting a wider use of renewable energy resources will be a major priority under the World Solar Programme. Efforts will also focus on facilitating access to scientific publications and documents.

02702

In the Latin America and Caribbean region, priority will be given to cooperation with scientific networks (RED POP); to strengthening national research capacities in cell and molecular biology and neuroscience, and to reinforcing research on the human genome through the Latin American Network on the Human Genome. In the Caribbean, attention will be given to the consolidation of scientific networks; development of centres of excellence; strengthening of interdisciplinary science teaching; and promoting projects on renewable energies.

02703

In the Asia and the Pacific region, priorities will include the promotion of science, engineering and technology (SET) policies in the region, in particular by strengthening the Science and Technology Policy Asian Network (STEPAN) programme and its links with similar programmes such as STEMARN in the Arab States region; the development of public-private sector links, UNESCO Chairs and virtual universities in selected domains, and national SET networks across the region; the further development of biosciences and biotechnologies (linked to demographic growth and food security) in cooperation with the International Molecular Biosciences Network; and greater use of solar and other forms of renewable energy. In Central Asia, attention will be given to the renewal of science and technology systems through peer review and legislative measures.

02704

In the Arab States region, emphasis will be placed on capacity-building in science and technology management training as well as assistance in formulating science policies, strategies and legislation within the framework of the STEMARN network; strengthening the USEE programme for upgrading science and engineering education through the use of computer technologies and expanding its scope to include the utilization of recent advanced communication technologies for distance education, lifelong learning and training; and on the initiation of pilot projects in renewable energies in rural areas of North Africa, emphasizing the education component and popularization of the use of renewable energy applications.

02705

In Europe, priority will be given to the process of modernization and restructuring of science and technology systems in Central and Eastern Europe through the organization of peer reviews of science and technology policies and legislations as well as through capacity-building in research and innovation management.

In the social and human sciences

02706

In Africa, priority will be assigned to strengthening networks of documentation centres and to the enhancement of work by research centres.

02707

In the Latin America and Caribbean region, cooperation with regional organizations (e.g. FLACSO, CLACSO) will be geared to support research centres and university networks, in particular through the sharing of documentary resources and research results in priority fields.

- 02708** In the Asia and the Pacific region, a high priority will be given to the diffusion of scientific knowledge (sources, texts, reviews, etc.) to scientific communities, especially in Central Asia, to nurture studies and debates on such themes as development, globalization, poverty; and the establishment of a network of social scientists in the Pacific.
- 02709** In the Arab States region, a fresh impulse will be given to research in the human sciences through the Byblos Centre and in cooperation with relevant UNESCO Chairs.
- 02710** In Europe, special attention will be given to the management of change in societies in transition.

Programme II.2 – Sciences, environment and socio-economic development

Under earth sciences

- 02711** In the Africa and Latin America and Caribbean regions, the rational utilization of non-renewable natural resources will be emphasized in view of the development in these two regions.
- 02712** In the Latin America and Caribbean and the Asia and Pacific regions, priority will be given to assessment and mitigation of natural disasters (earthquakes, landslides, hurricanes, volcanic eruptions, drought and floods) and to post-hurricane Mitch reconstruction and development, with a view to reducing risks of future similar disasters. In the Caribbean, plans will be promoted for natural disaster reduction.
- 02713** In the Eastern Mediterranean region, the project “Reduction of Earthquake Losses in the Eastern Mediterranean Region” (RELEMR) will be expanded to cover the western Mediterranean countries as well.

Under ecological sciences

- 02714** In Africa, priority will be capacity-building (e.g. through the “Ecole régionale pour l’aménagement intégré des forêts tropicales”) and building up the new AfriMAB network with the aim to conserve biodiversity, combat environmental degradation and enhance traditional knowledge, in four thematic sub-networks (arid and semi-arid lands, mountain regions, forest and savannah, coastal and island zones). Better use and management of the region’s environment and natural resources will be promoted by identifying strategic entry points (e.g. best practices generated within the projects “Women in science and technology” and “Indigenous knowledge systems”, notably in the area of medicinal plants.
- 02715** In the Latin America and Caribbean region, emphasis will be on: promoting regional solidarity and cooperation between countries through scientific research in biosphere reserves (CYTED network), with emphasis on biodiversity conservation and rehabilitation of ecosystems, and on cultural links through the Ibero-MAB cooperation on biosphere reserves; and chemistry of natural products and Botany 2000 networks that focus on both traditional and scientific knowledge of the pharmaceutical and medicinal products from plants as well as protection of the rights of traditional peoples to their plants and knowledge.
- 02716** In the Asia and the Pacific region, local community participation in biosphere reserves, ecotourism/conservation practices for local income generation and employment, assessment of conflicting natural resource policies through subregional networks (EABRN, ECOTONE, and SeaBRnet) and transboundary cooperation on biodiversity conservation including building up peace parks using the biosphere reserve and world heritage as models will be emphasized.
- 02717** In the Arab States region, development of partnerships and information exchange through the ArabMAB network and promotion of biosphere reserves in oases to combat desertification will be given priority.

02718

In Europe, priorities will include: integrated monitoring of the environment; the EuroMAB network: research on response of temperate and high latitude (tundra) ecosystems to global change (MAB Northern Sciences network) and promoting a participatory approach to conservation in biosphere reserves in countries in transition. Implementation of biosphere reserves and similar protected areas in the Mediterranean, with emphasis on biodiversity research and management in coastal, marine and island ecosystems. Advanced training on water dynamics, ecological economics and decision-making applied to countries in transition and the Mediterranean.

Under hydrology and water resources development

02719

In Africa, water resource-saving approaches will be adopted by promoting traditional ongoing activities and acknowledging the critical role of women in water management; and making concerted efforts to build partnerships.

02720

In the Latin America and Caribbean region, subregional projects concerning water resources in MERCOSUR and Amazonian countries will be developed.

02721

In the Asia and the Pacific region, emphasis will be on building capacities in water resources management and developing the knowledge base and approaches for conflict resolution, especially in connection with the Hindu-Kush Himalayas subregion. In Central Asia, particular attention will be paid to the Aral Sea; in the Pacific, to fresh groundwater resources for small island communities and to strengthen research on water resources management in the region; and in Asian cities generally, to strategies to minimize urban pollution of groundwater resources, as well as cross-boundary participation in the flow regimes of rivers.

02722

In the Arab States region, particular attention will be on: developing the knowledge base and approaches for water resources management in arid and semi-arid zones, in particular through network building in connection with the “wadi hydrology” and “groundwater protection” activities; and reinforced partnerships with IGOs in the water field.

02723

In Europe, emphasis will be put on strengthening the participation of young scientists and IHP National Committee representatives from Central and Eastern European countries in transboundary projects on innovative approaches to integrated water management.

Under the project: Environment and development in coastal regions and in small islands

02724

In Africa, communication and education strategies for sustainable coastal development will be promoted, including through UNESCO Chairs (PACSICOM follow-up).

02725

In the Small Island Developing States (SIDS) of the Caribbean, Indian, Pacific and Atlantic Oceans, activities will focus upon human development for sustainable islands living, poverty alleviation, planning for changing coastlines and freshwater security.

02726

In the Asia and the Pacific region, the impact of globalization on coastal communities and environments will be assessed through pilot projects.

02727

In the Arab States and Mediterranean regions, intersectoral pilot projects concerning sustainable human development in historic coastal towns will be expanded.

Under the Intergovernmental Oceanographic Commission

02728

The IOC Sub-Commission for the Caribbean and Adjacent Regions (IOCARIBE), the IOC Sub-Commission for the Western Pacific (WESTPAC) as well as the IOC Office in Perth (Australia) planned to be opened in the middle of 1999 will continue to coordinate the full range of IOC activities in respective geographical

areas. In Perth, the Office will focus especially on the balanced regional development of the Global Ocean Observing System (GOOS) and will facilitate the development and enhancement of this programme in the Southern hemisphere. Across South, North, South-East Asia and the Pacific as well as Africa, the engagement of local coastal communities in both conservation and management of ocean resources will be fostered.

Under Social transformations and development (MOST)

02729

In Africa, priority will go to the formulation of participative strategies for integrated development directed to improve the conditions of population groups living in extreme poverty. A more in-depth knowledge of the development actors and their collective role will be emphasized in order to ensure success of operations at the field level.

02730

In the Latin America and Caribbean region, priority will be assigned to enhancing the contribution of social and human sciences to preparing populations to deal with natural disasters; to the issues of multi-ethnic and multicultural societies, especially in big cities; and to the issues of governance.

02731

In the Asia and the Pacific region, priority will be given to studies on the vicissitudes of growth, their links with globalization, particularly in relation with international migrations, and their social effects (especially on women, youth and children) as well as the problems related to major issues such as management of water resources, urban development, space use and the environment, and to issues related to governance.

02732

In the Arab States region, programmes focusing on governance and projects on urban transformation, especially its impact on extremely poor population groups will be emphasized.

Programme II.3 – Philosophy, ethics and human sciences

02733

All the regions are keenly interested in participating in the activities in the area of the ethics of science, technology and bioethics. In the area of philosophy and human sciences, the regional priorities will be as follows:

- ◆ in Africa: strengthening links with international scientific communities;
- ◆ in the Asia and the Pacific region: the pursuit of dialogue between different philosophical traditions focusing on the continuity and change in the mentalities of people living in societies subject to rapid changes; further study of the ethical dimensions of serious issues (water, space, energy, etc.); and the study of the human cost linked to conditions of development (impoverishment, governance, freedom of expression, social justice, etc.);
- ◆ in the Arab States region: further development of the intellectual tradition of the region, in particular through the Byblos Centre.

Cooperation with extrabudgetary funding sources

02801

Under Major Programme II, the support of multilateral institutions such as UNDP, the World Bank, and the regional development banks (ADB, IADB), will be sought to ensure an efficient follow-up to the World Conference on Science through the implementation of programmes and projects aimed at formulating appropriate national science and technology policies. Advantages will be given to programmes common to several countries at the same similar level of development. Funds will also be sought for activities aiming at strengthening national capacities in basic engineering and environmental education and research. Cooperation with funding sources will be strengthened to secure funding for UNESCO's environmental programmes. Special efforts will be made to secure funding for the implementation of the Global Renewable Energy Education and Training Programme.

02802

Extrabudgetary funds will be sought from multilateral and bilateral donors for integrated interdisciplinary programmes and projects covering areas such as water resources management with emphasis on protection of groundwater resources at risk in arid and semi-arid zones, integrated ecosystem management, biodiversity conservation and sustainable use of resources and management of biosphere reserves (particularly in Africa and the humid tropics), interdisciplinary programmes for poverty alleviation with particular thrust on women as principal beneficiary. A special effort will be made to secure funds for integrated projects aimed at the management of threatened water bodies (e.g. the Caspian Sea, the Aral Sea and Lake Chad) and river basins (e.g. the Nile, Niger, Mekong and Tumen).

02803

Partnership will also be sought to obtain funds for the intersectoral project "Environment and development in coastal regions and small islands". IOC will concentrate on generating resources through collaborative programmes with FAO, WMO, UNEP, IAEA and GESAMP, for its international programmes and with bilateral donors for its projects in Africa. In the area of earth sciences, partnership will be built with EU and the national and international funding agencies for projects on capacity-building in geodata handling, remote sensing and mineral deposit modelling. Support will also be sought from development banks and bilateral donors for projects in the field of natural hazards.

02804

At the national level, UNESCO will actively participate in policy and programme formulation and implementation with institutions such as UNDP, the World Bank, the Inter-American Bank and the African Development Bank. Priority will be given to "upstream" activities such as: policy review and formulation, sectoral and multisectoral studies, design of investment programmes and projects. Cooperation will also be intensified with scientific institutions and other specialized intergovernmental organizations in formulating national science and technology policies and development programmes and projects.

02805

In implementing the above strategy, priority will be given to Africa, the least developed countries and the Pacific.

02806

In the area of social and human sciences, the strategy will consist in reinforcing partnerships with multilateral institutions (e.g. UNFPA, UNHCR, UNEP, the World Bank and regional development banks) and bilateral donors in the public and private sector, at the regional, national and local levels, in particular in Latin America, the Africa region and countries in transition. UNESCO will participate more closely in policy and programme development work with these institutions through upstream activities (needs assessment, sectoral studies, design of projects).

02807

Extrabudgetary funds will be sought under the MOST programme in areas related to the management of university teaching and research, multicultural societies, cities, governance, globalization and migrations, and micro-finance as a means of addressing issues related to poverty eradication and urban management. An integrated approach will be proposed on the basis of "best practices" in order to build partnerships among the United Nations system. These strategies will result in the design and dissemination of guidelines and recommendations for crafting innovative programmes that increase effectiveness of poverty-reduction measures, social integration and youth and women empowerment.

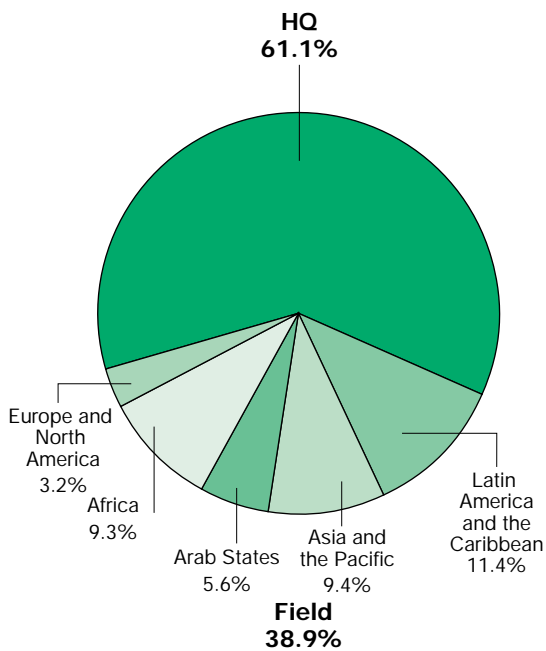
MAJOR PROGRAMME III

Cultural development: the heritage and creativity

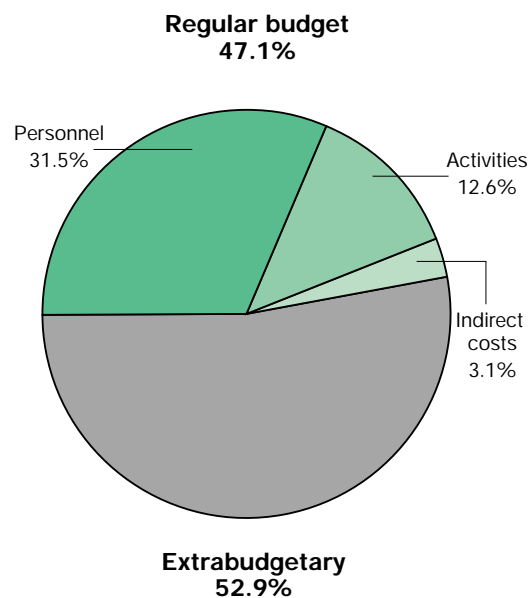
03001

| Regular budget | | | | | Extra-budgetary resources 2000-2001 |
|---------------------|------------|------------|----------------|----------------------------------|----------------------------------------|
| | Programme | | | Total Appropriation 2000-2001 | |
| | Personnel | Activities | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ |
| Major Programme III | 30 949 800 | 12 352 900 | 3 033 100 | 46 335 800 | 52 000 000 |

DECENTRALIZATION OF ACTIVITIES



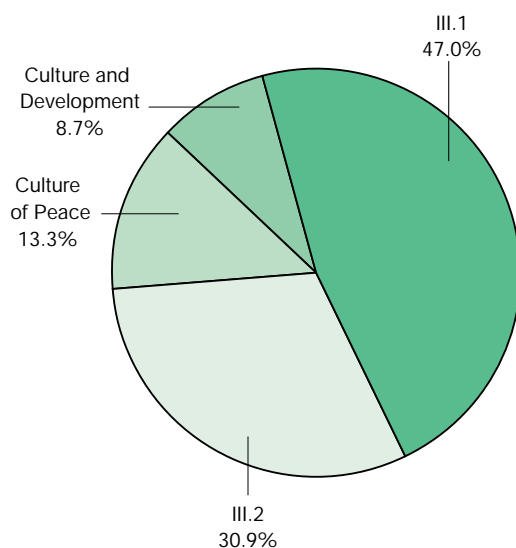
DISTRIBUTION OF TOTAL RESOURCES



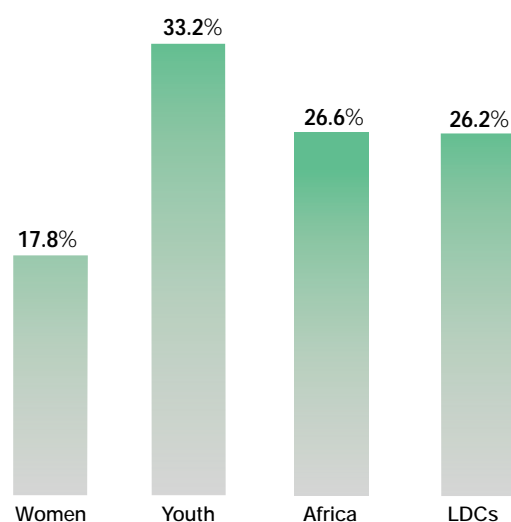
03002

| Programme/Subprogramme | Regular budget | | Extrabudgetary resources |
|-------------------------------------------------------------------------------------------|----------------|-------------------|--------------------------|
| | \$ | \$ | |
| Culture and development | | 1 080 100 | |
| Programme III.1 | | | |
| Preservation and enhancement of the cultural and natural heritage | | 5 809 900 | 45 550 000 |
| Subprogramme III.1.1 | | | |
| Safeguard and revitalization of the tangible and intangible heritage | 4 741 000 | | |
| Subprogramme III.1.2 | | | |
| Promotion of the Convention for the Protection of the World Cultural and Natural Heritage | 1 068 900 | | |
| Programme III.2 | | | |
| Promotion of living cultures | | 3 335 400 | 3 450 000 |
| Reading for All | | 213 300 | 1 000 000 |
| Caribbean People: Tapestry of the Past – Fabric for the Future | | 272 300 | |
| Transdisciplinary project: Towards a culture of peace | | 1 641 900 | 2 000 000 |
| Indirect programme costs | | 3 033 100 | |
| Personnel costs | | 30 949 800 | |
| | | 46 335 800 | 52 000 000 |

DISTRIBUTION OF RESOURCES FOR ACTIVITIES (by programme)



RESOURCES ALLOCATED TO PRIORITY GROUPS



Cultural development: the heritage and creativity

03003 The holding of the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998) and the publication, also in 1998, of the first *World Culture Report* enabled UNESCO to make use of the years of work undertaken for the World Decade for Cultural Development and the work of the World Commission on Culture and Development. The implementation of the Action Plan on Cultural Policies for Development approved at Stockholm, and the pursuit of the process of reflection initiated in the *World Culture Report* are challenges for the Organization at a time when culture is the focus of many interests substantially broader in scope than those associated with a traditional vision of culture and which link domains which have until now been treated separately: heritage and living cultures, artistic creativity and cultural industries, the tangible and intangible, movable and non-movable heritage. UNESCO will thus, during the coming biennia, have to undertake a radical reshaping of its action, in accordance with the new orientations set out in the Stockholm Action Plan.

03004 Beginning with the 2000–2001 biennium, this reshaping will, among other things, take the form of restoring the function of reflection and exchange of experience in the area of cultural policies for development. To that end, UNESCO will work more closely with specialist institutions, databases and networks so as to become a clearing house for information on research, analysis, future studies, best practice and innovation in the field of **culture and development**. At the same time, stress will be laid on endogenous capacity-building, assisting Member States to design frameworks for their cultural policies and encouraging training in cultural administration and management.

03005 Major Programme III will continue to be organized around the two main pillars of safeguarding and revitalizing the heritage and promoting living cultures. Under Programme III.1, **Preservation and enhancement of the cultural and natural heritage**, priority will be given to strengthening endogenous capacities and formulating transdisciplinary approaches that can be applied to the natural and cultural, tangible and intangible heritage. Efforts will be directed towards three main objectives: *preventive action*, by the more effective implementation of existing standard-setting instruments, in particular the Convention for the Protection of the World Cultural and Natural Heritage, the Convention for the Protection of Cultural Property in the Event of Armed Conflict, and instruments to combat illicit trade; *preserving the heritage* and improving its *management*, not only by training and informing specialists, but above all by encouraging local communities to take part in protecting and enhancing sites as part of their own development strategy; and, lastly, *enhancing the value of the intangible heritage* as a major source of inspiration for contemporary creativity, priority being given, in this context, to passing on traditional practices and skills to the younger generations. In the same perspective, efforts will be made to highlight the role the heritage can play in establishing a culture of peace, as a factor in the (re)construction of a shared identity and future.

03006 Three main lines of action are also proposed under Programme III.2, **Promotion of living culture**. The first aims to promote the creation of an *environment conducive to the flourishing of creativity and creation*. Absolute priority in this respect is given to education, in its broadest sense: art education for children and young people, in formal and informal settings; training young artists through live performances; development of endogenous capacities in teaching copyright and neighbouring rights so as to give rights-holders better protection. The second line of action, concerning *crafts*, has been considerably strengthened in view of the growing importance of crafts in strategies to alleviate poverty and promote cultural tourism of benefit to local communities. The last line of action deals with the *development of the book industry and other cultural industries*, at the national and regional levels – an essential factor in maintaining cultural diversity in an increasingly global and interactive world. Efforts will still be focused on promoting books and reading, fields in which UNESCO has confirmed expertise and solid operational basis at the subregional and regional levels. It would be highly desirable, nevertheless, for UNESCO to extend its action to other cultural industries – in line with Objective 3 of the Stockholm Action Plan – and in particular the cinema, which needs to be promoted vigorously.

03007 The focus on concentration and at the same time renewal which has informed the proposals set out below will go hand in hand with a strengthening of intersectoral cooperation – starting with increased coordination between the various entities (Cultural Heritage Division, World Heritage Centre and Division of Ecological Sciences) which are directly responsible for implementing the heritage programme. In that same perspective, two new intersectoral projects are proposed under Major Programme III. The first, “Reading for All”, will combine the efforts of the culture, education and communication sectors to encourage the production (in particular in national and local languages) and dissemination of low cost reading materials and school textbooks and to promote the reading habit among children and young people from deprived backgrounds. The second, “Caribbean People: Tapestry of the Past – Fabric for the Future” will draw on the rich diversity of Caribbean cultures, the sources of strength of a plural identity and sustainable development.

03007 bis The plan of action of this major programme aims at the implementation of the programme resolutions adopted by the General Conference, the texts of which are reproduced at the beginning of the relevant programmes, subprogrammes and intersectoral projects constituting the major programme (*i.e. paragraphs 03011, 03110, 03120, 03200, 03300, 03400*), as well as of the resolutions cited below:

- 26 Draft convention concerning the protection of the underwater cultural heritage
- 27 Promotion of the return of cultural property to its countries of origin or its restitution in case of illicit appropriation
- 28 Jerusalem and the implementation of 29 C/Resolution 22
- 29 World Poetry Day
- 30 Arabia Plan
- 31 Preparation by UNESCO of the United Nations Year of Dialogue among Civilizations

- 32 UNESCO in the twenty-first century: its role in the field of culture
- 33 Promotion of arts education and creativity at school as part of the construction of a culture of peace
- 34 The transatlantic slave trade and slavery: a crime against humanity

the text of which appears in Volume 1 of the Records of the 30th session of the General Conference.

The plan of action also takes into account draft resolutions (DRs) relating to this major programme approved by the General Conference and, to the extent possible, those which did not meet fully the criteria of admissibility.

Culture and development

Medium-Term Strategy, paragraphs 119–122

03010

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$1,080,100 |
| • Decentralization: | 12.7% |
| Extrabudgetary: | – |

03011

- The General Conference
Authorizes the Director-General:
- (a) to implement the corresponding plan of action in order to promote public policies that recognize the central role of culture in development, including the creation of income-generating activities, by mobilizing and sharing information and new knowledge in this domain, in particular concerning the trade in cultural goods, facilitating the elaboration of innovative policy frameworks and strengthening national and local capacities in the management/administration of cultural institutions, and to develop further inter-agency cooperation with a view to establishing close links between cultural and educational, social, health and development policies;
 - (b) to allocate for this purpose an amount of \$1,080,100 for programme costs, \$744,800 for staff costs and \$319,600 for indirect programme costs.

The urgency of bringing culture from the margins to the heart of policy-making for development was underscored by the World Commission on Culture and Development and confirmed by the Action Plan adopted by the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998). The numerous initiatives launched in 1998–1999 by governments as well as international organizations and funding agencies have highlighted the need for UNESCO to strengthen and renew its long-standing efforts in this domain. The 2000–2001 biennium will therefore mark the first phase of a strategy designed to consolidate UNESCO’s leadership role in the field of culture and development and to convince governments to develop and implement more broadly based cultural policies in the spirit of the Stockholm Action Plan. This strategy will be fivefold, aiming at: (i) the monitoring, collection, and dissemination of policy-relevant knowledge and information through strengthened support to regional information networks such as CULTURELINK, the Asia-Pacific Regional Centre for the CULTURELINK Network (APRCCN), CIRCLE, the Observatory on Financing Culture in Central and Eastern Europe, the Southern African Cultural Information System (SACIS), the International Centre for the Bantu Civilizations and the Latin American and Caribbean Cultural Information System (SICLAC); (ii) the promotion of capacity-building in the Member States by promoting debate on the issues raised in the report “Our Creative Diversity”, by providing advisory services for the design of cultural policies and by supporting training programmes on the management and administration of cultural institutions having regard to traditional practices; (iii) the mobilization of expertise networks and new knowledge through the constitution of an informal international consultative network of institutions and individuals specialized in cultural policies, focus being put on the interpretation, comparison and forecasting of actual and new trends in the field of culture and development and on the exchange of expertise in the area of cultural data collection and cultural indicators development; (iv) the encouragement and co-sponsorship of initiatives aimed at contributing to the acknowledgement of the cultural dimension of development, such as the second International Congress on Culture and Development (Havana, 2001) and the preparation of the Pan-African Conference on Culture and Development (Lomé, 2001); and (v) the continuation, as part of its intellectual watch role, of the debate on relations between culture, the market and globalization initiated at the expert meeting “Culture: a form of merchandise like no other?” (UNESCO, June 1999), and raising the awareness of Member States about the importance of the issues involved in that debate.

SPECIAL PROJECT: African Itinerant College for Culture and Development (AICCD). Launched in 1996, this regional project is aimed at strengthening national capacities in Africa for planning, monitoring and evaluating development strategies, programmes and projects in a cultural perspective. In 2000–2001, it will be strengthened in the light of the conclusions of the evaluation of the experimental phase and the consultations with potential donors carried out in 1998–1999. Partnership with National Commissions, NGOs, academic institutions, development organizations and international funding agencies will be developed. The goal is for some 200 decision-makers, planners and development workers to be sensitized to the interactions between cultures and different development issues such as HIV/AIDS prevention. The College will also stimulate networking and cooperation between specialists, universities and scientific institutions with a view to promoting research, training and dissemination of information relating to culture and development in Africa, and consultations on the role of culture in the implementation of development plans.

03012

Results expected at the end of the biennium

- ◆ UNESCO's role as a clearing house and observatory in the field of cultural policies established and recognized and existing regional and subregional culture information networks reinforced and interlinked;
- ◆ Innovative cultural policies, based on the principles and objectives defined in the Stockholm Action Plan, designed and possibly implemented in at least four countries;
- ◆ Observable improvement in the management/administration of cultural institutions in several national or regional settings as a result, *inter alia*, of the setting up of a South-South network of training centres and of the extension of the UNESCO Chairs network in cultural management, in particular in the least developed countries;
- ◆ The African Itinerant College for Culture and Development rendered partly self-sustaining;
- ◆ Through the publication of the *World Culture Report*, strengthened awareness of a number of trends and issues affecting the state of cultures worldwide and of the need to develop cultural data and indicators to improve policy decisions;
- ◆ Development of UNESCO's role as an intellectual forum for questions related to the impact of the new international context with regard to cultural goods.

Programme III.1

Medium-Term Strategy, paragraphs 123–133

Preservation and enhancement of the cultural and natural heritage

03100

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$ 5,809,900 |
| • Decentralization: | 36.5% |
| Extrabudgetary: | \$45,550,000 |

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

0311

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$ 4,741,000 |
| • Decentralization: | 43.5% |
| Extrabudgetary: | \$30,550,000 |

03110

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) build up preventive action by encouraging Member States to ratify and, as appropriate, improve the application of international conventions and recommendations concerning the protection of the tangible and intangible cultural heritage;
 - (ii) contribute to the improved integration of heritage management in national development plans by strengthening endogenous capabilities in the preservation and management of sites, and in the area of museology;
 - (iii) foster the preservation and revitalization of the intangible heritage by contributing to the training of specialists in the areas of collection and conservation and by giving high priority to the enhancement and transmission of that heritage, and carry out a preliminary study on the advisability of regulating internationally, through a new standard-setting instrument, the protection of traditional culture and folklore;
 - (iv) through operations to restore heritage damaged by conflicts, strengthen social harmony having regard to a culture of peace;
- (b) to allocate for this purpose an amount of \$4,741,000 for programme costs, \$18,510,200 for staff costs and \$1,323,600 for indirect programme costs.

Main line of action 1. Implementation of norms and preventive action for the protection of the cultural heritage

03111

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 769,100 |
| Extrabudgetary: | \$5,550,000 |

Background. The various UNESCO conventions and recommendations on the protection of the cultural heritage provide international standards on which to base national legislation and international agreements. The three existing conventions – the Convention for the Protection of the World Cultural and Natural Heritage, the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its First Protocol, and the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property – have been supplemented, by the adoption of the Second Protocol to the Hague Convention, a critically important instrument requiring promotion. In the field of preventive action, the implementation of various intersectoral pilot projects relating to the cultural heritage, undertaken in the framework of the International Decade for Natural Disaster Reduction has contributed during the past biennium to better identifying the needs, in particular at the local level, concerning training and exchange of experiences and information in this field.

Strategy. The first element of the strategy to be followed during 2000–2001 will be geared to buttress policy and practice to safeguard and enhance the tangible cultural heritage, in accordance with the various provisions of Objective 2 of the Stockholm Action Plan. This will involve meetings of experts to formulate and refine new norms; publications and information sessions to promote the adoption of existing instruments; training workshops to assist in their implementation. The second, concerning emergency response and strengthened preparedness, will aim both at reinforcing the international exchange of information and experience gained at national and municipal levels and at pooling international expertise and resources, through the International Committee of the Blue Shield and the UNESCO/ICA/ICOM/ICOMOS/ICCROM inter-agency task force.

Results expected at the end of the biennium

- ◆ The UNESCO conventions ratified by an increased number of countries; national legislation for the protection of the cultural heritage improved in several countries; a conference organized on the implementation of UNESCO conventions and other international instruments on the protection of the cultural heritage;
- ◆ Progress in formulating a new convention on the underwater cultural heritage; action taken to promote the Second Protocol to the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict, so as to achieve as soon as possible the 20 instruments to bring it into force and to prepare for the activity of the committee which it establishes;
- ◆ International and national legal protection against the illicit import, export and transfer of ownership of cultural property reinforced through improved training for the professionals involved, dissemination of information and coordination of data banks on stolen or misappropriated cultural property;
- ◆ National capacities to prevent and respond to emergency situations upgraded through the establishment of a roster of teams of experts in emergency cultural heritage preservation.

Main line of action 2. Cultural heritage and development

03112

| | |
|-----------------|--------------|
| Regular budget | |
| ● Activities: | \$ 2,393,000 |
| Extrabudgetary: | \$10,000,000 |

Background. The Stockholm Plan of Action has drawn attention to the crucial role that cultural heritage can and must play in sustainable development. Moreover, national, bilateral, and multilateral development agencies are increasingly interested in using the cultural heritage as an important motor for development through the enhancement of major cultural heritage sites, the rehabilitation of historic towns and urban centres, and museum development, among others. UNESCO's experience and expertise, gained through many decades of wide-ranging activities, give the Organization a valuable comparative advantage as it gears itself to play an enhanced key role in the process of linking the preservation and enhancement of the cultural heritage to development efforts.

Strategy. The choice, definition and forms of implementation of the activities will hinge on the following strategic policy lines: application of an integrated concept of site restoration and rehabilitation activities designed to contribute to better living conditions for local people and mitigation of poverty; improvement of the endogenous capabilities of Member States through the training of conservation professionals in "best practices" regarding the safeguarding and enhancement of the heritage; increased cooperation with public and private partners, development agencies and funding sources with a view to implementing joint projects; promotion of a new perception of the educational, social and economic roles of museums; establishment and dissemination of the principles and practices of genuine cultural tourism, of the sort that makes for greater international understanding while permitting lasting solutions to the development needs of local communities. Finally, the impact and the methods of organization of international safeguarding campaigns conducted over the last 10 years will be evaluated.

Results expected at the end of the biennium

- ◆ The protection and conservation of outstanding cultural sites enhanced in particular through the further implementation of four international campaigns (Tyre, the National Museum of Egyptian Civilization, Gorée and the cultural monuments of Ethiopia) and the completion of four others (Kathmandu, Pharpur Bagerhat, Antigua-Guatemala and Haiti);
- ◆ Feasibility study on the project "The selection of the Monuments of the Millennium and the establishment of an International and Regional Monuments Fund";
- ◆ A number of large scale restoration projects, particularly in historic towns and city centres, launched and implemented in cooperation with national and international partners; the cultural aspect of development enhanced in at least five internationally financed rehabilitation projects (e.g. the World Bank and regional development banks);
- ◆ Contribution to strengthening endogenous capacities through the training of specialists in the conservation of techniques and materials, the dissemination of best practices, encouragement for the use of new technologies and the revitalization of traditional restoration techniques;
- ◆ Enhanced exchange of information in the field of museology, through continued publication of the periodical *Museum International* in the Organization's two working languages by more effective and less costly means, and support for the development of museums and specialized Internet sites in the various world regions;
- ◆ Strengthening of inter-university cooperation, in particular through the international UNESCO Forum – University and Heritage network with a view to implementing joint promotion projects and conducting studies and compiling inventories of the heritage;
- ◆ Enhancement at the local and national levels of the design of cultural tourism strategies, in particular through training courses, and strengthening of partnerships with the tourist industry.

Main line of action 3. Preservation and revitalization of the intangible heritage

03113

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 982,300 |
| Extrabudgetary: | \$9,000,000 |

Background. Intangible cultural heritage encompasses the most fundamental aspects of living culture and tradition and as a mainspring of creativity, it is a dynamic and constantly evolving phenomenon. Its manifestations are broad and diverse, whether related to oral traditions, traditional knowledge, creation of material culture, or value systems of the performing arts. Together with tangible heritage, it plays a key role in fostering cultural diversity and creativity, and in promoting pluralism. Intangible cultural expressions must continue adapting to emerging challenges and opportunities while maintaining their unique characteristics. In the context of globalization and related phenomena such as the information and communication revolution, there is a growing awareness today of the urgent need to pay increased attention to the revitalization of intangible heritage as a means to promoting cultural identity, diversity, creativity, freedom of expression and pluralism. While efforts are currently under way to devise a comprehensive strategy to respond to this need in the framework of the next Medium-Term Strategy, it is proposed that, already in the current biennium, initiatives be taken to refocus certain actions along the following lines.

Strategy. In keeping with recent assessments¹ the strategy will seek to highlight the significant role that communities and practitioners play in the revitalization process, and to encourage and support their initiatives in preserving and revitalizing their intangible heritage. Actions will emphasize advisory services, policy guidelines and capacity-building activities devised to encourage governments: to provide cultural groups, local communities and practitioners of intangible culture with incentives (such as official recognition, legal protection, health benefits, tax deductions or subventions, adequate training and facilities, fellowships and grants, etc.); to integrate teaching training programmes concerned with intangible culture in education curricula; and to promote through activities such as festivals, competitions, television programmes, Internet resource sites. Special attention will be paid to creating income-generating activities in the field of intangible heritage (performance, recording, craft manufacturing, cultural tourism, etc.), especially in developing countries and among minorities; and to promote the international recognition of intangible heritage in particular through standard-setting instruments as an essential contribution to perpetuating cultural pluralism. In this context, particular attention will be paid to the new project “Proclamation of masterpieces of the oral and intangible heritage of humanity” and to strengthening cooperative action with NGOs which are actively involved in safeguarding and promoting intangible cultural heritage and with other potential national and international partners. The challenge is to pursue dynamic, community-based and collaborative approaches to intangible cultural heritage so as to ensure its continuity and vitality for future generations.

Results expected at the end of the biennium

- ◆ Establishment of the first procedure for proclaiming “masterpieces of the oral and intangible heritage of humanity”;
- ◆ Strengthening of national or regional capacities for the safeguarding and revitalization of the intangible heritage through the organization of training courses, festivals and competitions;
- ◆ Assistance in matters of standard-setting to some ten States on the basis of the Recommendation on the Safeguarding of Traditional Culture and Folklore, stressing the importance of involving the communities concerned in the revitalization of their intangible heritage, and the importance of compiling national inventories;

1. The International Conference, “A Global Assessment of the 1989 Recommendation on the Safeguarding of Traditional Culture and Folklore: Local Empowerment and International Cooperation”, organized jointly by UNESCO and the Smithsonian Institution in Washington D.C. in June 1999, confirmed the urgent necessity to work closely with communities, cultural groups and practitioners.

- ◆ Execution of a preliminary study on the advisability of drawing up a new standard-setting instrument for the integrated safeguarding of the intangible heritage;
- ◆ Encouraging the dissemination of the intangible heritage, through the publication of some 20 discs (and possibly CD-ROMs) in the UNESCO collection of traditional music of the world, and provision of support to television programmes or Internet information sites;
- ◆ Execution of a feasibility study on five continents of the project entitled “Women, the intangible cultural heritage and development”;
- ◆ Establishment of the system of “Living Human Treasures” in some 15 States;
- ◆ Elaboration of integrated approaches for simultaneous development of the tangible and intangible heritage through two pilot projects (one in Central Asia and the other in Africa);
- ◆ First award of the Sharjah Prize for Arab Culture.

Main line of action 4. Restoration of heritage damaged by conflicts

03114

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 596,600 |
| Extrabudgetary: | \$6,000,000 |

Background. For several years now, UNESCO has been asserting its role as coordinator of complex operations to safeguard heritage damaged by conflicts. These operations have involved many partners, both public and private, as in the case of Angkor (Cambodia), Afghanistan, Bosnia and Herzegovina and Palestine. The experience thus gained has highlighted the central role of the cultural heritage in the construction of a culture of peace, following civil strife and armed conflict: often targetted because of its symbolic value as a focus for identity, the heritage can also, with UNESCO providing the impetus, bring yesterday's belligerents together, helping them to restart dialogue and reconstruct a common identity and a shared future. In this regard, the involvement of political and social forces and of populations in the restoration of the cultural heritage is conducive to the resumption of inter- and intra-cultural dialogue, and thus helps lay the foundations for a lasting peace. UNESCO's action in aid of the Old City of Jerusalem fits naturally into this main line of action, which is concerned with the promotion of a culture of peace.

Strategy. The strategy adopted will consist, in certain cases, in re-establishing the links between a population and the long-term view of its cultural history, and, in other cases, in helping the different cultural components of the population to reappropriate monuments that are representative of each of them as part of their common heritage. It will be organized around three simultaneous and complementary approaches: safeguarding and conserving monuments and sites of great symbolic significance and rallying power; involving the different social and cultural components of the population in the projects; and, lastly, putting in place around these projects a set of training, information and consciousness-raising actions that can draw people together. In all cases, the action taken will include assistance to national authorities to ensure proper conservation of property, the establishment of local and national legal protection and the identification of appropriate measures conducive to the kind of tourist development that respects the natural and human environment. It will also provide a good opportunity to strengthen links between the tangible and the intangible heritage.

Results expected at the end of the biennium

- ◆ **The site of Angkor:** strengthening of the institutional and financial capacity of the Authority for Protection of the Site and the Development of the Region of Angkor, improvement of local site management, and establishment of an international restoration project; commissioning of the International Historical and Archaeological Documentation Centre; enhanced appreciation of the symbolism and impact of the theme of water in the civilization of Angkor;

- ◆ **Bosnia and Herzegovina:** continuation of the work to draw up a list of national monuments, including cultural landscapes to be safeguarded and movable property, and of the reconstruction of the bridge of Mostar and the surrounding historic buildings, with the cooperation of the World Bank and the international community; completion of the programme to restore the Tabacica Mosque; appreciable progress in the restoration of the “historic little bridge” of Mostar, and rehabilitation of the National Museum of Sarajevo;
- ◆ **Palestine:** completion of the “Bethlehem 2000” project designed by UNESCO and continuation of the programme for the safeguarding and enhancement of the site of Jericho; development of the activities of the Palestinian Antiquities Department, in particular at Nablus, Hebron and Gaza;
- ◆ **Jerusalem:** establishment of a restoration laboratory for the Islamic manuscripts of the Al-Aqsa museum and library in Jerusalem; completion of the first phase of the restoration of the Suq al-Qattanin and of the work to restore the Hammam al-Ain and the Hammam al-Shifa; establishment of a Heritage Conservation Institute with Al-Quds University; training of heritage specialists through the implementation of an agreement between UNESCO, the Jerusalem Waqf, Al-Quds University and the *Welfare Association*;
- ◆ Greater collaboration with the Member States of UNESCO and international partners: development of the intercultural dialogue between Islam and Europe (UNESCO-AMAR and Bayt al-Hikma projects);
- ◆ **Africa:** launching of projects to restore sites damaged by conflicts;
- ◆ **Afghanistan:** preventive conservation of selected monuments.

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

0312

| | |
|---------------------|--------------|
| Regular budget | |
| ● Activities: | \$ 1,068,900 |
| ● Decentralization: | 5.6% |
| Extrabudgetary: | \$15,000,000 |

03120

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action to promote the application of the Convention for the Protection of the World Cultural and Natural Heritage, by helping to make the World Heritage List more representative, by helping the States Parties to establish and strengthen the capacities necessary to ensure the effective protection, monitoring and management of the listed properties, and by developing information and awareness-raising activities regarding the value of world heritage sites;
- (b) to allocate for this purpose an amount of \$1,068,900 for programme costs, \$3,857,700 for staff costs and \$270,400 for indirect programme costs.

Background. The UNESCO World Heritage Centre was established in 1992 to promote adherence to, and more effective implementation of, the Convention for the Protection of the World Cultural and Natural Heritage. The Centre was set up to develop an integrated, transdisciplinary approach to the conservation of both cultural and natural heritage of outstanding universal value, in the framework of the directives adopted by the World Heritage Committee and the General Assembly of States Parties to the Convention. As of April 2000, 630 properties – 480 cultural, 128 natural and 22 mixed properties – in 118 countries are inscribed on the World Heritage List, while the number of States Parties to

the Convention has risen to 158. Since its establishment, the Centre has worked closely with the advisory bodies set up by the Convention (ICCRROM, ICOMOS and IUCN) and with relevant sectors at UNESCO in redefining concepts of cultural and natural heritage and in identifying and protecting new types of properties in the framework of the Global Strategy adopted in 1994 by the World Heritage Committee. Enhanced management and preservation of world heritage properties has been promoted through the monitoring of the state of conservation of world heritage properties under threat and the adoption of procedures for the periodic reporting by States Parties on the application of the World Heritage Convention and the state of conservation of world heritage properties on their territories. At the same time a major effort has been made to raise public awareness of the values of the world heritage sites and the importance of their conservation for future generations. Particular emphasis has been put on the sensitization of young people to heritage protection within the framework of a Special project “Young People’s Participation in World Heritage Preservation and Promotion”, which is being carried out in close cooperation with the Associated Schools Project.

Strategy. The Centre will continue its efforts to improve the services provided to the statutory organs of the Convention and to support the implementation of projects financed by the World Heritage Fund in close coordination with the Division of Cultural Heritage and the Division of Ecological Sciences. Activities will concentrate on: (i) canvassing non-signatory States with a view to their becoming signatories to the Convention, and strengthening the assistance provided to States Parties to make the World Heritage List more representative, notably by organizing regional and thematic meetings of experts to identify new sites for nomination, particularly in regions under-represented on the List (Africa, island States in the Pacific and the Caribbean, Central Asia); (ii) strengthening the capacities of national and local authorities responsible for the protection and management of world heritage sites through training and technical cooperation activities, priority being given to LDCs and to Africa and to the countries of Central Europe, Central Asia, the Pacific and the Caribbean; the activities launched in 1996 in Asia for the safeguarding and development of the historic centres of world heritage cities will be extended to other regions and an exchange mechanism will be set up among the network partners on the conservation of the urban built environment (to be implemented in close cooperation with the Social and Human Sciences Sector, as a contribution to the implementation of the Habitat II); facilitate the capacity of relevant authorities in States Parties to link the work of the World Heritage Convention to that of other relevant international conventions and programmes and to augment financial, technical and human resources for the protection of all world heritage sites, particularly of world heritage sites in danger; (iii) activation of Article 29 of the Convention concerning the submission of periodic reports on the state of conservation of world heritage properties and encouragement to States Parties to establish permanent monitoring systems for their properties by giving increased support to States with world heritage properties in danger; and continued monitoring of the state of conservation of properties on the World Heritage List; and (iv) more information and awareness-raising activities aimed at various target groups (media, decision-makers, local communities, private sector, general public) by developing and disseminating multimedia information materials, technical series, brochures, maps and leaflets, and by organizing travelling exhibitions.

SPECIAL PROJECT: *Young People’s Participation in World Heritage Preservation and Promotion.* This project focuses on developing new educational approaches to provide young people with the necessary knowledge, skills and attitudes to protect their natural and cultural heritage. Launched in 1994, the project will culminate in the year 2000 when the education kits, produced during the preceding years and tested in 1999, will be widely distributed thanks to extrabudgetary support. To ensure that they are used to the best effect, regional and international meetings as well as on-site training activities will be organized for young people and teachers. Special emphasis will be given to TOT (Training of Trainers) initiatives as a mechanism to disseminate world heritage education in States parties.

03121

Results expected at the end of the biennium

- ◆ An increase in the number of States having signed the Convention; expected target for the number of States Parties at the end of the biennium – 165;
- ◆ A more representative World Heritage List as a result of the establishment by at least 15 States Parties of tentative lists and the preparation of approximately ten nominations concerning sites in regions of the world or in categories of site that are insufficiently represented;

- ◆ Enhanced endogenous capacity for the safeguarding and management of heritage sites through training activities for local managers, and encouragement for the preparation of conservation and management strategies and plans; study with a view to establishing a World Heritage Fellowship Programme;
- ◆ Increased cooperation with other programmes and with the Convention for the Protection of the World Cultural and Natural Heritage;
- ◆ Better knowledge of the state of conservation of heritage sites located in States of the Arab region (due to report in 2000) and in African States (due to report in 2001);
- ◆ Provision of better information on heritage sites through, *inter alia*, the setting up of a global database on listed properties and the updating of the World Heritage Information Network;
- ◆ Training of trainers and teachers in several countries in the use of new materials and methods for teaching about the world heritage.

Programme III.2

Medium-Term Strategy, paragraphs 134–138

Promotion of living cultures

0320

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$3,335,400 |
| • Decentralization: | 57.0% |
| Extrabudgetary: | \$3,450,000 |

03200

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
- (i) promote formal and informal art education and the vocational training of young artists, in particular in music, and provide support for the strengthening of endogenous capacities to train experts in the protection and collective management of the rights of authors and other rights holders;
 - (ii) foster the development of high-quality crafts and the acknowledgement of their importance by Member States with a view to making use of local and national craft resources to improve the employment situation and contribute to poverty eradication;
 - (iii) encourage the formulation of policies, strategies and programmes designed to strengthen national and regional book production and distribution capacities, facilitate the free circulation of books and other cultural goods, and support activities to promote high-quality films;
- (b) to allocate for this purpose an amount of \$3,335,400 for programme costs, \$3,802,400 for staff costs and \$979,100 for indirect programme costs.

Main line of action 1. Promotion and protection of creativity

03201

| | |
|-----------------|-------------|
| Regular budget | |
| • Activities: | \$1,420,400 |
| Extrabudgetary: | \$ 650,000 |

Background. Taking into account the recommendations of the World Congress on the Status of the Artist (Paris, 1997), action aimed at encouraging creativity was focused more during the last biennium on the promotion of formal and informal art education. This is a field in which UNESCO has a definite comparative advantage, as it also has in the training of young artists – in particular those from disadvantaged backgrounds – which was the object of many activities carried out in 1997–1998, in particular in Latin America and Africa. With regard to the protection of creativity, UNESCO has been concentrating its action for several years on the formation of endogenous capacities through education in the fields of copyright and neighbouring rights and provision of information for specialists.

Strategy. With regard to the promotion of creativity, priority will be given to activities designed to strengthen the links between cultural life and education systems on the one hand and to contribute, in the spirit of the Stockholm Action Plan, to full acknowledgement of the specificity of cultural and artistic creation and to recognition of culture and the arts as a basic dimension of education for all on the other. These activities will involve in particular the promotion of formal and informal art education, and support for the training of young people through experience of live performances, particularly in the musical field, with a view primarily to fostering the integration of young talents from disadvantaged backgrounds into professional life. In parallel, NGOs that have framework agreements in respect of their activities to promote to status of the artist in the various regions of the world will be invited to make youth the priority target of their activities. In the field of copyright and neighbouring rights, the central focus of the strategy will be the endogenous training of specialists, in addition to the regular collection and dissemination of legal information and doctrine.

Results expected at the end of the biennium

- ◆ Increase in the awareness of authorities responsible for education and culture of the need to strengthen formal and informal art education curricula;
- ◆ Confirmed improvement, in a number of Member States, of curricula and teaching methods, as a result of the promotion of national art education policies, the support provided to networks and centres of excellence for teacher training in the field of art education, the organization of regional educational meetings in Africa, Latin America and the Caribbean, and the Arab States, and the dissemination, in particular on the Internet, of “best practices” in fine art and music education, particularly for children;
- ◆ Improvement of art education for young people, in particular young people from disadvantaged backgrounds, through the implementation of the “Music and Peace” project – whose regional, national and local networks will concentrate their efforts on multicultural music education for young people; on the occasion of the celebration of the International Year for the Culture of Peace, in close liaison with the projects implemented under the transdisciplinary project “Towards a culture of peace”, support for practical measures by Member States in order to ensure that the international exchange of materials of methodological and artistic character enables teachers and schoolchildren to learn the values of different cultures;
- ◆ Greater opportunities provided for talented young people to take part in professional life and in international exchanges, in particular through the award of fellowships in various artistic disciplines, the award of six UNESCO prizes in the field of the arts, and cooperation with institutions such as the International Institute for Opera and Poetry;
- ◆ Promotion of communication networks and artistic exchanges in developing countries, especially for young people, through framework agreements with International PEN, the International Theatre Institute and the International Music Council, which will be called upon to contribute also to the promotion of art education and to the training of young artists;
- ◆ Reinforcement of national capacity-building for the protection of creativity through: the establishment of new UNESCO Chairs for education in copyright and neighbouring rights; support for the copyright education network in Latin America; the distribution in several languages of the updated version of the *Copyright Manual*, the *Copyright Bulletin*, and the *UNESCO Guide to the Collective Administration of Authors’ Rights*; and provision to all Member States, via the Internet, of the full text of copyright legislation;
- ◆ Compiling of an inventory, based on regional consultations, of the characteristics specific to each region in the area of cultural and artistic creation in order to help Member States to be better prepared for participation in the international trade negotiations.

Main line of action 2. Promotion of craftwork and design

03202

| | |
|-----------------|-----------|
| Regular budget | |
| ● Activities: | \$676,400 |
| Extrabudgetary: | \$900,000 |

Background. The Organization's contribution to the implementation of the Ten-Year Plan for the Development of Crafts in the World (1990–1999) has enabled it to make some notable breakthroughs, especially as regards the training of craftworkers, the promotion of high-quality products and the reinforcement of links between crafts and cultural tourism. In connection with the implementation of the "Design 21" project, wide-ranging action has been carried out to promote young designers from developing countries.

Strategy. On the basis of the recommendations of the overall evaluation, carried out in 1999, of the activities implemented in the field of crafts, action will continue to focus primarily on support for the framing and adoption of national policies on crafts, on the training of craftworkers and on promoting high-quality and environment-friendly craft creations. In this connection, the use by craftworkers of local and national resources will be promoted as contribution to the development of cultural tourism. Particular attention will be devoted to enhancing complementarity with other organizations actively involved in the crafts sector and, in particular, to incorporating action to encourage the establishment of craft micro-enterprises into poverty eradication strategies. As regards design, the promotion of creations by young designers will be continued in the different regions.

Results expected at the end of the biennium

- ◆ Introduction of national plans for the development of crafts and the establishment of craft micro-enterprises in 10 or so of the least developed countries;
- ◆ Enhancement of national capacities for the production of high-quality craft products, by means of support for the training of 200 craftworkers, advanced training for 100 women in charge of craft enterprises and the award of the UNESCO Crafts Prize in the different regions;
- ◆ Increase in exchanges of experience and the international flow of information in the field of crafts, through cooperation with the International Centre for Crafts Promotion (CIPA) (Morocco);
- ◆ Promotion of the creations of 120 young designers through the "Design 21" competition.

Main line of action 3. Books and cultural industries

03203

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,238,600 |
| Extrabudgetary: | \$1,900,000 |

Background. With regard to books, UNESCO has acquired over many years recognized experience in analysing the situation in the sector, policy-making, drafting legislation, training in the publishing trades and campaigns to encourage reading. This experience has given the Organization the global, interdisciplinary approach it uses today, and should be gradually extended and applied to other cultural industries.

Strategy. The strategy to be followed concerning books will have a regional component consisting of continuing partnerships with specialized regional agencies and networks – the Regional Centre for Book Promotion in Latin America and the Caribbean (CERLALC), the Asia-Pacific Cultural Centre for UNESCO (ACCU), the African Publishers' Network (APNET), the Asia-Pacific Cooperative Programme in Reading Promotion and Book Development (APPREB), the Caribbean publishers' associations, and so forth – and a national component to assist those countries which so request it to formulate national book policies

and strengthen their national publishing industries through training in the various trades concerned. The policies, mechanisms and partnerships introduced for this purpose will be evaluated. The Organization will continue its action to encourage the free movement of books and cultural goods and will undertake, with competent NGOs, actions to promote the cinema with the aim of encouraging the distribution of high-quality films and strengthening professional networks.

Results expected at the end of the biennium

- ◆ Adoption by 10 additional countries of national book trade policies; development of a regional strategy to develop publishing in the Caribbean countries;
- ◆ Strengthening national book production and distribution capacities, through working with various existing regional cooperation mechanisms and training professionals in different regions in various branches of the book trade, with support in the form of the publication of reference tools for professionals;
- ◆ Increase in the global circulation of information on translation, through the publication of the *Index Translationum* and the production of a world portfolio of translation rights available;
- ◆ Better awareness by Member States of the provisions of the Florence Agreement and other regional instruments to facilitate the free flow of books and other cultural goods; encouragement of the international debate on strategies to ensure the diversity of cultural products in circulation in the age of globalization;
- ◆ Raising the awareness of Member States of the implications of the international trade negotiations for books, records, film and the audiovisual media through debate about these various sectors of cultural production;
- ◆ Raising the awareness of Member States and professionals of the value of regional film festivals and the wider distribution of high-quality films made by young directors and emphasizing peace, tolerance and non-violence.

Reading for All¹

0330

Regular budget

- Activities: \$ 213,300
- Decentralization: 73.6%

Extrabudgetary: \$1,000,000

03300

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to contribute to the promotion of the practice of reading among young people, in particular the most disadvantaged young people, by facilitating their access to low-cost high-quality works that deal with subjects of direct interest to them;
- (b) to allocate for this purpose an amount of \$213,300 for programme costs, \$773,000 for staff costs and \$59,900 for indirect programme costs.

1. This intersectoral project will be prepared and implemented jointly by the Culture Sector, the Education Sector and the Communication, Information and Informatics Sector. To this end, in addition to the amount of \$235,000 to be allocated under Major Programme III and administered by the Culture Sector, the amounts of \$130,000 under Major Programme I (Education Sector) and \$100,000 under Major Programme IV (Communication, Information and Informatics Sector) have also been earmarked.

Background. The experience gained over decades in the promotion of reading has led the Organization to try out in recent years innovative methods based on increased interaction between schools, libraries and cultural institutions, newspapers and magazines and the audiovisual and electronic media. Thus it was, for example, that the literary supplement *Periolibros* was launched, and subsequently its equivalent for the Arab States, *Kitâb-fî-Jarîda*, the network of “Reading for All” rural centres in Africa, the programme for the co-publication of children’s books in Asia (in cooperation with ACCU) and also reading campaigns in Latin America (in cooperation with CERLALC). Drawing on the success achieved in the Arab Republic of Egypt by a “Reading for All” programme based on the development of libraries and the provision of low cost reading material, the Organization established in 1998 an international panel which has held several meetings in various regions of the world in order to try to identify needs more accurately and collect examples of “successful practice”. Its work has highlighted the need to create at the national level an alliance among all the partners concerned (publishers, booksellers, librarians, authors, teachers, governmental and non-governmental authorities, the public and private sectors) with a view to increasing the production and circulation of low-cost reading material that would be likely to attract young readers, more particularly those from disadvantaged backgrounds.

Strategy. The aim of this project is to promote the practice of reading among young people, particularly the most disadvantaged young people, by making works accessible to them at low prices, on subjects which are of direct interest to them and which at the same time promote UNESCO’s ideals, notably its message of tolerance. The strategy followed, which seeks to bring greater complementarity to the actions carried out in this field by the sectors concerned with education, culture and communication, is fourfold: (i) to strengthen consultation and coordination among all those involved at the national level in the promotion of reading; (ii) to improve the training of trainers in the teaching of reading, particularly in primary education; (iii) to encourage the production of books, textbooks and other low-cost reading material; and (iv) to develop innovative and often informal methods for the distribution and circulation of such works, in particular in rural areas and in disadvantaged urban areas.

03301

Results expected at the end of the biennium

- ◆ Establishment of machinery for consultation and coordination among national partners involved in the promotion of reading in some ten Member States;
- ◆ Improved methods of teaching reading, through the training of some 200 trainers in Africa and Asia, in the framework of primary and non-formal education;
- ◆ Increased production of low-cost reading material through support for some ten pilot projects and for the dissemination of successful experiments in this field (in conjunction with the NGOs, including ACCU and IBBY, and regional networks that are concerned with the promotion of reading);
- ◆ Establishment of arrangements for the donation of newsprint, in cooperation with development agencies and bilateral donors;
- ◆ Development of the necessary capacities for the endogenous production of popular science books for children in Africa, as part of the implementation of the SAP KAWI project;
- ◆ Development, in some fifteen countries, of innovative experiments designed to broaden the access of disadvantaged rural and urban population groups to reading material (by means of public and school libraries, mobile libraries, multi-purpose community centres, etc.);
- ◆ Wider opportunities for international access to high-quality literature, in particular through the continuation of the “Kitâb-fî-Jarîda” project, the awarding of the UNESCO Prize for Children’s and Young People’s Literature in the Service of Tolerance and the celebration of the World Book and Copyright Day.

Caribbean People: Tapestry of the Past – Fabric for the Future

0340

Regular budget

- Activities: \$272,300
- Decentralization: 89.6%

03400

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to promote, especially among young people, greater intercultural understanding and the enhancement of the natural and cultural heritage in the Caribbean region with a view to promoting creativity, cultural industries and cultural tourism, and to develop education and communication activities geared to build a future founded on peace and democracy;
- (b) to allocate for this purpose an amount of \$272,300 for programme costs, \$187,800 for staff costs and \$80,500 for indirect programme costs.

Background. This intersectoral project is part of a subregional strategy developed within the “Focus on the Caribbean” process, launched in 1998 at the initiative of Member States of the Caribbean. Apart from the “sectoral priorities” set out in the different programmes, this intersectoral project is intended to respond to a challenge which is characteristic of the region, i.e. to promote the development of cohesive and stable multi-ethnic societies by helping the different groups of the population to reappropriate their very varied cultural traditions as part of their common heritage and as the foundation for building a shared future wedded to peace and democracy.

Strategy. This intersectoral project will focus on actions that will strengthen the fabric of Caribbean society by empowering the citizens, especially young people, to manage diversity. The strategy will have three main thrusts: (i) to promote greater intercultural understanding of the commonalities that permeate the rich and diverse cultural traditions, beliefs, practices and forms of expression of the Caribbean people; (ii) to enhance the region’s natural and cultural heritage as an economic resource through the promotion of creativity, cultural industries and cultural tourism; and (iii) to develop education programmes and information activities geared to promote and sustain a culture of peace addressed to young people, opinion leaders, representatives of civil society and community groups. With a view to strengthening regional and subregional cooperation, the project activities will employ innovative approaches adapted to ever-changing needs and emerging trends and will be implemented mainly through the field offices in the subregion, in close cooperation with Member States and their National Commissions, the Caribbean Community Secretariat (CARICOM), the Association of Caribbean States (ACS) and the Organization of Eastern Caribbean States (OECS).

03401

Results expected at the end of the biennium

- ◆ Greater intercultural understanding promoted, particularly among young people through:
 - (i) organizing discussions/debates on the common heritage of the Caribbean people and preparing a series of exhibits (including interactive media exhibits), in cooperation with the UNESCO Associated Schools, UNESCO Clubs, community radio stations and community libraries and with the support of local and regional bodies; and undertaking feasibility studies for setting up multimedia community centres and cybercafés in remote areas; (ii) launching a travelling exhibition “Caribbean People: Tapestry of the Past – Fabric of the Future”, and providing continuous support to CARIFESTA; (iii) pursuing studies on the impact of the African Diaspora on the languages, religions, artistic and cultural expressions and interactions of the peoples of the subregion, under the aegis of the Slave Route project; and supporting intersectoral initiatives, including the creation of museums on slavery in collaboration with the Caribbean Museum Association;

- ◆ Training provided in improving crafts production and marketing;
- ◆ A subregional conference intended to promote cultural industries organized;
- ◆ Young people and communities encouraged to participate in the preservation of their natural and cultural heritage, in particular through the Caribbean Sea project and the UNESCO world heritage educational resource kit;
- ◆ Education for a culture of peace promoted, in particular through support for the renewal of curricula, teacher education, and preparation of relevant teaching/learning materials (both print, and audiovisual);
- ◆ Respect for human rights, peace and democracy promoted among political decision-makers, opinion leaders and the general public, especially young people, through support for symposia, community discussions and media debates;
- ◆ Support for subregional seminars, round tables and pilot projects in cooperation with extrabudgetary funding sources.

Towards a culture of peace

Components of the transdisciplinary project implemented by the Culture Sector

03501

All programme sectors are required to work together to celebrate the International Year for the Culture of Peace, in particular by mobilizing their institutional partners such as, in the case of the Culture Sector, artists and creators, and the non-governmental organizations that represent them, municipalities, associations, research institutes, universities, cultural centres and networks with which it cooperates, the relevant intergovernmental, regional and subregional organizations, etc.

03502

The Culture Sector will also hold the main responsibility for the implementation of the plan of action below.

Unit 3. From interculturality to cultural pluralism

Main line of action 1. Encouraging intercultural dialogue

(cf. para. 05301)

| | |
|-----------------|-------------|
| Regular budget: | \$1,182,600 |
| Extrabudgetary: | \$1,500,000 |

Background. For many years, UNESCO has been endeavouring, through various “Roads” projects and other intercultural projects, to analyse the dynamics of interaction between cultures by highlighting contributions and borrowings between them. These studies have underscored the need for a better understanding of the long-term processes which are the mainsprings of the memory of peoples and can both fuel prejudice and incomprehension and lay the foundations for renewing dialogue between different civilizations, cultures, religions and spiritual traditions. In view of the forthcoming celebration of the United Nations Year of Dialogue among Civilizations (2001) it is proposed to strengthen the processes, both historical and contemporary, that favour a positive convergence between cultures through the discovery of a common heritage and shared values.

Strategy. The strategy adopted will be twofold. The aim will be, first of all, taking advantage of the dynamic engendered by the general and regional histories currently being published in various language versions, to encourage the research on cultural interactions under way in a number of regions and subregions which have been a cross-roads, or melting pot, for different civilizations, and to use those studies to renovate the teaching of history, particularly at the secondary level, in order to highlight convergence between cultures; efforts will also be made to create opportunities for dialogue and to engender new cooperation mechanisms and networks between communities which have different allegiances by pursuing intercultural projects and promoting forms of cultural tourism which seek to encourage intercultural understanding.

Results expected at the end of the biennium

- ◆ Development of historical research on the processes of interaction between cultures, through the establishment, with the International Committee of Historical Sciences (ICHS), of networks of historians interested in this field, particularly in Central Europe, Africa, the Arab States, Asia and the Pacific and Latin America and the Caribbean; implementation of a comprehensive strategy to promote dissemination and follow-up activities of the General History of Africa and to ensure the completion of the other history projects;
- ◆ Provision of support, at the request of Member States, for the revision of history and geography textbooks, in particular in the Middle East, the Central and South-Eastern European countries, Latin America and the Caribbean, and Africa, in cooperation with the International Network of Textbook Research Institutes;

- ◆ Under the “Slave Route” project, and in cooperation with its International Scientific Committee, further refinement of the interdisciplinary study of the Transatlantic slave trade and its cultural, social and religious impact; greater public awareness of that tragedy, particularly among young people, thanks to the enhancement of forms of artistic expression engendered by interactions between Europe, Africa, the Americas and the Caribbean; renovation of the teaching of the slave trade, *inter alia*, through educational programmes designed in cooperation with the Associated Schools and through the publication of works and documentary sources; encouragement for a plural reappropriation of the places and traditions in which the memory of the slave trade is rooted, through the creation of museums and the continuation of the “Gorée Memorial” project;
- ◆ Under the “Iron Road” project, increased awareness in many Member States of the role of iron in African societies by means of a travelling exhibition; encouragement, in cooperation with UNIDO and industrial partners, of technological development and artistic ironwork, with the creation of an African Institute of Iron and Technology;
- ◆ Under the “East-West Intercultural Dialogue in Central Asia” project, study and development of those aspects of the tangible and intangible heritage which are common to the various cultures of the subregion, in particular by supporting the activities of the International Institute for Central Asian Studies (Uzbekistan), the International Institute for the Study of Nomadic Civilizations (Mongolia), the Chinese Maritime Silk Roads Study Centre and the International Institute of Comparative Civilization (Pakistan); the inventory of caravanserais in Central Asia; and activities to encourage interreligious dialogue;
- ◆ Under the project “Spiritual Convergence and Intercultural Dialogue” – which serves as a link between the “Roads of Faith” and the “Roads of Al-Andalus” projects – progress made in understanding the complex interactions between various religious and spiritual traditions, through the creation and networking of UNESCO Chairs on that theme; and development of initiatives aimed at encouraging interreligious dialogue, and the teaching thereof, in cooperation with the International Committee on Interreligious Dialogue;
- ◆ In the Indian Ocean, establishment of a network of institutions, universities and experts involved in the study of the intercultural processes at work in the small island States of the subregion, which could lead to the creation of a subregional institute for intercultural studies;
- ◆ Under the Mediterranean programme, strengthening of cooperation between networks and networks of networks, institutions and programmes (research centres, academies, cultural centres, festivals, associations, municipalities) which could contribute, through joint initiatives, to the development of dialogue between the countries on both shores of the Mediterranean;
- ◆ Highlighting of the potential contribution of cultural tourism to intercultural dialogue and sustainable development, through the continuation of the cultural itineraries developed jointly with the World Tourism Organization (WTO) on the “Silk Roads” and the “Slave Route”, and with Legado Andalusi on the “Roads of Al-Andalus”;
- ◆ Implementation, in particular with extrabudgetary funding, of a programme of activities of an interdisciplinary nature for the Arabia Plan;
- ◆ Organization of a subregional preparatory meeting on the cultural components of a regional cooperation programme for the Caucasus;
- ◆ Development of a strategy to enlist partners and muster extrabudgetary resources to promote the celebration of the United Nations Year of Dialogue among Civilizations; in this framework the possibility of including the “Road to Carthage” project in the programme of activities for the celebration of the United Nations Year of Dialogue among Civilizations (2001) will be studied.

Main line of action 2. Promotion of cultural pluralism

(cf. para. 05302)

| | |
|-----------------|-----------|
| Regular budget: | \$459,300 |
| Extrabudgetary: | \$500,000 |

Background. In recent years, UNESCO has taken various initiatives to promote the practices and support the protagonists of cultural pluralism, in the sense of the harmonious management of intercommunity interaction within multicultural societies. The Organization has focused its efforts on identifying and disseminating innovative practices which, in everyday life, particularly in cities, could promote the acceptance of plurality and develop a “will to live together” among citizens from diverse cultural backgrounds, particularly young people. These efforts have given rise, for example, to the UNESCO Cities for Peace Prize and the work entitled *The City – A User’s Guide*. UNESCO has also been involved in efforts to encourage the acknowledgement, *inter alia*, in national constitutions, of the multicultural and multi-ethnic nature of societies, in particular in the framework of the International Decade of the World’s Indigenous People. In accordance with the Stockholm Action Plan and in the light of the recommendations of the symposium “Towards a constructive pluralism”, organized in cooperation with the Commonwealth Secretariat, it is proposed to strengthen the Organization’s action in this field, which will most probably be one of the priority areas for work in the twenty-first century as demonstrated by the initiatives concerning the Universal Forum of Cultures – Barcelona 2004 and the Cultural Olympiad 2000–2004.

Strategy. The strategy adopted will be designed to (i) highlight the beneficial nature of cultural diversity through awareness-building and promotion activities carried out at the regional and local levels; (ii) develop practices conducive to strengthening social cohesion and intercultural dialogue in urban settings; (iii) encourage the exchange of information and collaboration among various actors, at the subregional, national and local levels, with a view to identifying the mechanisms of inter-ethnic and intercommunity tension; and (iv) contribute to the implementation of the Programme of Activities of the International Decade of the World’s Indigenous People by encouraging the establishment or strengthening of intra- and interregional cooperation networks and the design of educational and cultural policies based on acknowledgement of the multi-ethnic and multicultural nature of the societies in which those communities live.

Results expected at the end of the biennium

- ◆ Promotion of initiatives and practices which demonstrate intercultural conviviality, such as the “ethnic jesting” practised in various African countries; regional intercultural festivals highlighting the wealth of cultural diversity; initiatives developed under the “Culture in the Neighbourhood” project (encouraging the social integration of young people living in multicultural environments) and the project “Intercultural Dialogue in Everyday Life” (encouraging cooperation between associations and NGOs of young people of various nationalities and ethnic backgrounds); contribution to efforts aimed at combating domestic violence through education in Africa;
- ◆ Development of cooperation between cities wishing to promote intercommunity dialogue in urban settings, through the awarding of the UNESCO Cities for Peace Prize and the establishment of a network linking prizewinners; improved access to regularly updated data-banks on innovative urban practices; strengthening of regional networks for the exchange of information among municipalities, creation of a “Cities and peace” website and various written and audiovisual publications;
- ◆ Development of exchanges of information on ways and means of regulating inter-ethnic tensions in multicultural societies and defining strategies for the promotion of pluralism in conflict-torn subregions, in particular the Great Lakes in Africa and the Balkans in Europe;
- ◆ Establishment, in the Member States concerned, of national committees on indigenous peoples; strengthening and expansion of existing cooperation networks and creation of a regional UNESCO Chair for the study of indigenous peoples; enhancement of the cultural skills and experience of indigenous peoples, particularly in the framework of cooperation with the Fund for the Development of the Indigenous Peoples of Latin America and the Caribbean, continuation of the project for the “Development of the Maya Peoples”; and joint activities with Major Programme I concerning indigenous knowledge systems.

Regional and subregional strategies

Africa

03701

Where preservation of the physical heritage is concerned, the priority fields of action will be support for the tightening up of national legislation, especially concerning illicit traffic in cultural property, the safeguarding of rock art, the development of museums, in cooperation with existing museum networks at subregional level, and the restoration of monuments damaged by conflicts. A special effort will also be made to help Member States identify potential sites for consideration by the World Heritage Committee with a view to their inclusion in the World Heritage List. The development of cultural tourism will also be promoted at the subregional level, in particular by identifying cultural routes and strengthening existing clearing-house facilities. As regards the non-physical heritage, priority will be given to inventorying and collecting and to the promotion of arts education, to support for Member States in the framing of national policies on crafts, and to the promotion of reading, especially through implementation of the SAP KAWI project. Efforts will also be made to reinforce the teaching of copyright, and the film festivals will continue to receive the backing of the Organization.

Latin America and the Caribbean

03702

Priority will be given to following up the recommendations of the periodic meetings of the region's ministers of culture, and particularly to the culture-related activities included in the intersectoral project "Focus on the Caribbean". With regard to the preservation of the physical heritage, emphasis will be placed on the preservation of historic centres and on the promotion of cultural tourism in cooperation with networks established during the last biennium and as part of the implementation of the "Slave Route" project (Transdisciplinary project: "Towards a culture of peace"). Under Programme III.2, priority will be given to book development, in close cooperation with CERLALC, to the promotion of craftwork, to micro-enterprises in that field and to support for music and film festivals.

Asia and the Pacific

03703

Priorities for this region include, under Programme III.1, the reinforcement of action regarding the establishment of norms and preventive action, in particular as regards illicit traffic of cultural property, the compilation of inventories and mapping of cultural resources, and specific action concerning urban heritage and rock art sites. Emphasis will continue to be put on the mobilization of communities for the stewardship and preservation of the cultural heritage, and the use of traditional indigenous knowledge and skills in the management of this heritage. Member States will be assisted in raising awareness of the benefits of the Convention for the Protection of the World Cultural and Natural Heritage and in identifying and drawing up tentative lists of non-monumental sites, within the framework of the Global Strategy adopted by the World Heritage Committee. Concerning Programme III.2, special emphasis will be put on the improvement of the status of artists, the ongoing cooperation with APPREB and ACCU regarding book development and the launching of micro-credit schemes in the field of crafts and design.

Arab States

03704

High priority will be given to the promotion of cultural tourism, in view of its growing importance for the region as a whole. Within that context, action in favour of museums and the identification of cultural routes will be strengthened. With the aim of preserving the physical heritage, strong support will be given to work camps for young people and to the dissemination of various techniques, in particular for the conservation of stonework. With regard to the non-physical heritage, efforts will be focused on the collection, preservation and dissemination of the oral heritage and on the preservation and development of traditional music. Under Programme III.2, priority will be given to the dissemination of best practices

in arts education, to the strengthening of Chairs in copyright and to the promotion of reading, in particular among the newly literate.

Europe and North America

03705

In the areas of conservation and enhancement of the tangible and intangible heritage, efforts will be focused mainly on countries that have suffered from conflict, particularly in South-East Europe, and on the countries in transition to democracy of Central and Eastern Europe and the countries of Central Asia. Priority will thus be given to the restoration of monuments damaged in conflicts, in particular ones that have strong symbolic and cultural value for the people. In the other countries, various activities will be devoted to the protection of historic city centres threatened by the expansion of tourism, support for museums and the preservation and transmission of traditional skills. Under Programme III.2, priority will be given to improving arts education, raising the status of artists, providing technical assistance in connection with national book policies, especially in Central and Eastern Europe in cooperation with the Council of Europe, and seeking appropriate ways of maintaining cultural diversity and the free flow of cultural goods and products.

Cooperation with extrabudgetary funding sources

03801

With regard to the heritage, UNESCO will strengthen its cooperation with the usual bilateral institutions and with multilateral institutions such as UNDP, UNEP, the World Bank and regional development banks, with a view to implementing projects concerning, in particular, the revitalization of historic urban centres, the preservation of natural and cultural sites, whether or not they are included in the World Heritage List, the recognition and transmission of traditional culture, in particular by means of the new arrangements for “proclamation of masterpieces of the oral and intangible heritage of humanity”, and the strengthening of networks of institutions specializing in traditional folk cultures. In particular, UNESCO will reinforce its partnership with the World Bank and the Inter-American Development Bank in order to develop projects in which culture is recognized as an essential component of development. UNESCO will also continue its activities to raise public and private funds for the international safeguarding campaigns under way. New partnerships will also be sought with private foundations and funds such as the World Monuments Fund.

03802

Under Programme III.2, UNESCO will continue to develop its partnership with multilateral and bilateral institutions, both public and private, with a view to strengthening its action aimed at promoting the training of artists and live performances, encouraging conservation of the film heritage, developing endogenous cultural industries and preserving the diversity of cultural products on the world market.

03803

UNESCO will continue, in collaboration with multilateral and bilateral agencies, to provide scientific and technical expertise for the design and execution of projects corresponding to the priorities of Major Programme III, such as the revitalization of historic urban centres, the preservation of natural sites, the development of cultural industries and the promotion of creativity. Funds-in-trust and financial cooperation with other United Nations agencies will remain a favoured means of implementation of such projects. At the same time, the field units will endeavour to ensure that cultural objectives are included in the national strategies devised within the United Nations Development Assistance Framework (UNDAF).

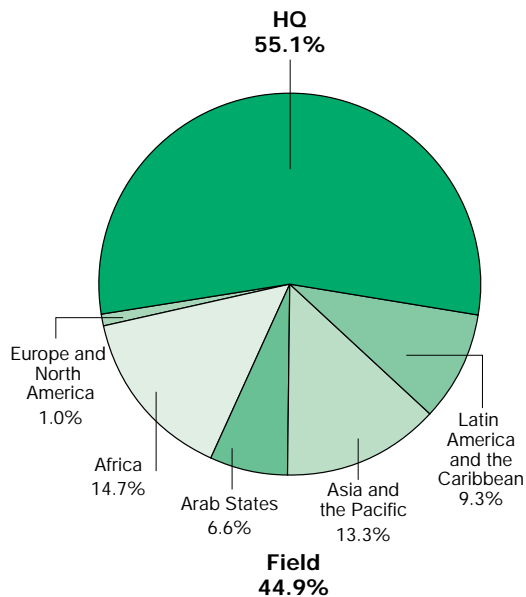
MAJOR PROGRAMME IV

Towards a communication and information society for all

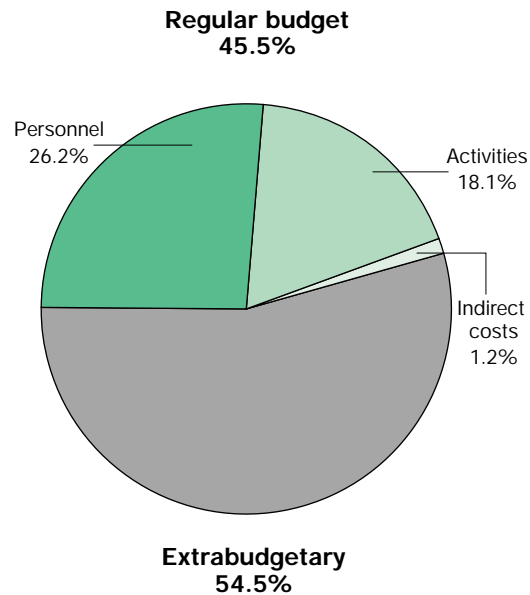
04001

| Regular budget | | | | | Extra-budgetary resources 2000-2001 |
|--------------------|------------|------------|----------------|----------------------------------|----------------------------------------|
| | Programme | | | Total Appropriation 2000-2001 | |
| | Personnel | Activities | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ |
| Major Programme IV | 18 077 200 | 12 496 900 | 800 500 | 31 374 600 | 37 600 000 |

DECENTRALIZATION OF ACTIVITIES



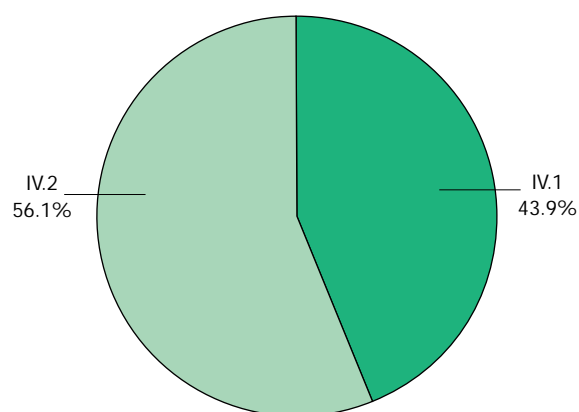
DISTRIBUTION OF TOTAL RESOURCES



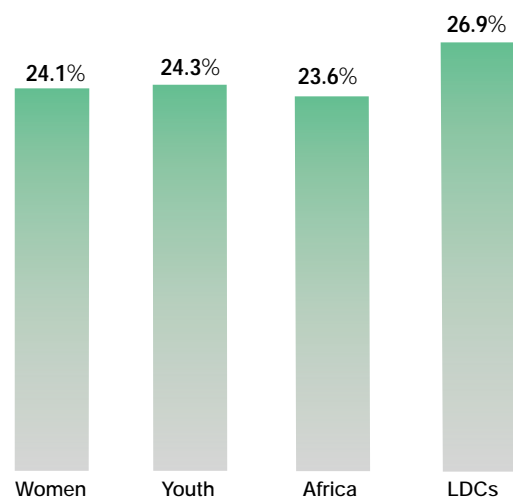
04002

| Programme/Subprogramme | Regular budget | | Extrabudgetary resources |
|------------------------------------------------------------------------|----------------|-------------------|--------------------------|
| | \$ | \$ | \$ |
| Programme IV.1 | | | |
| Free flow of ideas | | 5 489 300 | 18 200 000 |
| Subprogramme IV.1.1 | | | |
| Freedom of expression, democracy and peace | 1 841 500 | | |
| Subprogramme IV.1.2 | | | |
| Media, information and society | 2 668 000 | | |
| Ethical, legal and sociocultural challenges of the information society | 979 800 | | |
| Programme IV.2 | | | |
| Bridging the communication and information gap | | 7 007 600 | 19 400 000 |
| Subprogramme IV.2.1 | | | |
| Development of communication | 3 764 700 | | |
| Subprogramme IV.2.2 | | | |
| Development of "infostructure" | 3 242 900 | | |
| Indirect programme costs | | 800 500 | |
| Personnel costs | | 18 077 200 | |
| | | 31 374 600 | 37 600 000 |

DISTRIBUTION OF RESOURCES FOR ACTIVITIES (by programme)



RESOURCES ALLOCATED TO PRIORITY GROUPS



Towards a communication and information society for all

04003 Article I of UNESCO's Constitution assigns to the Organization the task of promoting the "free flow of ideas by word and image". Since the adoption, in 1989, of a new communication strategy reaffirming this standing commitment to freedom of expression and freedom of information, UNESCO has played a prominent role in this field recognized not only by governments but also by major non-governmental media organizations. This major programme is composed of two programmes corresponding to the twofold mandate of the Organization in this area: to promote the free flow of ideas and "universal access" to information, and to strengthen communication and information capacities in Member States, with a view to enabling all nations and communities to participate in the world communication process.

04004 Under Programme IV.I, a high priority is given to the promotion of freedom of expression in all its fields of competence, as a basic human right, as well as freedom of the press, media independence and pluralism, while endeavouring to involve all actors in society in the defence of these fundamental principles. As a follow-up to the action previously undertaken in the framework of the Transdisciplinary Project "Towards a culture of peace", it is foreseen to increase support to independent media as a key factor for reconciliation and peace-building in conflict and post-conflict zones.

04005 A new subprogramme on "Media information and society" seeks to highlight the key role that communication and information can play in addressing crucial societal issues: poverty and social exclusion, empowerment of specific groups of the population, particularly at local and community levels. Activities in this regard also focus on the development of appropriate communication and information tools to support decision-making and encourage dialogue between citizens and public authorities, thereby enhancing democratic governance. Furthermore, the emphasis placed on widening access to information, in line with the Organization's constitutional mandate, reflects the increased importance given to ensuring that as many people as possible benefit from the opportunities for sharing knowledge and promoting creativity opened up by the new technologies. Based on the principle of "free access" and the concept of public good accessible to all, the strategy aims at promoting a "strong public domain" of information intended to cater to the educational and cultural needs of individuals and societies.

04006 The increasing pace of change brought about by the information and communication technology (ICT) revolution in recent years has led the Organization to adapt its programmes accordingly and to develop new approaches in this field. Pursuing the initiatives launched in the previous biennium, UNESCO will stimulate global reflection on the challenges and ultimate goals of the information society, while seeking to promote the use and applications of ICTs for development and international cooperation in all its fields of competence. By gathering and disseminating relevant information, and by encouraging transdisciplinary debate and consensus-building on principles applicable to cyberspace, the Organization will strengthen its role as an intellectual forum and clearing house on sociocultural and ethical aspects of the information society.

04007 In so doing, the Organization will devote most of its efforts to strengthening capacities in Member States, particularly the developing countries, in communication, information and informatics, thereby contributing to reducing the gap between the “info rich” and the “info poor”. With this objective in mind, increased support will be given for the elaboration of communication policies and projects, as well as for the designing and implementation of information and informatics integrated strategies as part of overall development plans. As in the past, high priority will be given, under Programme IV.2, to training of media professionals, librarians, archivists, information and informatics specialists – particular attention being paid to training of trainers. The networking of institutions and the setting up of virtual communities for the promotion of education, science and culture will be encouraged. The role of libraries and information services as gateways to information highways will be enhanced, focusing on public and school libraries as an effective means of broadening access to education and knowledge.

04008 To reinforce the effectiveness of its action, UNESCO will endeavour to mobilize increased international technical cooperation, especially through the International Programme for the Development of Communication (IPDC) and the setting up of a new intergovernmental programme for information and informatics. In view of the impact of information and communication technologies in all the Organization’s fields of competence, efforts will be continued to further strengthen intersectoral cooperation to ensure an optimum use of available resources and technical know-how.

04008bis The plan of action of this major programme aims at the implementation of the programme resolutions adopted by the General Conference, the texts of which are reproduced at the beginning of the relevant subprogrammes and the intersectoral project constituting the major programme (*i.e. paragraphs 04110, 04120, 04126, 04210, 04220*), as well as of the resolutions cited hereunder:

- 36 New programme merging the General Information Programme (PGI) and the Intergovernmental Informatics Programme (IIP)
- 37 Draft recommendation on the promotion and use of multilingualism and universal access to cyberspace
- 38 Assistance for the National Library of Latvia
- 39 The School Library Manifesto
- 40 Self-regulation to reduce violence in electronic media
- 41 Promotion of free and universal access to public domain information for the purposes of education, science and culture

the text of which appears in Volume 1 of the Records of the 30th session of the General Conference.

The plan of action also takes into account draft resolutions (DRs) relating to this major programme approved by the General Conference and, to the extent possible, those which did not meet fully the criteria of admissibility.

Programme IV.1

Medium-Term Strategy, paragraphs 139–146, 149, 151, 175, 176 and 191–195

Free flow of ideas

04100

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$ 5,489,300 |
| • Decentralization: | 39.2% |
| Extrabudgetary: | \$18,200,000 |

IV.1.1 Freedom of expression, democracy and peace

0411

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$1,841,500 |
| • Decentralization: | 39.4% |
| Extrabudgetary: | \$6,100,000 |

04110

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) promote freedom of expression and freedom of the press as basic human rights, through sensitization and monitoring activities; foster, notably in the context of the follow-up to the five regional seminars organized on this theme, media independence and pluralism as prerequisites and major factors of democratization by providing advisory services on media legislation and sensitizing governments, parliamentarians and other decision-makers;
 - (ii) support independent media in zones of conflict in order to enable them to play an active role in conflict prevention and resolution and the transition towards a culture of peace;
- (b) to allocate for this purpose an amount of \$1,841,500 for programme costs, \$1,837,700 for staff costs and \$120,000 for indirect programme costs.

Main line of action 1. Freedom of expression, media and democracy

04111

| | |
|-----------------|-------------|
| Regular budget | |
| • Activities: | \$1,392,200 |
| Extrabudgetary: | \$4,100,000 |

Background. Over the past years, UNESCO has contributed to a wider recognition by governments, the media community and the public at large, of freedom of expression and freedom of information as a basic human right. The five regional seminars on promoting independent and pluralist media organized between 1991 and 1997, in cooperation with the United Nations and other international partners, played a key role in raising awareness among media professionals and decision-makers of the importance of these principles and identified for each region action needed to address specific problems. The seminars’

declarations and plans of action provide a unique worldwide framework for action to build a democratic media environment.

Strategy. A twofold strategy will be pursued. It will aim, on the one hand, at further promoting and protecting freedom of expression, through a worldwide monitoring of its violations; traditionally associated with the field of the media, this action will be extended to all of UNESCO's fields of competence and cover all forms of information. UNESCO will provide, on the other hand, assistance to national and regional media organizations to ensure the follow-up of the five regional seminars with a view to increasing their long-term impact. The adoption of legal provisions conducive to the emergence of a free and independent press, whether public or private, will be encouraged.

Results expected at the end of the biennium

- ◆ Public awareness of press freedom as a fundamental right enhanced through the annual celebration, in all regions, of World Press Freedom Day (3 May) and the award of the UNESCO/Guillermo Cano World Press Freedom Prize;
- ◆ Better protection of press freedom and of the rights of journalists ensured, in particular within the framework of the International Freedom of Expression Exchange (IFEX) network, as well as through dialogue with governmental authorities; IFEX-type networks in the fields of education, science and culture established;
- ◆ Increased importance given in university education to freedom of expression as a cornerstone of democracy; education in this domain strengthened through the expansion of the network of UNESCO Chairs in freedom of expression;
- ◆ The implementation of the plans of action adopted by the five regional seminars on promoting independent and pluralistic media boosted and made more visible; the impact of the Windhoek Seminar assessed in conjunction with its tenth anniversary and ways to enhance it identified and put into practice;
- ◆ Democratization processes in selected Member States strengthened through ad hoc flexible programmes on media legislation and adaptation of broadcasting systems to democratic patterns; governmental representatives, members of parliament, and other decision-makers provided with advice and training in order to help them adapt to the new democratic media environment.

Main line of action 2. Media for peace and tolerance

04112

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 449,300 |
| Extrabudgetary: | \$2,000,000 |

Background. Over the past six years, UNESCO has provided support to independent media in zones of conflict, such as the former Yugoslavia, Rwanda and Burundi, enabling them to survive and play an active role in the peace-building and reconciliation process. UNESCO has also initiated a series of subregional meetings on the role of the media in promoting a culture of peace as a follow-up to the meetings held in May 1997 in Puebla (Mexico) and in March 1999, in Panama (Panama).

Strategy. Dynamic and flexible, the strategy will be adapted to the specific conditions of the country or region concerned. Sensitization and fund-raising campaigns in favour of independent media in conflict zones will be pursued, in close cooperation with the United Nations, regional and subregional bodies, as well as international media organizations while urging all sides to respect all the international rules concerning the safety of journalists and of persons collaborating technically with them. This action will be extended to new countries and regions such as Angola, the Middle East, Central and South Asia, and the Caucasus. This will include the provision of training and equipment and support for joint activities and professional exchanges, in particular through press forums, press houses and clubs to provide common working facilities to media professionals from all sides.

Results expected at the end of the biennium

- ◆ Efforts aimed at peace-building and the principles of tolerance promoted in selected zones of conflict by encouraging dialogue and cooperation between media professionals; the role of the media in promoting reconciliation, peace and tolerance highlighted and enhanced through seminars and roundtables held in all regions; support for the implementation of the Puebla Declaration strengthened, in particular through the REDIPAZ Network, and the Panama Declaration;
- ◆ Independent media in existing and new zones of conflict supported and their role as a major factor of return to peace highlighted; programme banks for use by independent television stations set up or strengthened.

IV.1.2 Media, information and society**0412**

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$2,668,000 |
| ● Decentralization: | 46% |
| Extrabudgetary: | \$9,800,000 |

04120

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) highlight the contribution of media and information to empowering women and young people and develop viable models for using communication and information tools for poverty alleviation and social integration, greater social participation and the democratization of public services;
 - (ii) build a strong public domain of information accessible to all as an effective means of supporting development, while paying special attention to the preservation and promotion of the documentary heritage of humanity through the “Memory of the World” programme and reinforcing the coordination of that programme with activities relating to the cultural heritage;
- (b) to allocate for this purpose an amount of \$2,668,000 for programme costs, \$4,788,400 for staff costs and \$172,800 for indirect programme costs.

Main line of action 1. Media and information for social participation and poverty alleviation**04121**

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,350,800 |
| Extrabudgetary: | \$4,000,000 |

Background. During the previous biennia, UNESCO initiated or supported a number of communication and information projects designed to foster social participation of specific groups of the population, thereby contributing to their empowerment. The WOMMED/FEMMED network, the “Women Speaking to Women” project and the “Women on the Net” initiative are a few examples of such activities. The relationship between the media and young people has also been at the centre of UNESCO’s reflection for several years, with particular emphasis on media education. On a more general level, the Organization has gained considerable experience in the use of community media in support of development programmes, focusing on poverty alleviation, prevention of social exclusion, and enhancement of citizen’s participation in all aspects of the life of societies.

Strategy. The twofold objective of facilitating women's access to expression and decision-making in and through the media set forth in the Toronto and Beijing Platforms for Action will continue to guide UNESCO's action in this area. Broad international partnerships and cooperative initiatives will be encouraged, taking into account specific regional and cultural contexts. Close collaboration with NGOs and NGO networks in the fields of media education, research on youth and the media, and with the specialized institutions set up for those purposes will be pursued. Communication tools, both traditional and new, will be used to address the issues of poverty alleviation and social integration. In conjunction with relevant activities under Major Programme II, the identification and use of appropriate communication channels in disadvantaged rural and urban areas will be encouraged in order to improve intercommunity relations and foster participation by the public in local management. Emphasis will be given to intersectoral collaboration and a major effort will be made to reinforce partnership with United Nations agencies, international development agencies and other interested partners in developing joint projects. Based on the results of the international survey carried out in 1998–1999 on successful "on-line governance" initiatives, the use of ICTs applications in public administration will be tested through pilot projects, with a view to facilitating citizens' access to information, and their participation in the decision-making process.

SPECIAL PROJECT: *Women Speaking to Women.* During its concluding phase, the project will focus on the consolidation of the seven radio stations set up during the previous biennium, by improving their capacity for programme preparation and production, and on the promotion of new stations in other regions through a practical handbook based on the experience gained.

Results expected at the end of the biennium

- ◆ Production of news and feature stories on the portrayal of women, stereotyping, gender equality, various forms of discrimination, as well as positive stories on and insights into the new roles of women in the information age, increased through sensitization and training of some 200 women media and Internet specialists; a global network of women journalists established to form a corps of reporters on related issues and to facilitate professional exchanges;
- ◆ The usefulness of low-cost radio stations for empowerment of women at the grass-roots level demonstrated and a methodology for setting up such types of community media widely made available;
- ◆ Ways and means to improve media competence among young people investigated through: preparation of a new model curriculum to be tested in six countries; and setting up and interlinking of educational and cultural websites in selected secondary schools in six countries;
- ◆ Television industry and public sector decision-makers sensitized to the need of improving television programming for children, through increased cooperation and exchanges, including interregional and international training workshops and UNESCO's active participation in the Forum 2000 on Youth and the Media (Sydney, Australia);
- ◆ International partnerships among institutions and organizations specializing in information on and for young people built or reinforced through the expansion and consolidation of the INFOYOUTH network as a means of information sharing and mobilization for innovative action;
- ◆ A new approach to poverty alleviation at community level, combining appropriate community media with micro-credit schemes, developed and tested in some four countries for application in other developing regions;
- ◆ Effective participation of citizens in democratic institutions facilitated through community radio stations designed for areas with high rates of illiteracy;
- ◆ Public awareness on major development themes and topical issues, as well as social participation at the community level improved through the design and use of mobile communication and information units ("info-mobiles");
- ◆ A model for the use of information and communication technologies for social rehabilitation in correctional institutions developed through a pilot project;
- ◆ New approaches to enhancing democratic governance and to improving public administration through the use of ICTs developed and tested; social participation in selected municipalities and local communities increased through the provision of on-line and off-line access to administrative, development and cultural information.
- ◆ Joint projects developed with United Nations agencies and other partners to promote the use of community media, especially community radio combined with Internet/telecentres to support development programmes.

Main line of action 2. Public domain of information and “Memory of the World”

04122

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,317,200 |
| Extrabudgetary: | \$5,800,000 |

Background. In 1998–1999, a new initiative was launched by the Organization, aimed at facilitating access to information in the public domain, by linking up and coordinating the various activities being developed at national and international levels, with a view to progressively build up a repository for all information of a public nature relevant to UNESCO’s fields of competence. Closely linked to this concept of public goods accessible to all is UNESCO’s “Memory of the World” programme, which aims at preserving rare and endangered documentary heritage of universal value, while ensuring the widest possible access to it for researchers and the general public. Over 10 pilot projects have been implemented. A “Memory of the World Register” has been established under this programme guided by an International Advisory Committee.

Strategy. In line with its constitutional mandate, UNESCO will strive to promote universal access to information and to ensure that as many people as possible benefit from the opportunities for sharing knowledge and promoting creativity that the new technologies provide. In this context, the principle of free access to information in the public domain will have to be redefined, and the minimum level of service to be provided to information users by the public sector will have to be determined, while encouraging the allocation of a fair share of public resources to public information providers. Given the growing awareness of the need for a United Nations system-wide coordinated action to respond adequately to the immense challenges posed by ICTs, UNESCO will strengthen consultations with partners with a view to developing a comprehensive strategy to improve access to information and ICTs. A number of flagship projects will set out to illustrate the feasibility of these approaches. Under the “Memory of the World” programme, the twofold strategy of preserving documentary heritage and ensuring its wide accessibility and dissemination will be pursued. Special attention will be paid to pooling efforts, sensitization and fund-raising campaigns with a view to building a broad international partnership. The regional component of the programme will be reinforced, in particular through closer cooperation among national Memory of the World Committees. Pilot projects – mainly regional and interregional – will be developed for demonstration and promotion purposes and extrabudgetary funding sought for their implementation.

Results expected at the end of the biennium

- ◆ Sensitization of Member States and policy guidance on the digitization of public domain information strengthened and the dissemination of public domain software promoted; the digitization of documents related to peace and human rights supported and access to serial publications facilitated;
- ◆ Local free access to public domain courseware, texts and data in selected LDCs facilitated through the development of electronic educational and scientific publishing mirror sites;
- ◆ A model website for information in the public domain developed as a virtual focal point of all relevant websites in UNESCO’s fields of competence; the content of the public domain information available on the Internet enriched and access to it by developing countries facilitated through the creation of portals and CD-ROM versions of major world public libraries and archives;
- ◆ Better protection of selected documents and collections ensured through their inclusion in the “Memory of the World Register”; selected rare and endangered documentary heritage preserved and publicized through four flagship projects;
- ◆ Decision-makers and the public at large made more aware of the value of documentary heritage, in particular through an international campaign including multimedia promotional material and a series of public lectures, and a global audiovisual heritage preservation and access charter;
- ◆ Technical standards, legal frameworks, marketing and fund-raising strategies for the safeguarding of documentary heritage developed and their application promoted; some 100 specialists trained in the management of heritage collections.

Ethical, legal and sociocultural challenges of the information society¹

04125

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$ 979,800 |
| ● Decentralization: | 20.4% |
| Extrabudgetary: | \$2,300,000 |

04126

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to stimulate international reflection and debate on the ethical, legal and societal aspects of the information society, gather and disseminate relevant information and data, and promote consensus-building on ethical and legal principles applicable in cyberspace;
- (b) to allocate for this purpose an amount of \$979,800 for programme costs, \$1,358,200 for staff costs and \$65,400 for indirect programme costs.

04127

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 979,800 |
| Extrabudgetary: | \$2,300,000 |

Background. Building upon the results of the “Infoethics” and “Inforights” meetings, a number of activities were undertaken in 1998–1999 – conferences, expert meetings and publications on different aspects of the emerging information society, discussion forums on the Internet, etc. – to promote global reflection on the impact and challenges of advances in ICTs. In particular, the setting up of a permanent mechanism to look into ethical and societal issues related to the contents of information in cyberspace made it possible to bring the Organization into the mainstream of the international debate on the information society, while highlighting the importance of its “ethical dimension”.

Strategy. This transdisciplinary reflection on ethical, legal and sociocultural challenges of the information society will be fostered through continued discussions at international and regional levels, in particular within the framework of a new intergovernmental programme for information and informatics. Emphasis will be placed on such questions as: access to information and universal service; the protection of intellectual property, fair use and “copy left”, public domain; freedom of expression, privacy; racism, violence – including protection of the child against violence and pornography – promotion of multilingualism and cultural pluralism and diversity in cyberspace. Broad consultations will be pursued with Member States, interested bodies and competent international organizations, IGOs, NGOs and the private sector with a view to progressively forging agreement upon some core ethical and legal principles to guide the development of cyberspace. The UNESCO on-line observatory on the information society will be further developed as a major source of information and data, and cooperation with existing observatories and clearing houses – such as the International Clearing House on Children and Violence on the Screen – further strengthened. All these actions could serve as preparatory work for the possible convening of a World Conference on Communication and Information in 2002–2003.

1. This intersectoral project will be planned and implemented in close coordination with relevant activities under Programmes I.2 (Reform of education in the perspective of education for all throughout life), II.3 (Philosophy, ethics and human sciences) and III.2 (Promotion of living cultures).

Results expected at the end of the biennium

- ◆ Progress made in gaining a better understanding of the ethical, legal and sociocultural challenges of the information society;
- ◆ Consensus-building on common ethical and legal principles applicable in cyberspace encouraged through consultations and studies;
- ◆ The international community further sensitized to the need to reduce violence on the screen in particular through a global observatory and an international mechanism for cooperation and exchange of information;
- ◆ Up-to-date information on codes of practice, legislation, regulations, and national ICT policies made available to decision-makers and the public at large through the UNESCO clearing house and the publication of the *World Communication and Information Report*;
- ◆ Information and data on specific cultural and educational aspects of the information society (e.g. cultural pluralism and linguistic diversity; artistic creativity and cultural practices; impact of technologies on cognitive processes and ways of learning and teaching, etc.) collected and disseminated.

Programme IV.2

Medium-Term Strategy, paragraphs 139, 140 and 147–153

Bridging the communication and information gap

04200

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$ 7,007,600 |
| • Decentralization: | 49.4% |
| Extrabudgetary: | \$19,400,000 |

IV.2.1 Development of communication

0421

| | |
|---------------------|--------------|
| Regular budget | |
| • Activities: | \$ 3,764,700 |
| • Decentralization: | 56% |
| Extrabudgetary: | \$16,950,000 |

04210

- The General Conference
Authorizes the Director-General:
(a) to implement the corresponding plan of action in order to:
 (i) help Member States, particularly the developing countries, to strengthen their communication capacities as an integral part of development strategies, by supporting the design and implementation of communication projects, in particular through the International Programme for the Development of Communication (IPDC), and by improving the training of communication specialists;
 (ii) support public broadcasting organizations in their mission of catering for the educational and cultural needs of society and promote the development of endogenous audiovisual production as a major factor in the preservation of cultural diversity;
(b) to allocate for this purpose an amount of \$3,764,700 for programme costs, \$7,855,800 for staff costs and \$233,600 for indirect programme costs.

Main line of action 1. Strategies and projects for the development of communication

04211

| | |
|-----------------|--------------|
| Regular budget | |
| ● Activities: | \$ 2,696,200 |
| Extrabudgetary: | \$14,000,000 |

Background. For several decades, UNESCO has been committed to strengthening communication capacities in developing countries through expanded infrastructures and improved training. UNESCO's International Programme for the Development of Communication (IPDC) has been instrumental in this field as a major fund-raising mechanism. Furthermore, multilateral and bilateral partnerships enable the Organization to support over 150 ongoing projects. The promotion of training has always been considered a top priority. In recent years, emphasis has been placed on the development and provision of short-term and hands-on training programmes, while communication training institutions are encouraged to organize the pooling of knowledge and expertise among specialists, to set up programmes and training internships and to share the results of scholarly research with media practitioners.

Strategy. The Organization will seek to strengthen the long-term impact of its communication activities; to this end, efforts will be made to reinforce inter-agency cooperation, to increase the programme's current level of resources and to involve new partners in promoting appropriate national and regional communication strategies. Special attention will be paid to the development of community media as a major element of an effective and truly democratic communication system. Strong emphasis will be placed on training communication professionals at all levels, as well as on training trainers, in priority areas such as the use and maintenance of new technologies, media management, editorial independence, professional standards and ethics, and reporting on development issues. The collaboration with networks and universities will be strengthened, in particular within the framework of the Network of UNESCO Chairs in Communication (ORBICOM) and the Network of Schools of Journalism (JOURNET).

SPECIAL PROJECT: *Improving communication training in Africa.* In 2000–2001, the project will focus on the dissemination of the model curriculum for the training of communication specialists designed and tested during the previous biennium and on the promotion of its use in at least 10 countries in Africa.

Results expected at the end of the biennium

- ◆ Inter-agency cooperation in the field of communication developed, in particular through better coordination at field level and sharing of experience; UNESCO's role in the annual United Nations Inter-Agency Round Table on Communication for Development enhanced, through a substantial input made on the basis of research on new trends and on the impact of communication technologies;
- ◆ Communication capacities strengthened in at least 20 countries through innovative communication projects adapted to local and community needs, with special focus on the introduction of modern information and communication technologies;
- ◆ The fund-raising mechanism of the International Programme for the Development of Communication (IPDC) and its project generating capacity improved, with particular attention to up-stream work on project identification and preparation, as well as project evaluation;
- ◆ Communication education and research capacities in different parts of the world enhanced through the expansion and consolidation of the Network of UNESCO Chairs in Communication (ORBICOM) and the Network of Schools of Journalism (JOURNET);
- ◆ Quality of media performance and output in selected countries enhanced through in-country journalists' and practitioners' training courses; international approaches to journalistic issues and journalism ethics given more prominence in the training programmes of professional organizations;
- ◆ The need to promote a "culture of maintenance" to ensure the long-term sustainability of communication projects more widely recognized as a result of: the setting up of three maintenance centres; the training of 50 specialists in printed and electronic media equipment maintenance; the development of subregional networks for sharing available expertise and relevant databases.

Main line of action 2. Public broadcasting and endogenous audiovisual production

04212

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,068,500 |
| Extrabudgetary: | \$2,950,000 |

Background. An evaluation of UNESCO's action to strengthen regional audiovisual productions and co-productions was conducted in 1998–1999, highlighting its encouraging results. UNESCO's stand in favour of developing and strengthening public service broadcasting has been recognized worldwide. Action in recent years focused on improving production and distribution of quality audiovisual programmes, in particular under the "Screens without Frontiers" project.

Strategy. The Organization will build partnerships with international broadcasting organizations, in order to support audiovisual productions and co-productions in developing countries and countries in transition and to facilitate their access to international markets. Central to this strategy is the promotion of concepts such as public service broadcasting and the educational and cultural dimensions of audiovisual media.

Results expected at the end of the biennium

- ◆ Efficiency and coordination of international efforts to promote public service broadcasting improved, with special emphasis on the educational and cultural dimensions of electronic media, through closer cooperation and joint ventures with regional and international NGOs;
- ◆ Regional and international cooperative programmes, such as INPUT, strengthened; the INPUT self-training approach extended to film-makers in Africa, Asia and Latin America, and international circulation of television productions originating from Eastern Europe, Africa, Asia and Latin America improved;
- ◆ National and regional audiovisual productions and co-productions, in particular those dealing with major development themes further supported, particularly in Africa, and appropriate means for their wider distribution at regional and international levels identified; some 80 producers from developing countries trained in marketing techniques to facilitate access of endogenous productions to the world markets;
- ◆ An international partnership to ensure a successful implementation of the "Screens without Frontiers" project established; an international database for the use of public television channels of developing countries created with extrabudgetary resources.

IV.2.2 Development of “infostructure”

0422

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$3,242,900 |
| • Decentralization: | 41.7% |
| Extrabudgetary: | \$2,450,000 |

04220

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
 - (i) promote the development of integrated information and informatics strategies so as to ensure universal access to information and informatics tools for development, by promoting networking of institutions and innovative use of virtual community techniques, by developing methodologies for the collection, management and dissemination of information, including endogenous knowledge, and by improving the training of information and informatics specialists, trainers and users by drawing up an action plan to develop “infostructure” in Africa and in the least developed countries, and by adapting existing software (CDS/ISIS, IDAMS) and multilingual terminology networks (such as INFOTERM) to the new technological environment;
 - (ii) enhance the role of libraries and archives as gateways to information highways and key elements of “infostructure” with special emphasis on public and school libraries as an effective means of broadening access to education and knowledge;
- (b) to allocate for this purpose an amount of \$3,242,900 for programme costs, \$2,237,100 for staff costs and \$208,700 for indirect programme costs.

Main line of action 1. Integrated information and informatics strategies and methodologies

04221

| | |
|-----------------|-------------|
| Regular budget | |
| • Activities: | \$2,116,700 |
| Extrabudgetary: | \$1,100,000 |

Background. Prospective national information and informatics policies are a key to coping with the challenges of the information society. It is particularly important, in this context, to achieve a balance between the common good and economic imperatives, and to facilitate the application of information and communication technologies for development by the public sector and civil society. In this context, UNESCO has assisted its Member States in the establishment of electronic networks for development, and in the past two biennia has promoted experimentation with new approaches to virtual communities for learning, for scientific exchange and for cultural activities. Building on results achieved during the 1996–1997 biennium, priority was given to setting up centres of excellence such as UNESCO Chairs in information and informatics, and the improvement of training programmes.

Strategy. Regional cooperation on information policies and strategies will continue to be encouraged, giving special attention to “infostructure” development in Africa and the least developed countries. UNESCO will promote frameworks for development of public domain software and for access to information and communication technologies, paying special attention to effective cooperation among public authorities, civil society and the private sector. Greater emphasis will be put on promoting the use of ICTs for education and training at all levels and in all UNESCO programme areas. The focus will be on (i) promoting exchange of experiences, methods and tools that contribute to a free and equitable access to learning

resources including the creation of an Internet portal on issues related to ICTs and education and (ii) fostering international collaboration on enhancing the use of ICTs in all education and training activities. In close coordination with Major Programmes I, II and III, assistance will be provided for setting up information networks and virtual communities for the promotion of education, science and culture, taking full account of the needs of the developing countries. As for training, the strategy will continue to favour support to subregional and regional centres of excellence and the development of modular training packages for both trainers and students, to enable them to cope with the rapid evolution of information technologies. Particular attention will be given to using the new technologies themselves to improve access to relevant training materials. Finally, UNESCO's intergovernmental structures in the field of information and informatics will be adapted to the new requirements.

Results expected at the end of the biennium

- ◆ A concept and methodology for the preparation of national and regional integrated information and informatics policies developed, with particular attention to endogenous knowledge, including an action plan to develop "infostructure" in Africa and the least developed countries. A new international cooperation programme in information and informatics integrating PGI and IIP, with an adapted intergovernmental structure, established;
- ◆ Regional strategies for the reduction of economic obstacles to information technologies and services promoted and consortiums of public service sector telematics and informatics users developed;
- ◆ Regional networks such as RINAF, RINSCA, RINSEAP, INFOLAC and ASTINFO, strengthened and electronic networking of libraries, archives, information centres and cultural institutions facilitated, through pilot projects such as the Mediterranean Virtual Library project (Medlib);
- ◆ Information management and resource sharing enhanced, in particular through the cooperative development and dissemination of CDS/ISIS and IDAMS as public domain software packages and support to multilingual terminology networks, such as INFOTERM; a model cooperative strategy designed, based on a network of computer centres, to provide public domain software and technical support, as well as to ensure recycling, redistribution and maintenance of computer equipment, with particular attention to disadvantaged areas and populations;
- ◆ Technological watch of virtual universities, virtual learning communities and virtual laboratories further developed; virtual communities using groupware set up through pilot projects in all regions; virtual laboratory applications developed and tested as a means of bringing together scientists and researchers from the developing and the developed countries to work on joint projects;
- ◆ Training of information and informatics specialists and users in developing regions improved through the provision of packages for undergraduate and postgraduate studies and the organization of five regional workshops for trainers;
- ◆ Specialists and users of telematics applications in the fields of education, science, culture and public administration trained through regional workshops; specialized courseware in telematics applications produced and disseminated.

Main line of action 2. Libraries and archives as gateways to information highways

04222

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,126,200 |
| Extrabudgetary: | \$1,350,000 |

Background. In line with the priorities defined in the new mandate of UNESCO's General Information Programme (PGI), emphasis has been placed, in recent years, on mobilizing information professionals to take full advantage of the ICTs to pool their resources and provide their users with access to the information available at community, national and international levels. In this context, the experience of marrying the concept of libraries with that of multi-purpose community telecentres, supported by ITU and other international partners, had promising results. Five pilot projects based on such an approach

were carried out in Africa in 1998–1999 and it is proposed to pursue this experience in the current biennium. Furthermore, in the field of archives, an emergency programme for the safeguarding of vital records in case of armed conflicts was established; an “on line” guide to the archives of international organizations was created and the digitization of the studies under the Records and Archives Management Programme (RAMP) completed.

Strategy. UNESCO will aim to promote the development of libraries and information services as gateways to information highways providing both access and training to users. In conjunction with relevant activities under Major Programmes I and III, special focus will be placed on public and school libraries. The elaboration of methodologies and guidelines for the preservation and management of traditional collections and digital materials, as well as the pooling and sharing of resources and expertise will be favoured with a view to adapting library and archival services in Member States to the new technological requirements and enabling them to play a central role in building a strong public domain of information (Subprogramme IV.1.2). A major element of the strategy aims at improving networking within the library and archive community, in particular through strengthening the UNESCO Network of Associated Libraries (UNAL) and fostering cooperation with competent NGOs.

Results expected at the end of the biennium

- ◆ The role of public and school libraries as a means of access to education and knowledge highlighted and promoted, in particular through: the dissemination of the “UNESCO Public Library Manifesto” and the “UNESCO School Library Manifesto”; the preparation of updated guidelines on the establishment of such libraries; the launching of an international reflection on the role of national libraries in the twenty-first century;
- ◆ Innovative ways of facilitating access to information contents and technologies via libraries and archives tested through three pilot projects focusing on the establishment or strengthening of local institutions providing district and village community services;
- ◆ The *Bibliotheca Alexandrina* strengthened to become a model regional and international centre for the promotion of knowledge, with particular emphasis on the use of new information and communication technologies; the International School for Information Studies (ISIS) affiliated to this Library developed to become a centre of excellence in the field of libraries and ICTs;
- ◆ Inter-library cooperation for development strengthened through a joint UNAL/UNICEF Internet project in Latin America, the creation of the UNAL network multimedia electronic bulletin board and the training of UNAL members in the creation of websites for information sharing;
- ◆ National capacities in preserving and managing archival materials upgraded through the provision of technical and methodological expertise, and the development of strategies for the preservation of records in the electronic environment;
- ◆ Human resources in the fields of information improved in developing countries through training courses for librarians, archivists and information specialists, with particular emphasis on the use of new information and communication technologies.

Regional and subregional strategies

Africa

04701

In the field of freedom of expression and promotion of independent and pluralistic media, priority will be given to providing assistance to media organizations and governments for comparative studies on media laws, especially in the SADC region, and the harmonization of media legislation at the subregional level. Communication strategies for peace-building, involving NGOs and civil society organizations will be developed and support sought for their implementation. In the area of “media, information and society” emphasis will be on the development of rural communication and information; the promotion of community media for poverty alleviation, and of multi-purpose community telecentres and libraries for increased social participation; facilitating access to information for women and improving the portrayal of women in the media; and promoting young people’s access to ICTs and developing their competence and skills in their use.

04702

Communication and information capacities in Member States will be strengthened – mainly through extrabudgetary resources. In line with the objectives of the African Information Society Initiative (AISI), support will be mobilized for the design and implementation of integrated communication and information policies and strategies, with the aim of improving management and governance through the use of ICTs in public administration; widening access to global information sources including public domain information, paying special attention to increasing “African content” on the regional and international audiovisual market and in the electronic networks; development of telematics applications; appropriation of ICTs and their use for educational and development purposes. In this context, priority will be given to: improving the quality of communication, information and informatics education, *inter alia*, through UNESCO Chairs and academic exchange programmes; long-term specialized training, with IPDC support; telematics-aided learning; and training of trainers. Particular attention will be paid to the promotion of a culture of maintenance and of programmes for the preservation of the “Memories of Africa” – documents, archives and audiovisuals.

Latin America and the Caribbean

04703

With regard to the promotion of freedom of expression and the promotion of independent and pluralistic media, priority will be given to the follow-up of the 1994 Santiago Seminar. Other priorities include: formulation of new approaches to self-regulation; educational dimension of public service media; media and young people, with focus on media education; and the production and dissemination of endogenous media products. Emphasis will be placed on the role of media in promoting development, a culture of tolerance, integration and peace, including in conflict and post-conflict situations. In both Latin America and the Caribbean, community media projects and initiatives aimed at increasing the use of ICTs for improving public administration, increasing social participation of marginalized groups, particularly women, children, indigenous people, rural and marginalized urban communities, will also be encouraged.

04704

To ensure effective integration of Latin America and the Caribbean into the information society, emphasis will be placed on the coordination and sharing of resources available. The presence of the region on the Internet will be increased in particular through the development of the project of a Latin American and Caribbean Digital Library and the edition and publication of electronic documents. The creation of cooperative networks among institutions of excellence in the field of information will be promoted. Special attention will be given to facilitating access to information in the public domain, including through the “Memory of the World” programme, and the digitalization of documents. The development of libraries as gateways to information will be encouraged and support given for public software development and distribution, including special applications for libraries, information centres and archives, as well as training of information specialists and users.

04705

In line with the priorities identified in the “Focus on the Caribbean” Action Plan, emphasis will be placed on: training of communication professionals, further development of community video programmes, feasibility study for setting up community multimedia learning centres and cybercafés as well as the introduction of computers in schools.

Asia and the Pacific

04706

The promotion of freedom of expression and freedom of the press will be encouraged, in particular, within the framework of the ongoing cooperation with regional and national professional media organizations, with a view to developing press freedom centres throughout the region. Continued support will be provided for the development of independent and pluralistic media, in particular in conflict and post-conflict zones, to promote reconciliation and peace-building.

04707

Initiatives aimed at enhancing democratization and reform processes through ICTs will be supported. Building upon experience gained in the region, community media development in support of poverty alleviation will be encouraged, particularly in rural and isolated areas. Emphasis will be placed on mobile community learning centres, as well as on projects targetted to extend access to new communication and information systems to rural communities and organizations.

04708

Priority will be given to the development of television production expertise among young producers; support to the ABU children’s television programme exchange; and promotion of interregional cooperation between ABU and EBU in this field. Similar support will be extended to women television producers, especially in the framework of the Pacific women television exchange network. Initiatives aimed at promoting local content, cultural and linguistic diversity, through both the media and the Internet will be supported, paying particular attention to endogenous knowledge and software.

04709

Training of communication specialists will cover all areas of media, with emphasis on the use of new technologies for audio and video programme editing operations by broadcasting organizations. In Central Asia, action will focus on training of trainers and improvement of local training expertise and professional qualification; modernization of curriculum development as well as on the establishment of media resource centres and networks of media professionals. Initial surveys will be carried out on Member States’ needs in relation to the transition to digital technology systems by broadcasting systems.

04710

Priority will also be given to facilitating access to ICTs and the Internet in particular for universities and schools, and to developing computer expertise and skills to ensure increased information flow and exchange between students, teachers and educational institutions. Special attention will be paid to electronic networking of universities, and to the development of virtual learning communities and virtual libraries, while continuing to support traditional libraries and archives, in particular with regard to the digitization of their holdings.

04711

In the Pacific region, in line with the priorities set out in the “Focus on the Pacific” Action Plan, focus will be on the improvement of national infrastructures for production and dissemination of information; national and subregional training for information specialists; improving connectivity between different information systems; adaptation of ICTs for development purposes.

Arab States

04712

In the context of the promotion of independent and pluralistic media, particular attention will be given to the follow-up of the Sana'a Seminar. The use of communication and information tools in poverty alleviation and community development projects and for the empowerment of women, essentially in rural and depressed urban areas, will be given high priority. Support will be given to pilot projects in selected countries in media education for young people and to initiatives to enhance public services and governance through advanced information technologies.

04713

Training of communication specialists will remain a top priority. It will be centred on short-term specialized sessions for professionals, focusing on societal and development issues and the use of advanced technologies, as well as on modernization of journalism schools' curricula. Other priority areas include strengthening public service mission of the media; community radio development; establishment of community telecentres in rural and remote areas. With regard to "infostructure" development, emphasis will be on strengthening capacities of Member States for networking of educational, scientific and cultural institutions; providing technological support for the development of distance education delivery systems, and improving training of the university faculty in the use of modern information technologies. Finally, support to strengthen school and public libraries will be provided in particular through practical guidelines and methodologies. Particular attention will also be paid to facilitating access to reading materials for new literates, under the "Reading for All" project implemented under Major Programme III.

Europe and North America

04714

In promoting the free flow of information, emphasis will be placed, *inter alia*, on: the promotion of independent and pluralistic media as a cornerstone for democracy; media legislation; the role of public service; youth and the media, including media education and issues related to violence on the screen; accessibility of information for all, public domain and the "Memory of the World"; research and cooperation on ethical, legal and sociocultural aspects of the information society.

04715

In Central and Eastern Europe, in line with the recommendations of the 1997 Sofia Seminar, priority will be given to supporting the creation of independent news agencies; audiovisual production, exchange and marketing; fostering professional media associations, as well as upgrading journalism, educational and training structures. The countries in transition and the Baltic States will be accorded particular attention in mobilizing international support for infostructure development. Intra-regional collaborative projects and experiments will be initiated or pursued in such fields as virtual libraries, virtual learning communities and laboratories; and multi-purpose community telecentres. In this context, support will be provided for innovative telematics applications for education, scientific research, environmental protection, and preservation of the cultural heritage.

Cooperation with extrabudgetary funding sources

04801

Under Major Programme IV, the Organization will continue to work closely with multilateral and bilateral institutions and donors in the public and private sectors, seeking optimum complementarity with regular programme activities. Increased efforts will be made to rally international technical cooperation in support of capacity-building in communication and information, in particular through IPDC and the setting up of a new intergovernmental programme on information and informatics.

04802

Partnerships with multilateral institutions such as UNDP, the World Bank and regional intergovernmental organizations such as the European Community will be sought for programmes and projects related to: the use of ICTs for education, scientific research and communication; media and governance; applications of telematics for improving public administrations; and consolidation of democratic processes. While continuing to rely heavily on cooperation with international media professional organizations, UNESCO will pursue its efforts to secure support from multilateral and bilateral donors for pluralistic and independent media, including in conflict and post-conflict situations. In this context, inter-agency cooperation will be strengthened, in particular with the Office of the United Nations High Commissioner for Human Rights, the Council of Europe, the Organization of American States and other regional and subregional bodies, as well as with United Nations peacekeeping forces in zones of conflict.

04803

Furthermore, building up on some joint initiatives launched during the previous biennium, efforts will be made to involve all concerned international agencies, both within and outside the United Nations system, intergovernmental organizations such as the European Union, foundations and NGOs in reflection and action geared to respond to the sociocultural and ethical challenges raised by the information revolution. Special attention will be paid to cooperation with the private sector as a major actor of the information society.

04804

Being the only United Nations organization with a specific mandate for the development of communication, UNESCO will enhance inter-agency cooperation with a view to integrating communication strategies in national and regional development plans and to generating joint projects. To this end UNESCO will closely cooperate with United Nations agencies, programmes and funds such as UNDP, UNFPA, UNICEF and FAO, intergovernmental organizations such as ITU, and other multilateral and bilateral agencies to establish new partnerships and mobilize the resources needed. The funds-in-trust and voluntary contributions made under the IPDC Special Account will constitute an important funding source for this programme. As a lead agency for the two components of the United Nations System-wide Initiative on Africa – Informatics in the service of development, and Communication for peace-building – the Organization will contribute, in close coordination with the United Nations Economic Commission for Africa (ECA), UNDP, ITU and other partners, to generating resources needed for their implementation.

04805

In the area of “infostructure” development, the Organization will build upon a number of promising initiatives – such as the experiment of multi-purpose community telecentres carried out in a number of African countries – developed jointly with international organizations, in particular ITU and UNDP as well as with the European Commission, the World Bank, and bilateral donors, such as DANIDA. Similar partnerships will be sought for innovative projects for the setting up of virtual learning communities and virtual laboratories and the development of telematics applications in the fields of education, science and culture.

TRANSDISCIPLINARY PROJECT

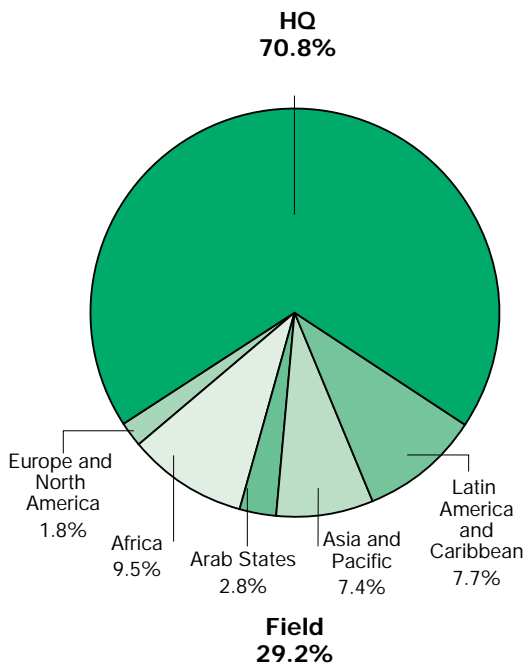
Towards a culture of peace

Recapitulation

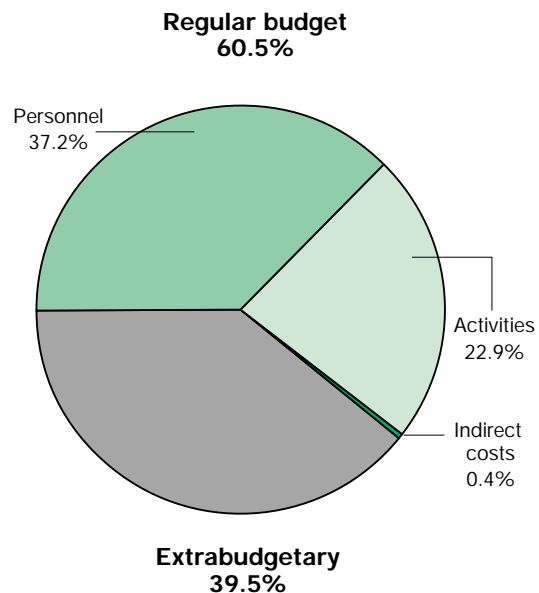
05001

| Regular budget | | | | | Extra-budgetary resources 2000-2001 |
|----------------------------|------------|------------|----------------|----------------------------------|----------------------------------------|
| | Programme | | | Total Appropriation 2000-2001 | |
| | Personnel | Activities | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ |
| Towards a culture of peace | 12 230 900 | 7 522 200 | 139 800 | 19 892 900 | 13 000 000 |

DECENTRALIZATION OF ACTIVITIES



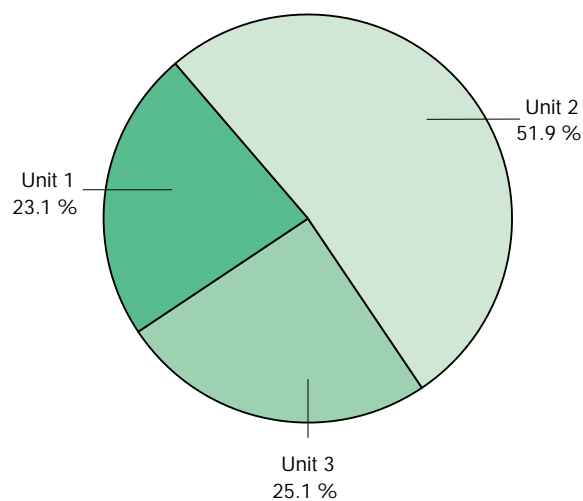
DISTRIBUTION OF TOTAL RESOURCES



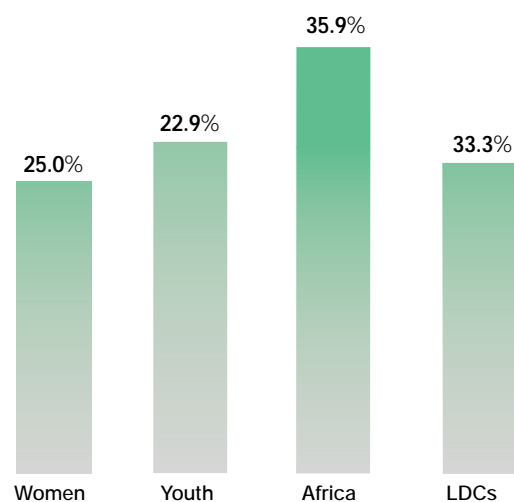
05002

| Unit/Sector | | Regular budget | | Extrabudgetary resources |
|--------------------------|----------------------------------------------------------------------|----------------|-------------------|--------------------------|
| | | \$ | \$ | \$ |
| Unit 1 | Culture of peace: raising awareness and building partnerships | | 1 735 900 | 2 400 000 |
| | Education | 50 000 | | |
| | Social and Human Sciences | 1 128 600 | | |
| | Culture | — | | |
| | Coordinating Unit | 557 300 | | |
| Unit 2 | Educating for a culture of peace | | 3 900 400 | 7 350 000 |
| | Education | 2 771 700 | | |
| | Social and Human Sciences | 1 128 700 | | |
| | Culture | — | | |
| Unit 3 | From interculturality to cultural pluralism | | 1 885 900 | 3 250 000 |
| | Education | 150 000 | | |
| | Social and Human Sciences | 94 000 | | |
| | Culture | 1 641 900 | | |
| Indirect programme costs | | | 139 800 | |
| Personnel costs | | | 12 230 900 | |
| | | | 19 892 900 | 13 000 000 |

DISTRIBUTION OF RESOURCES FOR ACTIVITIES (by Unit)



RESOURCES ALLOCATED TO PRIORITY GROUPS



Towards a culture of peace

05003 Launched in 1996 and designed as a direct corollary of the “Strategies for contributing to peace-building” that had just been defined in the Medium-Term Strategy 1996–2001, the transdisciplinary project “Towards a culture of peace” aimed, in the very terms of that strategy, to “throw into sharper relief the specific nature of the action that UNESCO has to carry out, in accordance with its constitutional purpose, to build peace *in the minds of men*”. As such, it constituted a first attempt to weave together into a coherent whole activities which had hitherto been scattered among several programme sectors, but which all shared the goal of encouraging adherence to the values that underpin “the spirit of peace” and of promoting the development of knowledge, skills and attitudes that express and embody those values.

05004 In 1996–1997 (28 C/5), the first biennium for implementation of the Medium-Term Strategy, special attention was paid to post-conflict peace-building activities, in response in particular to the *Agenda for peace*, recently published by the Secretary-General of the United Nations, which called for concerted action by the system’s institutions to help, in their respective fields of competence, to facilitate national reconciliation and lay the foundations for a democratic, pluralist and participatory society. This has engendered national programmes for a culture of peace which are essentially educational in scope, but which often at the same time draw on other areas of the Organization’s competence. The experience gained on this occasion made it possible, in many cases, to redirect – through feedback – the activities of a more traditional nature that UNESCO had long been carrying out in such fields as education for peace, human rights and democracy.

05005 In 1998–1999 (29 C/5), while substantially strengthening the activities relating to education for a culture of peace, a great effort was made to mobilize a wide range of traditional and new partners for the purpose of spreading the culture of peace message in all walks of society. At the same time, a number of projects, mainly regional or subregional in scope, sought to open windows of opportunity for dialogue and collaboration among countries, groups and communities with widely varying allegiances.

05006 This effort has been so fruitful that the culture of peace has become a common objective for the entire United Nations system, attested by the General Assembly’s proclamation of the Year 2000 “International Year for the Culture of Peace” of the Decade 2000–2010 “International Decade for a Culture of Peace and Non-Violence for the Children of the World” and of the Declaration on a Culture of Peace, and its adoption of the Programme of Action on a Culture of Peace (resolution A/53/243). As “focal point” of the International Year, UNESCO will be expected to mobilize all its partners and intermediaries, from its Member States and their National Commissions to Associated Schools, UNESCO Chairs and Clubs, teachers, artists, the media, NGOs, etc., so as gradually to forge a vast alliance among the many movements, groups and institutions which, each in its own field, are striving to establish a culture of peace.

05007 The proposals set forth in document 30 C/5 are aimed both at consolidating the achievements of the Medium-Term Strategy and at ensuring UNESCO's contribution to the implementation of the Programme of Action on a Culture of Peace adopted by the General Assembly, which provides a common framework of action for the entire United Nations system. Accordingly, emphasis has been placed on what is undeniably UNESCO's "comparative advantage": first and foremost, **Educating for a culture of peace (Unit 2)**, which more than ever represents the keystone of this transdisciplinary project, with nearly 55 per cent of the budgetary provisions. Also important is the **promotion of cultural pluralism and intercultural dialogue (Unit 3)**, which has become a crucial issue as the millennium draws to a close and which will be highlighted during the celebration in 2001 of the United Nations Year of Dialogue among Civilizations. Cultural diversity is, in addition, one of the major themes chosen by the Economic and Social Council (ECOSOC) for the celebration of the International Year for the Culture of Peace. Nevertheless, the time has come to move from praise of cultural diversity to the construction of real cultural pluralism, crucial for harmonious relations among individuals and among nations. With that in mind, stress has also been placed on the contribution that historical research, and the teaching of history, can make to the building of the culture of peace. In addition, in the context of **Unit 1**, emphasis is placed on the strengthening of various other actions at the national, regional and international levels defined in the Programme of Action on a Culture of Peace, within the framework of the Organization's mandate (conflict prevention at the local level, human rights, action to combat discrimination, gender equality, tolerance, democratic participation, and so forth), with special emphasis on the prevention of violence, in all its forms, and the promotion of a concerted drive to that end among all those responsible for the safeguarding of human rights, the security of persons and democratic governance.

05008 The activities presented under this transdisciplinary project are only the most salient aspects of UNESCO's work on behalf of the culture of peace. Many other programmes are making contributions in this area: even apparently technical activities, such as restoration of the heritage or water resources management, are being increasingly oriented towards the development of this "spirit of peace". In that connection, special mention must be made of the activities (brought together under Programme IV.1) designed to defend and promote freedom of expression and freedom of the press – the cornerstones of human rights and democracy – and to support the independent media in their peace-building efforts, not least in situations of conflict.

05009 The programme sectors will continue to be responsible for the implementation of the activities of this transdisciplinary project. As requested by the Executive Board, a summary of the project components to be executed by the education, social and human sciences and culture sectors respectively is presented at the end of Major Programmes I, II and III.

05009 bis The plan of action of this transdisciplinary project aims at the implementation of the programme resolutions adopted by the General Conference, the texts of which are reproduced at the beginning of the relevant units (*i.e. paragraphs 05100, 05200, 05300*).

The plan of action also takes into account draft resolutions (DRs) relating to the transdisciplinary project approved by the General Conference and, to the extent possible, those which did not fully meet the criteria of admissibility.

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

0510

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$1,735,900 |
| • Decentralization: | 29.7% |
| Extrabudgetary: | \$2,400,000 |

05100

The General Conference

I

1. *Invites* the Director-General to further develop, in line with the Medium-Term Strategy for 1996–2001, the coherence of UNESCO's strategies fostering a culture of peace, as the expression of its fundamental mandate to which all of UNESCO's activities must contribute, and to provide the Organization's full contribution to implementation of the Programme of Action on a Culture of Peace, adopted by the General Assembly of the United Nations (resolution 53/243);
2. *Invites furthermore* the Director-General to focus the transdisciplinary project "Towards a culture of peace" on:
 - (a) UNESCO's contribution to the International Year for the Culture of Peace (2000) and the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001–2010) (Unit 1);
 - (b) UNESCO's contribution to the United Nations Decade for Human Rights Education (1995–2004) and the further development of an integrated approach to "Education for a culture of peace" (Unit 2);
 - (c) UNESCO's contribution to the United Nations Year of Dialogue among Civilizations (2001) and the International Decade of the World's Indigenous People (1994–2004) (Unit 3);

II

3. *Authorizes* the Director-General, under Unit 1, "Culture of peace: raising awareness and building partnerships":
 - (a) to implement the corresponding plan of action in order to:
 - (i) mobilize the broadest possible range of partners at both national and international levels, so as to raise public awareness of the objectives of the International Year for the Culture of Peace, and thus lay the foundations for a broad alliance linking the many movements, groups and institutions which are working, each within its own field, to establish a culture of peace;
 - (ii) contribute to the implementation of the Programme of Action on a Culture of Peace, adopted by the United Nations General Assembly, by developing concrete activities within the framework of the Organization's mandate, and by concentrating the activities on the promotion of and support to initiatives undertaken at national, subregional and regional levels and on the dissemination of successful experience;
 - (b) to allocate for this purpose an amount of \$1,735,900 for programme costs, \$2,462,100 for staff costs and \$139,800 for indirect programme costs.

Main line of action 1. International Year for the Culture of Peace

05101

| | |
|-----------------|-----------|
| Regular budget | |
| ● Activities: | \$557,300 |
| Extrabudgetary: | \$800,000 |

Background. The action carried out in recent years has enabled many social actors and new partners (such as parliamentarians, ombudsmen, mayors, religious leaders and the armed forces) to become more aware of the values of the culture of peace, as evidenced by the impressive number of substantive declarations adopted by groups as diverse as journalists and newspaper editors, parliaments, defence institutes, Nobel Prize laureates, women's movements and youth movements. By proclaiming the year 2000 International Year for the Culture of Peace, the General Assembly of the United Nations has provided the international community, and in particular UNESCO, which has been designated "focal point" for the celebration of the Year, with an opportunity to build on this awareness-raising work and move on to a phase of effective mobilization for action. The Declaration and Programme of Action on a Culture of Peace, adopted by the United Nations General Assembly, and the proclamation of the period 2001–2010 International Decade for a Culture of Peace and Non-Violence for the Children of the World, will provide a framework for long-term action to heighten the impact and consolidate, at the national, regional and international levels, the initiatives taken and the movement begun on the occasion of the International Year.

Strategy. The objective will be the launch of a world movement for a culture of peace, involving as many partners as possible and capable of producing a "grand alliance" on a global scale involving the very many movements, groups and institutions working in one way or another to establish a culture of peace. The strategy will include: (i) a media campaign to raise public awareness; (ii) an appeal for individual commitment (in particular through the Manifesto 2000, drawn up by a group of Nobel Peace Prizewinners) and collective action (through information about the activities of associations and NGOs working in the field); (iii) mobilization of all UNESCO's partners (UNESCO Associations, Centres and Clubs; Associated Schools; UNESCO Chairs; educational, scientific and artistic communities; the media; mayors; parliamentarians; etc.) for tasks of promotion and awareness-raising; and (iv) support for the launch of mobilizing projects, at the local, national and subregional levels, involving many actors, governmental and non-governmental, public and private, around some of the objectives set out in the Programme of Action on a Culture of Peace.

Results expected at the end of the biennium

- ◆ Extensive mobilization of the written and audiovisual media to publicize the International Year and implementation of a joint information and communication campaign by the United Nations system as a whole;
- ◆ Mobilization of extensive public support for action in favour of the culture of peace, attested by the collection of some 100 million signatures to the Manifesto 2000 for a Culture of Peace and Non-Violence;
- ◆ A global system of communication and information exchange established on the activities undertaken to promote a culture of peace by organizations and media at a local level; this will include an expanded role for the "Planet Society" project to ensure exchange of experience among grass-root projects, and an innovative use of electronic networks through the training of Internet culture of peace moderators;
- ◆ Launch by many of UNESCO's institutional partners and the main organizations of the United Nations system of at least one major initiative each for contributing to the objectives of the International Year;
- ◆ Launch of at least five mobilizing projects – on a national or subregional scale – involving a large number of partners and, if possible, inter-agency cooperation.

Main line of action 2. Contributing to the implementation of the Programme of Action on a Culture of Peace

05102

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,178,600 |
| Extrabudgetary: | \$1,600,000 |

Background. The work done over the last two biennia to explore the basic concepts of the culture of peace has brought out the need to adopt an integrated approach to its various dimensions (human rights, non-discrimination, prevention of violence, democracy, etc.). The reflection undertaken as part of celebrations of the fiftieth anniversary of the Universal Declaration of Human Rights (to which UNESCO made an important contribution), the work of the International Panel for Democracy and Development, chaired by Mr Boutros Boutros-Ghali, the implementation of the “DEMOS” project in Latin America and in Africa, and the activities of the regional networks for the promotion of tolerance have all highlighted the new challenges to respect for human rights and the promotion of democratic principles posed by problems related to the management of cultural diversity in a context of increasing globalization. At the same time, the activities connected with a new approach to security, which have been developed in Africa, Latin America, South-East Asia and Europe, have underlined the need for concerted action that deals simultaneously with non-military threats to peace and heterogeneous forms of violence, and the necessity of placing more emphasis on traditional methods of conflict resolution. In the same connection, the efforts deployed under the Women and the Culture of Peace programme, the Zanzibar Declaration and the Women’s Agenda for a Culture of Peace in Africa have made it possible to draw up an agenda for the future aimed at checking new forms of discrimination and violence directed against women and at enhancing the role of women in non-violent conflict resolution at the national and local levels.

Strategy. It is proposed to concentrate efforts in 2000–2001 on promoting and strengthening actions at national and local levels which aim at contributing to the implementation of the Programme of Action on a Culture of Peace. They will be geared to fostering the adoption of an integrated approach to the various dimensions of a culture of peace and to buttressing the implementation of mobilizing projects foreseen in the framework of the International Year for the Culture of Peace. These actions will concern in particular (i) development of education and training in promoting dialogue, consensus building and the peaceful settlement of disputes, with particular emphasis on fostering relevant local and indigenous practices. Emphasis will be on actions and practices that foster understanding, tolerance and solidarity throughout society, in particular with regard to various categories of vulnerable groups; (ii) the promotion of respect for all human rights, giving particular attention to strengthening national and local capacities for initiative; (iii) the ensuring of equality between women and men and the elimination of all forms of discrimination and violence against women; and (iv) the strengthening of democratic participation and adherence to democratic principles. Special emphasis will be placed on fostering greater involvement of women in the prevention and resolution of conflicts and in fostering a culture of peace in post-conflict situations.

Results expected at the end of the biennium

- ◆ Innovative and traditional local practices of peaceful conflict management promoted and the best experiences in this field, in particular in the perspective of preventing violence and conflicts at their source widely disseminated;
- ◆ Cooperation among the principal mechanisms and actors involved, locally or nationally, in promoting peace and non-violence, the observance of human rights and democratic principles, personal security and the sustainable management of cities strengthened, in particular in the framework of the mobilizing projects, foreseen in main line of action 1 of Unit 1;
- ◆ National institutions and capacities in the field of human rights strengthened and the adoption of national policies aimed at ensuring respect of all human rights for all encouraged, in the context of the implementation of the Vienna Declaration and Programme of Action, adopted by the World Conference on Human Rights;

- ◆ The universal implementation of human rights in UNESCO's fields of competence promoted, in particular the right to education, and cooperation within the United Nations system in monitoring progress achieved in this regard further strengthened;
- ◆ Contribution to the preparation of the International Year of Mobilization against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001) and the United Nations World Conference on this subject, as well as to the regional preparatory conferences; sensitization of public opinion and decision-makers to recurrent and new forms of discrimination and measures to prevent and reduce them further;
- ◆ Greater adhesion to the principles of tolerance and non-violence promoted in particular through: increased training on dialogue and consensus building within and between societies and groups, the consolidation and development of regional networks on tolerance and non-violence; the promotion of the application of the Declaration of Principles on Tolerance, the implementation of the follow-up action plan for the United Nations Year for Tolerance; and contribution to the celebration of the International Day for Tolerance;
- ◆ Initiatives to promote democratic principles and practices encouraged through the strengthening of national institutions and processes that promote and sustain democracy, in close cooperation with the United Nations agencies and competent regional organizations; the reinforcement of information exchanges and the training of public officials concerning modalities of participation in the democratic processes;
- ◆ Best practices in overcoming gender inequalities and violations of women's human rights and in promoting women's participation in social, economic and political decision-making widely disseminated, in cooperation with United Nations agencies and other relevant institutions and organizations; and regional networks of women working for a culture of peace strengthened;
- ◆ Increased awareness of how stereotyped roles of women and men affect their attitudes towards violence, their potential to resolve conflicts peacefully promoted through support for anti-violence groups and networks, notably among young men.

Unit 2. Educating for a culture of peace

0520

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$3,900,400 |
| • Decentralization: | 40.2% |
| Extrabudgetary: | \$7,350,000 |

05200

The General Conference

Authorizes the Director-General:

- (a) to implement the plan of action for this unit, on the basis of the recommendations of the Executive Board's temporary working group on human rights education, in order to:
 - (i) contribute to the development of education policies which place the objective of education for a culture of peace at the very heart of the educational process, paying particular attention to implementation of the Plan of Action of the United Nations Decade for Human Rights Education and to the development of strategies and programmes which are geared to the needs of countries in pre- or post-conflict situations;
 - (ii) encourage the dissemination and adaptation of textbooks and teaching materials developed in the earlier biennia and the development of training courses and modules for teachers and professionals, with particular responsibility in this field; to mobilize the UNESCO Chairs network for this purpose by continuing to support its expansion and the strengthening of its internal cooperation mechanisms; to encourage educational innovation for more effective prevention of violence, in particular through sport, and to promote gender equality through sport;
 - (iii) extend and approve the Associated Schools Project network by fostering recognition of its pilot role in promoting education innovation, by enhancing its impact on national systems, and by reinforcing communication and cooperation between its members;
 - (iv) promote linguistic diversity and multilingual education at all levels of education, in cooperation with networks such as LINGUAPAX and LINGUAUNI; to encourage the exercise of linguistic rights as an integral part of human rights; and to encourage the protection and development of the world's linguistic heritage;
- (b) to allocate for this purpose an amount of \$3,900,400 for programme costs and \$6,322,900 for staff costs.

Main line of action 1. Development of national plans and programmes of education for a culture of peace

05201

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,095,000 |
| Extrabudgetary: | \$2,700,000 |

Background. The long-term objective that UNESCO has set itself with regard to education for a culture of peace is to develop a complete system of education and training for peace, human rights and democracy, tolerance, non-violence and international understanding, which is aimed at all population groups and encompasses all levels of education, both formal and non-formal. For this purpose, the international community has at its disposal a highly developed framework for reflection and action,¹ which now needs to be fully implemented. Over the last two biennia, UNESCO has endeavoured to sensitize Member States to the need to draw up national plans of education for the culture of peace. It has done so in particular by organizing, within the framework of the Plan of Action for the United Nations Decade for Human Rights Education, a series of regional conferences designed to evaluate existing national plans of human rights education and to elaborate strategies aimed at further developing or strengthening them. Four conferences have been held, in Europe, Africa, Asia and the Pacific, and the Arab States. At the same time, UNESCO has encouraged (for example, in El Salvador, Haiti, Burundi, Mali and Mozambique) the development of “national culture of peace programmes” aimed at encouraging, in pre- or post-conflict situations, the process of national reconciliation and reintegration of marginalized groups chiefly through intensive education and training activities, using both formal and non-formal methods (such as sport or cultural activities).

Strategy. The strategy being pursued is aimed at promoting the development of education policies which place the objective of education for a culture of peace at the very heart of all levels and all forms of the educational process. To that end, UNESCO will continue, in close cooperation with the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance, to monitor implementation in Member States of standard-setting instruments and plans of action relating to education for a culture of peace. The series of regional conferences on human rights education will be rounded off with the convening of a conference for Latin America and the Caribbean, and recommendations will be formulated – in collaboration with the Office of the United Nations High Commissioner for Refugees – for the successful implementation of the last segment of the Plan of Action for the Decade. At the same time, support will continue to be given to Member States for the framing (in particular for groups of countries sharing certain post-conflict characteristics) of national and subregional educational strategies and programmes which weave the values, skills and practices of education for a culture of peace into the fabric of the various levels of formal teaching and the various types of non-formal education. With this in mind, partnerships will be strengthened with national institutions and intergovernmental and non-governmental organizations with experience in the various areas of education for a culture of peace – the aim being to develop an integrated and holistic vision of the diverse approaches currently used in this respect (such as global education, peace education, human rights and democracy education, civics education, international/intercultural education, education for tolerance or for non-violence, etc.). Similarly, encouragement will be given to the overhaul of national policies on physical education and sport so as to lay greater emphasis on the moral and ethical values inherent in sport.

1. More specifically, this framework comprises the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993), the Vienna Declaration and Programme of Action for Human Rights of the World Conference on Human Rights (Vienna, June 1993), the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (Paris, 1995), the Declaration of Principles on Tolerance (Paris, 1995), the Plan of Action to follow up the United Nations Year for Tolerance, and the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004).

Results expected at the end of the biennium

- ◆ A new momentum for the preparation, adoption and implementation of national plans for human rights and democracy education provided through, *inter alia*: dissemination of positive experiences and best practices; evaluation of progress made in various countries; analytical syntheses of Member States' reports within the Permanent System of Reporting; and strengthening of the involvement of human rights research and training institutions in the implementation of the Plan of Action for the Decade;
- ◆ Four to five new national (or subregional) programmes of education for a culture of peace launched in pre- or post-conflict situations; experiments carried out in previous biennia evaluated with a view to developing analytical tools and guidelines for their further development;
- ◆ Civics education programmes for formal and non-formal education developed in a number of countries, in cooperation with CIVITAS International, Education International, and the International Academy for Education and Democracy to be created in Denmark;
- ◆ Cooperation between regional and subregional networks and institutions, such as APNIEVE and the Asia-Pacific Centre of Education for International Understanding, UNESCO Chairs, human rights and peace research institutes, relevant NGOs and IGOs, strengthened with a view to integrating the various approaches relating to education for a culture of peace within a common conceptual framework;
- ◆ Major achievements in the fields of human rights education and peace education publicized through the award of relevant UNESCO prizes;
- ◆ Support for the reform of national physical education and sport policies and for the development, at the local level, of mobilizing programmes promoting the reintegration of marginalized young people through sport, and also the fight against delinquency; closer attention by Member States to the recommendations of the Intergovernmental Committee for Physical Education and Sport (CIGEPS), and creation in numerous countries of interministerial commissions aimed at catalysing implementation of the recommendations of MINEPS III.

Main line of action 2. Improving the content and methods of education and training for a culture of peace

05202

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,510,400 |
| Extrabudgetary: | \$3,350,000 |

Background. Providing teachers and other professionals having special responsibilities in the field of human rights, democracy and security, with educational materials and appropriate skills and methods is critical for the development of a culture of peace. That is why a number of educational materials and teaching aids were prepared, tested and published during the last biennia such as *The Manual on Human Rights Education and Tolerance – The Threshold of Peace*, intended for primary and secondary schools and teacher training; *The practice of citizenship*, a civics education kit, and a *Peace Pack*, developed by the Associated Schools Project (ASP); a manual on human rights for universities and other reference guides and training manuals, including among others: *Human Rights: Questions and Answers*, *Introducing Democracy: Eighty questions and answers*, *Human Rights: Major International Instruments*, the *Peace Games*; many of these materials were prepared in cooperation with the Associated Schools Project network and the network of UNESCO Chairs in human rights, democracy, peace and tolerance, both of which were greatly expanded in 1998–1999. Finally, UNESCO supported the organization of several training courses for parliamentarians, judges, members of the armed forces and the police, particularly in Latin America and in Africa.

Strategy. The strategy will have three components. First, on the occasion of the International Year for the Culture of Peace, a major effort will be made to encourage the translation, into the greatest possible number of national languages, and wide dissemination of the main teaching materials produced in previous biennia, which will be evaluated with a view to making optimal use of the new communication and

information technologies and of the existing networks such as the Associated Schools and UNESCO Chairs; support will also be provided for the adaptation of these materials to local contexts and for their production as low-cost booklets – in close association with the intersectoral project “Reading for All” – priority being given to countries emerging from conflicts and to those engaged in democratic consolidation. Secondly, encouragement will be given to the development of training modules based on these materials for the initial and continuing training of teachers at primary and secondary level, and also to the framing of strategies for the training of professionals with special responsibilities, especially those whose work involves target groups living in particularly difficult circumstances (street children, demobilized young people, juvenile delinquents, prisoners, etc.). In this connection, the UNESCO Chairs network, to which support will be provided for its expansion and the reinforcement of its internal cooperation mechanisms, will be asked to focus its efforts on the preparation of these training modules and their distribution. Thirdly, support will be given to educational innovation efforts, in both formal and non-formal contexts, stressing three priority themes: the development of gender-sensitive socialization and training, with special focus on boys and young men; measures to combat violence at school; the development of sports practices based on fair play, tolerance and solidarity.

Results expected at the end of the biennium

- ◆ An inter-agency strategy designed to facilitate the translation and distribution on a massive scale, by the end of the Decade on Human Rights Education, of the manual on human rights education to primary and secondary schools, as well as the translation of the manual on human rights for universities in interested countries;
- ◆ Existing UNESCO educational materials translated in various languages and widely disseminated; assistance for the elaboration of appropriate textbooks and educational materials provided to countries experiencing pre- or post-conflict situations; advocacy campaigns organized for educational authorities, publishers and authors on the theme “textbooks and education for a culture of peace”;
- ◆ The network of UNESCO Chairs on human rights, democracy, peace, tolerance and culture of peace expanded (especially in Asia and the Pacific and in Latin America and the Caribbean) and strengthened, and new Chairs on civics education created; cooperation among the Chairs developed with a view to reinforcing their educational and research potential and their inputs in the elaboration and dissemination of educational aids designed for various groups;
- ◆ An overall strategy elaborated and a prototype curriculum for teacher training developed, on the basis of materials already produced by UNESCO or competent organizations; a gender-sensitive peace education curriculum tested in a number of teacher-training institutions and made available to interested Member States;
- ◆ A number of regional, subregional or national training sessions organized for educators and for professionals having special responsibilities such as parliamentarians, judges, lawyers, members of the armed forces and the police;
- ◆ As a follow-up to the Special Project on Women’s contribution to a culture of peace in Africa, women’s role in conflict prevention and peace-building strengthened, through the training of women peace protagonists in some 10 countries in Africa and reinforced networking between women peace researchers, activists and educators, in cooperation with OAU;
- ◆ Non-violence education pilot projects developed in a number of educational institutions in all regions; a training guide on peaceful conflict resolution for schools prepared and distributed;
- ◆ Preparation and distribution, with the assistance, *inter alia*, of the International Olympic Movement, of a guide for the formulation of programmes and materials for the teaching of the ethical and moral values of sport, based on the UNESCO International Charter of Physical Education and Sport and the Olympic Charter; development of exchanges of experience, by means of round tables and a website, on practices combining sports objectives, social development and greater public awareness of the humanistic values of sport;
- ◆ A feasibility study will be carried out on the establishment of an International Fund for Education for Peace.

Main line of action 3. Associated Schools Project network

05203

| | |
|-----------------|-----------|
| Regular budget | |
| ● Activities: | \$923,500 |
| Extrabudgetary: | \$800,000 |

Background. In the last few years, the Associated Schools Project network (ASPnet) has practically doubled in size, thus becoming a major network of more than 6,000 schools. ASPnet has proved to be very effective in conducting subregional and international flagship projects (such as the “Young People’s Participation in World Heritage Preservation and Promotion” project, the “Transatlantic Slave Trade” project and the “Caribbean Sea” project) which have produced useful educational prototype material. ASPnet classroom teachers are actively engaged in educating for a culture of peace through numerous innovative pilot projects. Yet, their positive results are not always recognized by education authorities and it has not always been possible for Associated Schools to have direct contact with each other within and between countries. A five-year Strategy and Plan of Action (1999–2003), elaborated at an ASPnet international workshop in Lisbon, Portugal (1998), will serve as guidelines for strengthening the network.

Strategy. The main objectives, in 2000–2001, will be: (i) to increase recognition, by the national authorities, of the ASPnet potential; to that end, a special resource package intended for high-level decision-makers will be prepared and diffused; (ii) to enhance the impact of its projects (especially its flagship projects) on the national systems of education, by providing inputs to school curricula, developing user-friendly prototype material and securing extrabudgetary financing for their adaptation/translation for use in various contexts; and (iii) to facilitate communication and cooperation between members of the network, through the setting up of an integrated information system and the design of ASPnet subregional plans of action.

Results expected at the end of the biennium

- ◆ Increased awareness among national authorities of the pilot role of ASPnet, resulting from a more systematic diffusion of information on results obtained and resource material developed, and leading to a broader dissemination, at the national level, of ASPnet prototype material, exhibitions and contests;
- ◆ Improved ASPnet contributions to education in post-conflict situations (South-East Europe, Caucasus, Eastern Africa, South-East Asia, etc.) through increased cooperation with United Nations organizations as well as competent IGOs and NGOs;
- ◆ Fifteen ASPnet subregional action plans elaborated/implemented and coordinated by UNESCO field units;
- ◆ Subregional ASPnet educational tours for teachers and students organized to enhance the practice of “learning to live together”;
- ◆ Regional and interregional cooperation and solidarity amongst young people enhanced through the organization of 10 world heritage youth fora, 10 preservation workshops of places of memory of the Transatlantic Slave Trade, 10 “sports and culture for peace” festivals;
- ◆ Five hundred “peace pillar” awards granted to individual ASPnet schools for projects conducted on the occasion of the International Year for a Culture of Peace in one of those four areas: non-violent conflict resolution; intercultural learning; human rights and democracy; solidarity action within minority groups; a CD-ROM and a booklet reporting success stories related to the awards produced;
- ◆ Innovative user-friendly prototype material for classroom teachers on vital topics related to a culture of peace produced;
- ◆ A standardized, computerized ASPnet reporting system set up to monitor pilot work under way and to ensure instant retrieval of information on ASPnet activities at all levels.

Main line of action 4. Linguistic diversity and multilingual education

05204

| | |
|-----------------|-----------|
| Regular budget | |
| ● Activities: | \$371,500 |
| Extrabudgetary: | \$500,000 |

Background. Language teaching and particularly multilingual education are a key factor in the development of understanding among peoples and dialogue for peace. Accordingly, during the current biennium, UNESCO has redoubled its activities aimed at promoting linguistic diversity at all levels of education and encouraging the practice of multilingualism. At the same time, it has reinforced its action to protect and enhance the linguistic heritage, especially that of indigenous populations and people belonging to minorities. The LINGUAPAX project has been refocused in such a way as to incorporate these different objectives within a harmonious framework of action.

Strategy. The strategy will consist in supporting action by Member States to formulate and implement language policies designed to: ensure linguistic diversity and multilingual education at all levels of education; strengthen language teaching and its methods; promote the implementation of linguistic rights as an integral part of human rights; protect and revive local and vernacular languages, in particular those which are endangered; promote linguistic diversity within written, audiovisual and electronic communication networks. The activities carried out in this connection – which will benefit from the assistance of the Advisory Committee for Linguistic Pluralism and Multilingual Education – will be designed and implemented in very close coordination with those relating to the protection and promotion of the intangible heritage (Subprogramme III.1.1), encouragement for translation (Programme III.2) and command of the new information and communication technologies (Intersectoral project on the “Ethical and sociocultural challenges of the new information society”).

Results expected at the end of the biennium

- ◆ National capacities to elaborate and implement language policies enhanced through:
 - ◇ expansion and development of the activities within the Linguapax university network on regional and subregional levels, especially with regard to indigenous and endangered languages; setting up of new UNESCO Chairs in the field of linguistics and sociolinguistics;
 - ◇ preparation, translation and distribution of guides for teachers and trainers of trainers, adapted to the linguistic and educational situations prevailing in the school context in Asia and Latin America;
 - ◇ organization of regional seminars (Asia and the Pacific, Latin America and the Caribbean, Africa) for the training of teachers specializing in the teaching of mother tongues and foreign languages, in cooperation with the UNESCO Centre of Catalonia and the LINGUAPAX and APLANG university networks;
 - ◇ support provided to African Member States to follow up the recommendations of the Harare Conference in linguistic policies;
- ◆ Encouragement for the introduction of policies for the preservation and revival of local and national languages, following the publication of the UNESCO Report on the World’s Languages, whose content will reflect three lines of approach: description, explanation and measures to promote preservation;
- ◆ Public awareness promoted on the necessity to adopt additional measures to ensure better implementation of linguistic rights through the preparation and dissemination of a “state of the art” concerning existing normative and legislative instruments, both at international and national levels, which deal with linguistic rights;
- ◆ An “International Mother Language Day” launched and to be observed on 21 February.

Unit 3. From interculturality to cultural pluralism

0530

| | |
|---------------------|-------------|
| Regular budget | |
| • Activities: | \$1,885,900 |
| • Decentralization: | 15.2% |
| Extrabudgetary: | \$3,250,000 |

05300

The General Conference

Authorizes the Director-General:

- (a) to implement the corresponding plan of action in order to:
- (i) encourage the renovation of historical research and the teaching of history, in order to highlight the processes of positive convergence between cultures; to support the efforts of Member States wishing to revise their history and geography textbooks; and to pursue and strengthen the execution of intercultural projects aimed at promoting greater understanding between various cultures and various spiritual and religious traditions, in particular within the framework of the United Nations Year of Dialogue among Civilizations (2001), and, in particular, in countries that have recently become independent;
 - (ii) design a comprehensive strategy, and make a cost estimate of its implementation to promote dissemination and follow-up activities of the General History of Africa, to ensure the completion of the other history projects (the History of Humanity; the History of Civilizations of Central Asia; the General History of the Caribbean; the History of Latin America; The Different Aspects of Islamic Culture) and to secure the extrabudgetary funds required for that purpose;
 - (iii) promote the practices of cultural pluralism and support its protagonists, paying particular attention to the innovative experiments under way at the local level, especially in urban contexts, with a view to strengthening social cohesion within multi-ethnic and multicultural societies; and to contribute to the implementation of the Programme of Activities of the International Decade of the World's Indigenous People, by strengthening existing cooperation networks and mechanisms at the regional and interregional levels, particularly in Latin America;
 - (iv) promote activities as regards the proclamation of the year 2001 as the United Nations Year of Dialogue among Civilizations and identify key partners, design a strategy, develop a plan of action and mobilize the needed financial resources;
- (b) to allocate for this purpose an amount of \$1,885,900 for programme costs and \$3,445,900 for staff costs.

Main line of action 1. Encouraging intercultural dialogue

05301

| | |
|-----------------|-------------|
| Regular budget | |
| • Activities: | \$1,426,600 |
| Extrabudgetary: | \$2,750,000 |

Background. For many years, UNESCO has been endeavouring, through various “Road” projects and other intercultural projects, to analyse the dynamics of interaction between cultures by highlighting contributions and borrowings between them. These studies have underscored the need for a better understanding of the long-term processes which are the mainsprings of the memory of peoples and can both fuel prejudice and incomprehension and lay the foundations for renewing dialogue between different civilizations, cultures, religions and spiritual traditions. In view of the forthcoming celebration of the

United Nations Year of Dialogue among Civilizations (2001) it is proposed to strengthen the processes, both historical and contemporary, that favour a positive convergence between cultures through the discovery of a common heritage and shared values.

Strategy. The strategy adopted will be twofold. The aim will be, first of all, taking advantage of the dynamic engendered by the general and regional histories currently being published in various language versions, to encourage the research on cultural interactions under way in a number of regions and subregions which have been a cross-roads, or melting pot, for different civilizations, and to use those studies to renovate the teaching of history, particularly at the secondary level, in order to highlight convergence between cultures; efforts will also be made to create opportunities for dialogue and to engender new cooperation mechanisms and networks between communities which have different allegiances by pursuing intercultural projects and promoting forms of cultural tourism which seek to encourage intercultural understanding.

Results expected at the end of the biennium

- ◆ Development of historical research on the processes of interaction between cultures, through the establishment, with the International Committee of Historical Sciences (ICHS), of networks of historians interested in this field, particularly in Central Europe, Africa, the Arab States, Asia and the Pacific and Latin America and the Caribbean; implementation of a comprehensive strategy to promote dissemination and follow-up activities of the General History of Africa and to ensure the completion of the other history projects;
- ◆ Provision of support, at the request of Member States, for the revision of history and geography textbooks, in particular in the Middle East, Central and South-Eastern European countries, Latin America and the Caribbean, and Africa, in cooperation with the International Network of Textbook Research Institutes;
- ◆ Under the “Slave Route” project, and in cooperation with its International Scientific Committee, further refinement of the interdisciplinary study of the Transatlantic slave trade and its cultural, social and religious impact; greater public awareness of that tragedy, particularly among young people, thanks to the enhancement of forms of artistic expression engendered by interactions between Europe, Africa, the Americas and the Caribbean; renovation of the teaching of the slave trade, *inter alia*, through educational programmes designed in cooperation with the Associated Schools and through the publication of works and documentary sources; encouragement for a plural reappropriation of the places and traditions in which the memory of the slave trade is rooted, through the creation of museums and the continuation of the “Gorée Memorial” project;
- ◆ Under the “Iron Road” project, increased awareness in many Member States of the role of iron in African societies by means of a travelling exhibition; encouragement, in cooperation with UNIDO and industrial partners, of technological development and artistic ironwork, with the creation of an African Institute of Iron and Technology;
- ◆ Under the “East-West Intercultural Dialogue in Central Asia” project, study and development of those aspects of the tangible and intangible heritage which are common to the various cultures of the subregion, in particular by supporting the activities of the International Institute for Central Asian Studies (Uzbekistan), the International Institute for the Study of Nomadic Civilizations (Mongolia), the Chinese Maritime Silk Roads Study Centre and the International Institute of Comparative Civilization (Pakistan); the inventory of caravanserais in Central Asia; and activities to encourage interreligious dialogue;
- ◆ Under the project “For Peace and Tolerance: For a Dialogue between Cultures”, mobilization of a growing number of scientific and cultural personalities and of young people with a view to encouraging innovative experiments in favour of intercommunal dialogue;
- ◆ Under the project “Spiritual Convergence and Intercultural Dialogue” – which serves as a link between the “Roads of Faith” and the “Roads of Al-Andalus” projects – progress made in understanding the complex interactions between various religious and spiritual traditions, through the creation and networking of UNESCO Chairs on that theme; and development of initiatives aimed at encouraging interreligious dialogue, and the teaching thereof, in cooperation with the International Committee on Interreligious Dialogue;
- ◆ In the Indian Ocean, establishment of a network of institutions, universities and experts involved in the study of the intercultural processes at work in the small island States of the subregion, which could lead to the creation of a subregional institute for intercultural studies;
- ◆ Under the Mediterranean programme, strengthening of cooperation between networks and networks

of networks, institutions and programmes (research centres, academies, cultural centres, festivals, associations, municipalities) which could contribute, through joint initiatives, to the development of dialogue between the countries on both shores of the Mediterranean;

- ◆ Highlighting of the potential contribution of cultural tourism to intercultural dialogue and sustainable development, through the continuation of the cultural itineraries developed jointly with the World Tourism Organization (WTO) on the “Silk Roads” and the “Slave Route”, and with Legado Andalusi on the “Roads of Al-Andalus”;
- ◆ Implementation, in particular with extrabudgetary funding, of a programme of activities of an inter-disciplinary nature for the Arabia Plan;
- ◆ Organization of a subregional preparatory meeting on the cultural components of a regional cooperation programme for the Caucasus;
- ◆ Development of a strategy to enlist partners and muster extrabudgetary resources to promote the celebration of the United Nations Year of Dialogue among Civilizations; in this framework the possibility of including the “Road to Carthage” project in the programme of activities for the celebration of the United Nations Year of Dialogue among Civilizations (2001) will be studied.

Main line of action 2. Promotion of cultural pluralism

05302

| | |
|-----------------|-----------|
| Regular budget | |
| ● Activities: | \$459,300 |
| Extrabudgetary: | \$500,000 |

Background. In recent years, UNESCO has taken various initiatives to promote the practices and support the protagonists of cultural pluralism, in the sense of the harmonious management of intercommunity interaction within multicultural societies. The Organization has focused its efforts on identifying and disseminating innovative practices which, in everyday life, particularly in cities, could promote the acceptance of plurality and develop a “will to live together” among citizens from diverse cultural backgrounds, particularly young people. These efforts have given rise, for example, to the UNESCO Cities for Peace Prize and the work entitled *The City – A User’s Guide*. UNESCO has also been involved in efforts to encourage the acknowledgement, *inter alia*, in national constitutions, of the multicultural and multi-ethnic nature of societies, in particular in the framework of the International Decade of the World’s Indigenous People. In accordance with the Stockholm Action Plan and in the light of the recommendations of the symposium “Towards a constructive pluralism”, organized in cooperation with the Commonwealth Secretariat, it is proposed to strengthen the Organization’s action in this field, which will most probably be one of the priority areas for work in the twenty-first century, as demonstrated by the initiatives concerning the Universal Forum of Cultures – Barcelona 2004 and the Cultural Olympiad 2000–2004.

Strategy. The strategy adopted will be designed to (i) highlight the beneficial nature of cultural diversity through awareness-building and promotion activities carried out at the regional and local levels; (ii) develop practices conducive to strengthening, social cohesion and intercultural dialogue in urban settings; (iii) encourage the exchange of information and collaboration among various actors, at the subregional, national and local levels, with a view to identifying the mechanisms of inter-ethnic and intercommunity tension; and (iv) contribute to the implementation of the Programme of Activities of the International Decade of the World’s Indigenous People by encouraging the establishment or strengthening of intra- and interregional cooperation networks and the design of educational and cultural policies based on acknowledgement of the multi-ethnic and multicultural nature of the societies in which those communities live.

Results expected at the end of the biennium

- ◆ Promotion of initiatives and practices which demonstrate intercultural conviviality, such as the “ethnic jesting” practised in various African countries; regional intercultural festivals highlighting the wealth of cultural diversity; initiatives developed under the “Culture in the Neighbourhood” project (encouraging the social integration of young people living in multicultural environments) and the project “Intercultural

Dialogue in Everyday Life” (encouraging cooperation between associations and NGOs of young people of various nationalities and ethnic backgrounds); contribution to efforts aimed at combating domestic violence through education in Africa;

- ◆ Development of cooperation between cities wishing to promote intercommunity dialogue in urban settings, through the awarding of the UNESCO Cities for Peace Prize and the establishment of a network linking prizewinners; improved access to regularly updated data banks on innovative urban practices; strengthening of regional networks for the exchange of information among municipalities, creation of a “Cities and peace” website and various written and audiovisual publications;
- ◆ Development of exchanges of information on ways and means of regulating inter-ethnic tensions in multicultural societies and defining strategies for the promotion of pluralism in conflict-torn subregions, in particular the Great Lakes in Africa and the Balkans in Europe;
- ◆ Establishment, in the Member States concerned, of national committees on indigenous peoples; strengthening and expansion of existing cooperation networks and creation of a regional UNESCO Chair for the study of indigenous peoples; enhancement of the cultural skills and experience of indigenous peoples, particularly in the framework of cooperation with the Fund for the Development of the Indigenous Peoples of Latin America, the Caribbean and continuation of the project for the development of the Maya peoples and joint activities with Major Programmes II and III concerning indigenous knowledge systems.

TRANSVERSE ACTIVITY

UNESCO Institute for Statistics

06001

| Regular budget | | | | | Extra-budgetary resources 2000-2001 |
|----------------------|-----------|------------|----------------|----------------------------------|----------------------------------------|
| | Programme | | | Total Appropriation 2000-2001 | |
| | Personnel | Activities | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ |
| Financial allocation | – | 6 820000 | – | 6 820000 | 2 500000 |

06002

In the series of consultations undertaken since the extensive review made in 1995 by the Board on International Comparative Studies in Education (BICSE), it has become clear that UNESCO should substantially reorient and upgrade its statistical services by developing higher professional standards and closer interaction with the Member States and partner agencies for the production, collection, dissemination and use of quality statistical information and indicators in support to policy- and decision-making. It was considered that a UNESCO Institute for Statistics enjoying a wide intellectual autonomy as well as adequate administrative flexibility would be an appropriate mechanism to ensure quick responses to demands, better efficiency of operations, and the ability to mobilize new partnerships and extrabudgetary support. These were the concerns that led to the initial proposals made to the General Conference at its 29th session. In conformity with 29 C/Resolution 50, the Director-General initiated the process of transforming the Division of Statistics into a UNESCO Institute for Statistics (UIS). This process was guided by a Steering Committee, which the Director-General established under the chairmanship of Mr J. Ritzen, at that time Minister of Education, Culture and Science of the Netherlands, and was closely monitored by the Executive Board. The Statutes of the Institute were adopted at the 30th session of the General Conference (30 C/Resolution 44).

06003

Within UNESCO's broad mandate to contribute to the advancement and sharing of knowledge and the free flow of ideas, the Institute's mission will be to provide statistical information on education, science, culture and communication which helps decision-making in Member States and facilitates democratic debate in UNESCO's areas of competence. The important point is the new emphasis placed on the policy-relevance of the statistical information collected and provided by UNESCO. The Institute will therefore need: (i) to be responsive and flexible in defining and developing data and indicators; (ii) to make sure that the data which it collects and makes available are reliable, sufficiently accurate for its purpose, and up to date; and (iii) to ensure that the processes for defining, collecting, analysing and presenting statistics are subject to strong and objective quality assurance.

06004

To fulfil its mission, UIS's efforts will focus on three core objectives: (i) to foster the development of international statistics in its fields of competence in ways which reflect the changing policy contexts in those fields and which are reliable, robust and feasible to collect; (ii) to arrange for the collection, production, analysis and timely dissemination of policy-relevant statistics and indicators based on this development work; and (iii) to support the development of the statistical and analytical capacities of Member States.

06005

Since UIS is still being newly established and will be founded on consultative methods of working, it is still premature to define precisely the specific projects which will be approved by the Governing Board of the Institute or particular data which will be collected and disseminated. During the biennium, the priority will be to conduct full and wide-ranging consultations in order to ensure that the future work of UIS is relevant to the needs of policy-makers nationally and internationally. It will also be to establish: (i) a core programme of work for the development, collection and dissemination of statistics and indicators based on the principles of project-based working, with identified users, objectives, quality criteria, budgets and timetables for each strand of the programme; (ii) a programme of special projects to develop new statistical activities subject to appropriate external funding being secured; and (iii) an agreed set of procedures for establishing new projects.

06005 bis

The plan of action of the UNESCO Institute for Statistics aims at the implementation of programme resolution 43, the text of which is reproduced below.

UNESCO Institute for Statistics

06006

The General Conference,

Taking note of the Director-General's report on the establishment of the UNESCO Institute for Statistics (30 C/22),

1. *Approves* the creation of the UNESCO Institute for Statistics (UIS);
2. *Invites* the Governing Board of UIS to focus the Institute's programme on the following priorities:
 - (a) to define and establish the types of statistical data and indicators which will be needed at the international level during the coming years, taking advantage of the high-profile consultative mechanisms to be set up by the UNESCO Institute for Statistics;
 - (b) to collect and disseminate statistical information on education, science, culture and communication in response to the increasing demands emanating from Member States and the international community, and monitor the achievements of policy goals defined, in particular, by major international conferences, working in partnership to promote the use of these data in policy research;
 - (c) to improve statistical capacity in Member States through advocacy and mobilization of political will and commitments, and by disseminating technical manuals and providing training and advisory services;
3. *Authorizes* the Director-General to support the UNESCO Institute for Statistics by providing a financial allocation of \$6,820,000;
4. *Invites* Member States, international organizations, development and donor agencies, foundations and the private sector to contribute financially or by other appropriate means to the implementation and expansion of the activities of the UNESCO Institute for Statistics.

Main line of action 1. Establishing current and emerging needs for statistical data and indicators

06007

Background. The role of the UNESCO programme sectors in orienting the programme of work for UIS will be key but there are also other constituencies with an interest in promoting sound decision-making in UNESCO's fields of competence and whose information needs should be served. These include the national statistical bureaux, the United Nations and other multilateral agencies, regional intergovernmental organizations, development agencies, international research institutes, etc.

06008

Strategy. In order to build solid foundations for the Institute, UIS will consult widely with all programme sectors in order to identify their immediate needs and explore their longer term requirements for statistics and quantitative indicators. Furthermore, UIS will establish technical advisory panels to assess which kind of data are of relevance and value to a wide range of policy-makers, and will support these panels with additional systems of consultation amongst users and producers of data at both the national and international levels. Through these wide consultations, UIS will define the current and emerging needs for data and indicators, and will identify those for which further methodological and conceptual development is required. These reviews will also address the need to collect data relating to disparities, particularly gender disparities, across and within countries.

06009

Results expected at the end of the biennium

- ◆ Effective mechanisms to consult with users and providers of data as well as policy-makers established in each of UNESCO's main areas of competence;
- ◆ Close collaboration with national coordination mechanisms in all Member States established to improve the policy relevance, coverage, timeliness and quality of statistics and indicators in UNESCO's areas

of competence, including by providing countries with guidelines to help them organize national systems of coordination of statistical work among concerned ministries and agencies.

Main line of action 2. Improving the collection, dissemination and use of comparative international statistics

06010

Background. For many years, the collection of statistical information has been at the heart of the former Division of Statistics; this will still be true for UIS, but with a number of important differences: first, such work will be guided to a greater extent by the emerging needs for data and indicators as identified under the main line of action 1. To date UNESCO statistics have largely been drawn from administrative sources but UIS will explore the potential for expansion of data collection from other sources such as surveys, censuses and census-related studies; secondly, the collection function of UIS will be undertaken with more rigorous quality control, including the development of indicators of quality; thirdly, UIS will seek to take advantage of the new technologies to permit a major transformation in the way that data are delivered to users, who will be closely involved in the design and evaluation of all products.

06011

Strategy. Procedures to monitor and improve the quality of the data collected by UIS will be developed through: the careful design and constant evaluation of the instruments and methodologies it uses; closer contact with national data providers; feedback from the data users; capacity-building within countries and the production of clear manuals and other training materials. A major aspect of the work will be the introduction of quality assurance methods within the Institute itself. A broad strategy on information technology will be developed, building upon the experiences and investments made in this area over the last two years. Dissemination of data will exploit the new technologies through, for example, distributing data over the Internet or publishing data on CD ROMs, but account will also be taken of the diversity of both the needs of users and their technical facilities. UIS will seek to identify how best to reach users, in particular policy-makers; the most appropriate medium of dissemination for their purposes (e.g. paper or electronically) and the type, frequency and format of information they require will be explored. The formulation of data policies will also address issues of data ownership, copyright, version control, archival responsibilities and pricing strategies.

06012

Results expected at the end of the biennium

- ◆ Improved data instruments and methodology, incorporating data quality criteria and procedures, available in a number of Member States;
- ◆ Systems established or refined to ensure the production of education indicators to meet the needs of major international conferences;
- ◆ Training programmes and training materials developed for use within countries to support them in the collection of high-quality data;
- ◆ Special projects established in order to extend data collection to new and emerging areas and to develop statistical methodology for the estimation and projection of key indicators;
- ◆ Feasibility projects established in collaboration with sectoral researchers to address the production of focused topic-based or regionally based publications and the dissemination of information relating to measurement error;
- ◆ A data policy elaborated for discussion within UNESCO and with Member States as well as with external users of UNESCO data and other statistical products;
- ◆ The information systems on education, culture and communication data improved; a new system for statistics on science and technology developed;
- ◆ A system for the long-term management, error correction, maintenance and archiving of the database set up;
- ◆ A resource centre created which will include access to electronic information, notably the Institute's own databases, and relevant statistical publications. This resource centre will be available to UNESCO staff, officials from Member States, and universities.

Main line of action 3. Building statistical capacity in Member States

06013

Background. Statistical capacity-building can only be effective when there is strong political commitment and appropriate resources and technical support. This implies a collaborative effort among the national authorities, UIS, and multilateral and bilateral funding agencies. The Institute's role should in the first instance be one of advocacy and mobilization of political will and commitments, to be complemented by the dissemination of technical manuals, guidelines and software tools, and training and advisory services aimed at encouraging "learning by doing" in the countries.

06014

Strategy. A capacity-building function will be a core activity of the Institute and a component of every programme of work. Programmes of assistance will focus on enabling data-collection agencies within countries to forge partnerships with their national policy analysts. UIS will take advantage of existing networks and working groups, including UNESCO's own field offices, in adapting capacity-building strategies to the specific situations of various clusters of countries. The Institute will also be in a position to play a catalytic role through needs assessments, formulation of statistical capacity-building projects, identifying expertise, mobilizing resource support, and establishing twinning arrangements. The current NESIS project (Strengthening National Education Statistical Information Systems in Sub-Saharan Africa) – which forms part of the Institute's programme – provides an example of this more intensive approach. Partnership will be developed with the International Institute for Educational Planning to provide assistance for national capacity-building in relation to education data collection and use.

06015

Results expected at the end of the biennium

- ◆ National plans for improving endogenous statistical capacity formulated in a number of countries;
- ◆ A statistical capacity-building component introduced in an increased number of development projects and several Member States assisted in making wider use of information technology in statistics;
- ◆ Solid systems of communication between users and producers of data established within the framework of policy needs assessments;
- ◆ Existing networks reinforced and regional groupings established to enhance the sharing of statistical information and expertise;
- ◆ Statistical manuals and standards more broadly disseminated and training provided to national specialists.

06016

Financial arrangements

The financial resources of UIS will consist of: (i) a financial allocation approved by the General Conference under the regular programme; and (ii) voluntary contributions from Member States, international organizations, foundations and other donor bodies as well as fees received for certain training and research projects. A financial allocation, under the regular budget, amounting to \$6,820,000 is appropriated towards the cost of personnel and activities as well as indirect programme costs.

TRANSVERSE ACTIVITY

Anticipation and future-oriented studies

07001

| Regular budget | | | | | Extra-budgetary resources 2000-2001 |
|------------------------------------------|-----------|------------|----------------|----------------------------------|----------------------------------------|
| | Programme | | | Total Appropriation 2000-2001 | |
| | Personnel | Activities | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ |
| Anticipation and future-oriented studies | 815 800 | 701 600 | — | 1 517 400 | — |

07002

UNESCO, as an “intellectual watch” forum, needs to possess a capacity for analysing and anticipating the major trends that are likely to show the way forward and guide its action in its fields of competence in the short, medium and long term. To face the challenges of the future, which are increasingly situated at the crossroads of disciplines and traditional knowledge, UNESCO needs to encourage future-oriented reflection that is strongly interdisciplinary and of a transverse nature in the Organization’s fields of competence, and promote a broad and open dialogue on the ethical, intellectual and scientific issues likely to be raised by peace and development in the future. In accordance with the Medium-Term Strategy (document 28 C/4, in particular paras. 44, 212 and 213), efforts will continue to be made to strengthen the Organization’s activities of anticipation and future-oriented study during the 2000-2001 biennium.

07002bis

The plan of action of this transverse activity aims at the implementation of programme resolution 45, the text of which is reproduced below.

07003

The General Conference

Authorizes the Director-General:

- (a) to implement the plan of action for this activity in order to:
 - (i) strengthen the capacities of the Organization and of Member States for anticipation and forward planning by encouraging future-oriented studies on development in the Organization’s fields of competence and by drawing up a future-oriented report by the Director-General on this subject;
 - (ii) promote future-oriented reflection and debate, and an intellectual and scientific “watch” at the international level, by strengthening, in particular, UNESCO’s role as a forum of anticipation and future-oriented thinking through the organization of “Twenty-first Century Talks” and a “Twenty-first Century Dialogues” meeting;
 - (iii) make the public and decision-makers aware of the major challenges of the twenty-first century, of future-oriented reflection and of the strategies of action identified, principally through cooperation with the media and a policy of disseminating the main results of the activities undertaken in the field of anticipation and future-oriented studies;
- (b) to allocate for this purpose an amount of \$701,600 for programme costs and \$815,800 for staff costs.

Main line of action 1. Strengthening of capacities in the field of anticipation and future-oriented studies

07004

Regular budget

● Activities: \$283,200

Background. During the 1998-1999 biennium, two future-oriented reports by the Director-General on the prospects for development in the Organization's fields of competence were prepared, and a Council of the Future was set up as an advisory virtual network. In addition, the rapid changes that societies are now experiencing, the impact of the process of globalization on societies and individuals, efforts to alleviate poverty and exclusion and the challenges of the world information society require new, future-oriented approaches to the whole question of development.

Strategy. During the biennium steps will be taken to strengthen reflection on the major trends and challenges of the future in UNESCO's fields of competence, and to increase the capacities of the Organization and Member States in this field; the measures that should be undertaken here and now to respond to these challenges will be outlined, and the long-term tasks will be identified, in particular those of an ethical, intellectual and scientific nature in whose implementation the Organization is called upon to make a major contribution. Encouragement will be given, as need be, to new future-oriented study and analysis, at both the international and regional levels, on development within UNESCO's fields of competence, in cooperation with the competent institutions, and measures will be taken to promote the necessary links between the Organization's work of anticipation, the future-oriented studies on development and the renewal of UNESCO's programmes and strategies.

Results expected at the end of the biennium

- ◆ Promotion, among Member States, the organizations of the United Nations system, IGOs, NGOs, institutions and foundations, of the decisive importance of future-oriented studies directed towards action in UNESCO's fields of competence, so as to face the challenges of the twenty-first century, in particular through the collection, analysis and dissemination of the findings of relevant future-oriented studies; the circulation of a future-oriented report by the Director-General on the prospects for development in the Organization's fields of competence; contribution to the organization of the Millennium Assembly of the United Nations in the year 2000;
- ◆ Better anticipation by UNESCO and its Member States of major trends and foreseeable needs in UNESCO's fields of competence up to 2020 and beyond, with a view to outlining approaches that will enable preventive action to be taken in good time on the problems and challenges identified;
- ◆ Greater awareness on the part of the intellectual and scientific community, the general public and national authorities of the importance of future-oriented reflection and of future challenges in UNESCO's fields of competence, which may lead to the creation or development within Member States of national capacities for anticipation and future-oriented study.

Main line of action 2. Promotion of future-oriented reflection and debate

07005

Regular budget

● Activities: \$418,400

Background. The Medium-Term Strategy provided for the strengthening of the “intellectual watch” and future-oriented forum function of UNESCO, by channelling “the findings of the main groups of experts and centres for future studies at world level” into “several focal points of debate, analysis and prediction with a view to finding ways in which the Organization might alter or associate itself with probable trends in its fields of competence”. It was in that perspective that the “21st Century Talks” and “21st Century Dialogues” were held in 1998-1999. Moreover, the dissemination of information about activities relating to the anticipation of future trends and future-oriented studies has already led to many articles in authoritative media throughout the world and to partnerships with the press, radio and television.

Strategy. A particular effort will be made to promote future-oriented reflection and debate in a transdisciplinary perspective so as to disseminate to the general public and decision-makers the results of these activities which might have an impact on the development of trends in UNESCO’s fields of competence, and make decision-makers and the public more aware of the importance of action-oriented regional and international forward-looking reflection, in particular through the publication of works and the dissemination of studies and proceedings in the major authoritative media at the national, regional and global levels.

Results expected at the end of the biennium

- ◆ Greater awareness among the public and decision-makers in the various regions of the world of the importance of anticipation and future-oriented thinking in UNESCO’s fields of competence, in particular through: the organization of a future-oriented and transdisciplinary “21st Century Dialogues” meeting; the continuation of the series of “21st Century Talks”; intellectual assistance for future-oriented meetings held away from Headquarters; an awareness-raising media and publications drive throughout the world;
- ◆ Intellectual contribution by the Organization to events celebrating the year 2000 and the advent of the twenty-first century.

Regional and subregional strategies

07006

Efforts will be made to disseminate the findings of activities in the field of anticipation and future-oriented studies to the general public and decision-makers at the regional and subregional levels; to encourage, particularly in Africa and the least developed countries (LDCs), national and regional initiatives in the field of anticipation and future-oriented activities consistent with the Organization’s priorities in its fields of competence; to promote future-oriented thinking on development at the regional and subregional levels; and to encourage the mobilization of the Organization’s priority groups for anticipation and future-oriented studies.

TRANSVERSE ACTIVITY

Fellowships and Procurement Services and Related Programme Support

08001

| Regular budget | | | | | Extra-budgetary resources 2000-2001 |
|--------------------------------------------------------------------|-----------|------------|----------------|----------------------------------|----------------------------------------|
| | Programme | | | Total Appropriation 2000-2001 | |
| | Personnel | Activities | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ |
| Fellowships and Procurement Services and Related Programme Support | 2 972 700 | 1 117 700 | — | 4 090 400 | — |

08001bis

The plan of action of this transverse activity aims at the implementation of programme resolution 46, the text of which is reproduced below, as well as draft resolutions approved by the General Conference relating to this transverse activity.

08002

The General Conference

Authorizes the Director-General:

- (a) to implement the plan of action for this activity in order to:
 - (i) enhance capacity-building in UNESCO's fields of competence by the award and administration of fellowships, study and travel grants, in particular through the Fellowship Bank Scheme and co-sponsorship arrangements with interested donors;
 - (ii) facilitate the efficient implementation of equipment components relating to regular and extrabudgetary programme activities by providing technical services for procurement of equipment and its post-delivery maintenance including the training of the staff concerned;
 - (iii) continue to edit and publish reports relating to regular programme and extra-budgetary projects, for dissemination and for consultation at the UNESCO reference library;
- (b) to allocate for this purpose an amount of \$1,117,700 for programme costs and \$2,972,700 for staff costs.

Fellowships

08003

As in the past biennia, a twofold strategy will be followed: (i) in the framework of the Fellowship Bank Scheme, short-term fellowships, study and travel grants will continue to be awarded; and (ii) cost-sharing arrangements will continue to be sought and negotiated with interested donors for co-sponsored fellowships. Efforts will be intensified to mobilize extrabudgetary resources and new partnerships for co-sponsored fellowships in priority areas. The Fellowships Section will continue to ensure the overall administration of fellowships, study and travel grants provided under the regular programme (including the Participation Programme) and extrabudgetary resources, and cooperate with the programme sectors, in data collection and coordination of fellowships and training activities implemented directly by the sectors. Efforts will also be made to identify additional resources in the major programmes for fellowships with a view to responding more adequately to the numerous requests for fellowships received from Member States. Cooperation with the United Nations will be continued for harmonizing policy in the administration of fellowships.

Results expected at the end of the biennium

- ◆ Award of some 250 short-term fellowships, study and travel grants to candidates mainly from developing countries, administrated and implemented;
- ◆ New partnerships with Member States and interested bodies in investing in fellowship schemes promoted;
- ◆ Cooperation with the United Nations and its sister agencies strengthened with a view to harmonizing standards for the administration of fellowships.

Equipment services

08004

The coordination and backstopping of equipment procurement and contracting services relating to regular and mostly extrabudgetary programme activities will be continued and further developed. The technical and advisory services provided to Member States in implementing the equipment-related matters will be upgraded and within the context of project implementation, training will be offered to national staff in equipment procurement, management and logistics as well as in post-delivery maintenance. The capacity of field offices to deal with equipment components of decentralized projects will continue to be strengthened. UNESCO will continue to participate in inter-agency consultations on developing harmonized equipment procurement and reporting procedures.

Results expected at the end of the biennium

- ◆ Backstopping services to decentralized project implementation by field offices improved in particular through the creation of links between the contracting management informatics system and UNESCO field offices;
- ◆ The contracting and logistics management capacity in selected field offices reinforced through training;
- ◆ Access of potential contractors in Member States to UNESCO's contracting services enhanced through the creation of a website for source information on assistance provided to Member States;
- ◆ Central recording of information on project implementation improved with a view to providing up-to-date information to the Member States concerned;
- ◆ An intersectoral committee will be established to give a new impetus to activities relating to the culture of maintenance.

Reports

08005

The terminal reports of extrabudgetary funded projects, consultants' technical reports and mission reports relating to those projects, and to activities financed from the regular programme, will be edited and published for dissemination to Member States, donors and other concerned organizations. These reports will be available in the reference library for consultation by interested parties. A review of the changes in the reporting procedures, mechanisms and requirements of major funding sources and their implications for UNESCO's reporting system will be initiated in cooperation with BER.

Results expected at the end of the biennium

- ◆ Annual Index of Field Mission Reports (including terminal and technical reports) published;
- ◆ Some 30 reports prepared and distributed to concerned Member States.

TRANSVERSE ACTIVITY

Coordination of activities in favour of priority groups

09001

| Regular budget | | | | | Extra-budgetary resources 2000-2001 |
|-----------------------------------------------------------------------|------------------|------------------|----------------|----------------------------------|----------------------------------------|
| Priority group | Programme | | | Total Appropriation 2000-2001 | |
| | Personnel | Activities | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ |
| Coordination of activities concerning women | 774 100 | 379 500 | — | 1 153 600 | — |
| Coordination of activities concerning youth | 1 048 600 | 379 500 | — | 1 428 100 | — |
| Coordination of activities concerning Africa | 3 000 900 | 419 600 | — | 3 420 500 | — |
| Coordination of activities concerning least developed countries* | — | — | — | — | — |
| Total, Coordination of activities in favour of priority groups | 4 823 600 | 1 178 600 | — | 6 002 200 | — |

* The corresponding provisions for activities relating to the Unit for Least Developed Countries are included under Part III of the Budget (Bureau for External Relations).

09002

Entrusted with coordination of action in favour of the Organization's four "priority" groups – women, young people, Africa and the least developed countries – the chief task of the respective focal points, the Unit for the Promotion of the Status of Women and Gender Equality, the Youth Coordination Unit, the Priority Africa Department and the Unit for Relations with the Least Developed Countries of the Bureau for External Relations, will be to ensure the overall coherence of actions undertaken within the the Organization's programmes as a whole. In close collaboration with the programme sectors, and in liaison with the relevant bodies of the United Nations system, international governmental organizations, NGOs and National Commissions, the focal points will endeavour to promote the complementarity of UNESCO actions with those of Member States and partners in international development. In doing so, they will seek to ensure that the efforts exerted in favour of these four groups are focused on meeting the needs of the most disadvantaged categories within each group.

09002bis

The plan of action for the Coordination of activities in favour of priority groups aims at the implementation of programme resolutions 47, 48 and 49, the texts of which are reproduced in paragraphs 09100, 09200 and 09300 respectively.

Coordination of activities concerning women

0910

| | |
|-----------------|------------|
| Regular budget | |
| ● Activities: | \$ 379,500 |
| Extrabudgetary: | – |

09100

The General Conference

Authorizes the Director-General:

- (a) to continue to promote gender mainstreaming and capacity-building activities to strengthen the active participation of women at all levels and in all fields of society, in line with the agenda for gender equality adopted by the General Conference at its 28th session and other relevant recommendations; and to that end, strengthen cooperation with Member States, relevant inter-agency mechanisms, IGOs and NGOs;
- (b) to allocate for this purpose an amount of \$379,500 for programme costs and \$774,100 for staff costs.

09101

UNESCO's action in favour of women will continue to be guided by the "Agenda for Gender Equality" adopted at the 28th session of the General Conference and by the United Nations System-Wide Medium-Term Plan for the Advancement of Women 1996–2001 (SWMTP), the Beijing Platform for Action and its United Nations regional platforms for action, the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) and the relevant recommendations of major United Nations conferences.

09102

The strategy will follow a three-pronged thrust: (i) mainstreaming a gender perspective in all policy-planning, programming, implementation and evaluation activities; (ii) promoting the active and broad participation of women at all levels and fields of activity, with particular attention to women's priorities, perspectives and contributions to the rethinking of both the goals and means of development; and (iii) developing specific programmes, projects and activities for the benefit of girls/women, geared towards promoting equality, endogenous capacity-building and women's full citizenship. Actions under the different programmes will pay special attention to five priority areas underlined by the General Conference: equal access to education; women's contribution to peace; to the media; to the management of natural resources and environmental protection; and access of the girl-child to education and literacy. Working closely with programme sectors and other relevant units/services, the Coordination Unit for the Promotion of the Status of Women and Gender Equality will continue to ensure that the policies and strategies as well as the projects and activities are coherent and respond to the needs and expectations of girls/women and to the Organization's commitments within the United Nations system. It will facilitate the work of the Secretariat and reinforce cooperation with Member States, international partners (in particular in the framework of the inter-agency mechanisms of the United Nations system), including competent NGOs and IGOs, with a view to mobilizing enhanced support for activities in favour of girls/women.

09103

Results expected at the end of the biennium

- ◆ Gender mainstreaming reinforced through cooperation with United Nations agencies, IGOs, National Commissions and other partners; the development of an interactive training software on gender mainstreaming and UNESCO's policy; and training of staff, including on gender-sensitive project preparation and evaluation;
- ◆ The participation of women in the design and implementation of projects and activities relating to women enhanced by cooperating with women's focal points within the Secretariat and in the National Commissions; and providing training in gender and development issues;
- ◆ Women's awareness of their rights enhanced through the promotion of the ratification of relevant normative instruments; and the preparation of a teachers' manual as well as a women's publication on the CEDAW Convention;

- ◆ Dissemination of information on gender issues – including database, gender mainstreaming materials, publications, brochures and “best practices” concerning women’s empowerment to combat poverty and promote a culture of peace – reinforced in collaboration with other information and documentation units/services housewide;
- ◆ UNESCO’s Gender Internet Site regularly updated and an “Intranet Gender Project” developed to facilitate the Secretariat’s access to latest information.

Coordination of activities concerning youth

0920

Regular budget

● Activities: \$379,500

09200

The General Conference

Authorizes the Director-General:

- (a) to empower young people - especially those in difficult circumstances - to participate more fully and meaningfully in society, in particular by including in each programme a youth component aimed at benefiting young people and involving them as actors and partners; and to enhance the scale and impact of activities for and with youth at national and local levels by mobilizing support from Member States, international development partners and relevant non-governmental organizations, including youth associations;
- (b) to allocate for this purpose an amount of \$379,500 for programme costs and \$1,048,600 for staff costs.

09201

As a follow-up to the 29th session of the General Conference where the round tables on youth highlighted once again the high priority that should be assigned to youth, and to the results of the external evaluation of UNESCO youth activities (February 1999), initiatives were taken to give a new impetus to activities for and with youth in all programmes of the Organization. A Youth Coordination Unit, together with an internal “Priority Youth” Committee to advise and assist it, was set up to ensure that young people are not only the beneficiaries of specific targetted actions, but form the central concern of all of UNESCO’s activities. In addition, a “Youth Council” composed *inter alia* of major youth associations is being set up to provide advice on enhancing the impact of UNESCO’s action for and with youth.

09202

Within the wider framework of the United Nations World Programme of Action for Youth to the Year 2000 and Beyond (1995), the Braga Youth Action Plan (1998) and the Lisbon Declaration (1998), UNESCO’s action will be geared to empowering young people to participate fully and meaningfully in society as equal and valuable partners by including in each of the programmes a youth dimension or component. The specific actions under it will involve youth as beneficiaries, principal actors and/or partners. Greater emphasis will be placed on listening to, consulting and participating with young people who will be more closely than hitherto associated in the design and execution of activities in favour of youth. The aim will be to open up opportunities for young people to learn and to acquire skills, express their views and concerns, demonstrate their commitment and a sense of responsibility and willingness to mobilize. Priority will be given to addressing the immediate concerns and aspirations of youth in different circumstances and, at the same time, to preparing them to respond to the challenges of the future. Emphasis will be placed on promoting among them and through them UNESCO messages (e.g. peace, non-violence, democracy, tolerance, sustainable development, etc.) by supporting education and training activities as well as youth projects in UNESCO’s fields of competence at national and local levels. One million dollars under the Participation Programme will be earmarked for supporting projects involving youth. Working closely with the programme sectors and in liaison with competent

organizations of the United Nations system, IGOs, NGOs, youth associations and National Commissions, the Youth Coordination Unit (YCU) will endeavour to enhance the scale and impact of activities for and with youth in Member States. The Youth Coordination Unit will continue the inventory of all of UNESCO's activities relating to youth volunteer programmes with a view to their strengthening, taking into account other programmes existing in the context of the United Nations, other international organizations and NGOs.

09203

Results expected at the end of the biennium

- ◆ Empowerment of increased numbers of young people promoted through:
 - ◇ increased participation of young people, both as beneficiaries and partners, in UNESCO's programme activities at country and local levels;
 - ◇ training of youth leaders at regional and international levels (through e.g. youth camps, exchange programmes, and sport and music events, etc.) to voice the concerns of young people and mobilize support to address them adequately;
 - ◇ enhancing the scale and impact of activities for and with youth at national and local levels through mobilization of new partnerships and new resources;
 - ◇ developing comprehensive national youth policies in 15 countries;
 - ◇ publication of guidelines for national policy-makers on the definition of the legal status of young volunteers;
 - ◇ developing electronic networks for cooperation and sharing of experience among youth at regional and international levels;
- ◆ An updated directory of international youth organizations as well as a roster of youth specialists in UNESCO's fields of competence published.

Coordination of activities concerning Africa

0930

| | |
|----------------|-----------|
| Regular budget | |
| ● Activities: | \$419,600 |

09300

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The General Conference Authorizes the Director-General:</p> <p>(a) to strengthen cooperation with African Member States, by encouraging future-oriented studies and the elaboration of development strategies within UNESCO's fields of competence; to promote regional and subregional cooperation, in particular in the fields of education and literacy, solar energy, communication and the promotion of peace, as part of follow-up to major United Nations and OAU conferences and initiatives; and, to that end, mobilize all partners, in particular inter-governmental and non-governmental organizations and multilateral and bilateral cooperation mechanisms;</p> <p>(b) to allocate for this purpose an amount of \$419,600 for programme costs and \$3,000,900 for staff costs.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

09301

As part of its functions to coordinate UNESCO's overall cooperation with African Member States and African international governmental organizations and NGOs and with bilateral partners and multilateral institutions active in Africa, the Priority Africa Department will continue to promote, in conjunction with the programme sectors, BRX and BER, reflection on innovative approaches and strategies that could give new impetus to action to benefit the African continent. Coming within the framework of the United Nations New Agenda for the Development of Africa in the 1990s (UN-NADAF), the United Nations System-wide Special Initiative for Africa, Audience Africa and follow-up to the major international

conferences, the strategy will be built around three complementary lines of action: (i) encouraging exchanges and close consultation both within UNESCO programmes and at meetings organized by UNESCO's various partners; (ii) ensuring effective implementation of recommendations and decisions on Africa, taking care to ensure that programmes are continuously adapted to new needs and emerging trends; and (iii) promoting regional and subregional cooperation.

09302

In 2000–2001, the Department will focus, in collaboration with the relevant Secretariat units, more specifically on conducting interdisciplinary future-oriented studies which, by taking into account socio-political, economic and cultural changes in Africa over the past decade, will be aimed at identifying possible approaches to sustainable development, laying stress on participation by the most disadvantaged groups. In this connection, the Department will be associated with the project “On the threshold of the third millennium: Africa at the heart of the major challenges of the twenty-first century” supported by UNDP, the European Union and a number of individual countries. UNESCO's participation in the United Nations System-wide Special Initiative for Africa, and in particular coordination of action in the three fields for which the Organization has special responsibility: education for all African children, communication for peace, and informatics in the service of development, will continue to receive priority.

09303

New stress will be laid during the biennium on closer cooperation with the Organization of African Unity (OAU), particularly within the framework of the OAU Education Decade for Africa (1997–2006), the Paulo Freire African Decade on Literacy for All and the Dakar Plan of Action for the Development of Cultural Industries in Africa. The OAU-UNESCO Joint Committee for Cooperation will provide a valuable forum in which to define, evaluate and adjust cooperation activities. In addition, particular attention will continue to be devoted to coordination of the follow-up of decisions of UNESCO's governing bodies relating to Africa and of the recommendations of regional and subregional intergovernmental meetings (World Solar Summit, Harare, 1996; MINEDAF VII, Durban, 1998; PACSICOM, Maputo, 1998).

09304

As part of the policy of decentralizing programmes and projects, the Department will contribute to the efforts aimed at strengthening the role of the field offices. At the same time, cooperation links with Member States will be strengthened, in particular through the National Commissions and Permanent Delegations. The Department will furthermore endeavour to see that established institutes and centres in Africa and networks such as the International Institute for Capacity-Building in Africa (IICBA, Ethiopia), the International Institute for Girls' and Women's Education (Burkina Faso), and the Youth Development Centre (Malawi), which are currently being established, may perform their mission in an effective manner. Finally, in cooperation with BER and the relevant units, steps will be taken to secure increased extrabudgetary resources for Africa, taking care in this regard, to diversify funding sources and to seek new partnerships.

09305

Results expected at the end of the biennium

- ◆ Contribution to future-oriented reflection and better understanding of the stakes and challenges of globalization for Africa, particularly by undertaking studies and holding seminars and conferences on that theme;
- ◆ Strengthening of exchanges and intercultural dialogue, in particular through an intercontinental conference bringing together Africa and its diasporas, organized in accordance with the recommendations of Audience Africa and the International Committee for the Follow-up of Audience Africa;
- ◆ Strengthening of regional cooperation on education, training and culture by provision of support for initiatives taken in implementation of the Abuja Treaty;
- ◆ Greater mobilization of extrabudgetary resources and better observance of priorities through the establishment of a “Priority Africa Special Account” for the funding and execution of five pilot projects in the following fields: culture of maintenance; the OAU Decade for African Education; the strengthening of the role of science and technology in African development; informatics education for youth and women; skills and vocational training for youth. These projects should be implemented by the competent programme sectors in collaboration with the Priority Africa Department;
- ◆ Heightened awareness among partners and the broad public of actions undertaken, in particular by means of a publication on achievements and projects under way.

Coordination of activities concerning the least developed countries¹

0940

In the past quarter of a century, the number of “least developed countries” has practically doubled. From 25 in 1971, their number increased to 48 in 1999, of which 31 were in Africa, three in the Arab States, 13 in Asia and the Pacific, and one in Latin America and the Caribbean. In order to improve the situation of LDCs, it will be necessary to mobilize the entire international community. In this connection, initiatives taken at the level of the United Nations system, and in particular the General Assembly resolution (1995) on the Mid-Term Global Review of the Implementation of the Programme of Action for the Least Developed Countries for the 1990s, and also the recommendations of the World Summit for Social Development (1995), provide a vital frame of reference. UNESCO’s strategy for the least developed countries comprises three main lines of action: (i) strengthening of endogenous capacities; (ii) development of human and institutional resources – stress being laid on generalizing education for all and continuing education as well as on promoting creativity through the exchange and transfer of scientific and technical knowledge and skills; and (iii) support for the responsible participation of citizens in development.

09401

During the biennium, the Unit for Relations with the Least Developed Countries will endeavour, in collaboration with the programme sectors and all relevant Secretariat units, to promote the design and implementation in those countries of activities, programmes and projects in such priority fields as the reform of education systems; enhancement of the status of teachers and improvement of university-level training; access to information and capacity-building in the field of information management and processing; the fight against poverty, unemployment and underemployment of young people and women through appropriate training; education for peace and citizenship.

1. The corresponding budgetary provisions are included in Part III of the budget (Bureau for External Relations).

TRANSVERSE ACTIVITY

Coordination of activities concerning Towards a culture of peace

10000

| Regular budget | | | | | Extra-budgetary resources 2000-2001 |
|------------------------------------------------------------------|-----------|------------|----------------|----------------------------------|----------------------------------------|
| Priority group | Programme | | | Total Appropriation 2000-2001 | |
| | Personnel | Activities | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ |
| Coordination of activities concerning Towards a culture of peace | 711 000 | 557 300 | 139 800 | 1 408 100 | 800 000 |

With the integration of the Transdisciplinary project: Towards a culture of peace in the respective major programmes, the plan of action which aims at the implementation of programme resolution 42 of the coordination of activities concerning Towards a culture of peace along with the adjusted budgetary provisions have been transferred to this part of the budget.

10001

The General Conference

Authorizes the Director-General:

- (a) to mobilize the broadest possible range of partners at both national and international levels, so as to raise public awareness of the objectives of the International Year for the Culture of Peace, and thus lay the foundations for a broad alliance linking the many movements, groups and institutions which are working, each within its own field, to establish a culture of peace;
- (b) to allocate for this purpose an amount of \$557,300 for programme costs, \$711,000 for staff costs and \$139,800 for indirect programme costs.

10002

Background. The action carried out in recent years has enabled many social actors and new partners (such as parliamentarians, ombudsmen, mayors, religious leaders and the armed forces) to become more aware of the values of the culture of peace, as evidenced by the impressive number of substantive declarations adopted by groups as diverse as journalists and newspaper editors, parliaments, defence institutes, Nobel Prize laureates, women's movements and youth movements. By proclaiming the year 2000 International Year for the Culture of Peace, the General Assembly of the United Nations has provided the international community, and in particular UNESCO, which has been designated "focal point" for the celebration of the Year, with an opportunity to build on this awareness-raising work and move on to a phase of effective mobilization for action. The Declaration and Programme

of Action on a Culture of Peace, adopted by the United Nations General Assembly, and the proclamation of the period 2001–2010 International Decade for a Culture of Peace and Non-Violence for the Children of the World, will provide a framework for long-term action to heighten the impact and consolidate, at the national, regional and international levels, the initiatives taken and the movement begun on the occasion of the International Year.

10003

Strategy. The objective will be the launch of a world movement for a culture of peace, involving as many partners as possible and capable of producing a “grand alliance” on a global scale involving the very many movements, groups and institutions working in one way or another to establish a culture of peace. The strategy will include: (i) a media campaign to raise public awareness; (ii) an appeal for individual commitment (in particular through the Manifesto 2000, drawn up by a group of Nobel Peace Prizewinners) and collective action (through information about the activities of associations and NGOs working in the field); (iii) mobilization of all UNESCO’s partners (UNESCO Associations, Centres and Clubs; Associated Schools; UNESCO Chairs; educational, scientific and artistic communities; the media; mayors; parliamentarians; etc.) for tasks of promotion and awareness-raising; and (iv) support for the launch of mobilizing projects, at the local, national and subregional levels, involving many actors, governmental and non-governmental, public and private, around some of the objectives set out in the Programme of Action on a Culture of Peace.

10004

Results expected at the end of the biennium

- ◆ Extensive mobilization of the written and audiovisual media to publicize the International Year and implementation of a joint information and communication campaign by the United Nations system as a whole;
- ◆ Mobilization of extensive public support for action in favour of the culture of peace, attested by the collection of some 100 million signatures to the Manifesto 2000 for a Culture of Peace and Non-Violence;
- ◆ A global system of communication and information exchange established on the activities undertaken to promote a culture of peace by organizations and media at a local level; this will include an expanded role for the “Planet Society” project to ensure exchange of experience among grass-root projects, and an innovative use of electronic networks through the training of Internet culture of peace moderators;
- ◆ Launch by many of UNESCO’s institutional partners and the main organizations of the United Nations system of at least one major initiative each for contributing to the objectives of the International Year;
- ◆ Launch of at least five mobilizing projects – on a national or subregional scale – involving a large number of partners and, if possible, inter-agency cooperation.

Participation Programme

11001

| Regular budget | | | | |
|-------------------------|-----------|------------|----------------|-------------------------------------|
| | Programme | | | Total Appropriation 2000-2001 |
| | Personnel | Activities | Indirect costs | |
| | \$ | \$ | \$ | \$ |
| Participation Programme | – | 24 830 000 | – | 24 830 000 |

11002

Since its early years, UNESCO has provided direct assistance to national activities in Member States. In 1955, this assistance was consolidated under the term “Aid to Member States” and since 1957, it has come to be known as “Programme of Participation in the Activities of Member States”, and in short “Participation Programme”. This Programme has been designed to provide direct assistance to initiatives undertaken by Member States in the Organization’s fields of competence. Assistance under the Participation Programme is intended to promote activities of a national, subregional, regional or interregional character, falling within the scope of the actions foreseen under the major programmes, transdisciplinary project and transverse activities in Part II.A of the Programme and Budget. Assistance is also foreseen for strengthening cooperation with National Commissions. Since it is for the Member States themselves to determine, through their requests, the priorities in the use of these funds, the total amount under the Participation Programme has been shown under this chapter.

11003

Such assistance will include: the services of specialists and consultants; fellowships and study grants; publications; equipment; conferences and meetings, seminars and training courses; financial contributions; and other services deemed necessary by all concerned. Emergency aid will also be extended particularly in the form of technical assistance to cope with urgent needs. The nature and scope of such aid will be decided by the Director-General in consultation with the National Commission(s) or the government(s) concerned.

11004

Assistance under the Participation Programme is provided to Member States or Associate Members upon requests submitted through National Commissions, or where there is no National Commission, through a designated government channel. International NGOs may also benefit from assistance under the Participation Programme. Written requests for subregional, regional and interregional activities should be supported by two or more National Commissions of the participating Member States or Associate Members. When deciding upon a request, the Director-General will take into account the needs of developing countries as well as the four priority groups – women, youth, Africa and the LDCs. He will also take into consideration the need to ensure geographic balance in the distribution of the resources of the Participation Programme.

11005

The main objectives of the efforts made in recent years to improve the administrative functioning of the Participation Programme have been to rationalize the procedures for approving requests,

to speed up their processing and to provide more detailed information on progress in implementing the Programme. These efforts will be continued, while also focusing in 2000-2001 on improving the formulation and follow-up of requests so as to enhance the complementarity between planned activities and those supported by the Participation Programme and to strengthen its catalytic effect.

11006

Results expected at the end of the biennium

- ◆ Stronger participation by Member States, in particular the most disadvantaged among them, in the life of the Organization through assistance, on request, in the process of drawing up requests;
- ◆ Greater rationalization and simplification of procedures in order to improve the implementation of the Programme and to contribute to the broadest possible dissemination of the Organization's message;
- ◆ Support for the formulation and implementation of specific strategies to meet the urgent and particular needs of certain groups of countries with features in common.

11007

The General Conference

I

1. **Authorizes** the Director-General

- (a) to implement the Programme of Participation in the activities of Member States, in accordance with the following principles and conditions;
- (b) to allocate for this purpose an amount of \$24,830,000 for direct programme costs;

A. Principles

1. The Participation Programme is one of the means employed by the Organization to achieve its objectives, through participation in activities carried out by Member States or Associate Members, or by territories, organizations or institutions, in its fields of competence. This participation is designed to strengthen the partnership between UNESCO and its Member States and make that partnership more effective through a sharing of contributions.
2. Requests shall be submitted to the Director-General by the Member States through the National Commissions for UNESCO, or where there is no National Commission, through a designated government channel.
3. The projects or action plans submitted by the Member States under the Participation Programme must relate to the activities of the Organization, in particular to the major programmes, transdisciplinary projects, the activities on behalf of women, youth, Africa and the least developed countries, and the activities of the National Commissions for UNESCO.
4. Each Member State may submit 15 requests or projects, which must be numbered in order of priority from 1 to 15. Requests or projects from national non-governmental organizations will come within the quota submitted by each Member State.
5. The order of priority laid down by the Member State may only be changed by the National Commission itself.
6. The international non-governmental organizations enjoying formal or operational relations with UNESCO, of which the list is established by the Executive Board, may submit up to five requests under the Participation Programme for projects with subregional, regional or interregional impact, provided that their requests are supported by at least two of the Member States concerned by the request.
7. The deadline for submission of requests has been set for 31 March 2000.
8. *Beneficiaries.* Assistance under the Participation Programme may be accorded to:
 - (a) Member States or Associate Members upon request through their National Commissions or, where there is no National Commission, through a designated government channel,

- to promote activities of a national character. For activities of a subregional, regional or interregional character, requests are submitted by the National Commissions of the Member States or Associate Members on whose territory they take place. These requests must be supported by at least two other National Commissions of participating Member States or Associate Members;
- (b) a non-self-governing or trust territory, upon the request of the National Commission of the Member State responsible for the conduct of the territory's external relations;
 - (c) international non-governmental organizations maintaining formal or operational relations with UNESCO as defined in paragraph 6 above;
 - (d) the Permanent Observer of Palestine to UNESCO, where the participation requested relates to activities in UNESCO's fields of competence of direct interest to Palestinians.
9. *Forms of assistance.* Assistance under the Participation Programme may comprise the provision of:
- (a) the services of specialists and consultants;
 - (b) fellowships and study grants;
 - (c) publications, periodicals and documentation;
 - (d) equipment (other than vehicles);
 - (e) conferences and meetings, seminars and training courses: translation and interpretation services, participants' travel costs, the services of consultants, and other services deemed necessary by all concerned (not including those of UNESCO staff members);
 - (f) financial contributions.
10. *Total amount of assistance.* Whichever of the above forms of assistance is requested, the total value of the assistance provided for each request shall not be in excess of \$26,000 for a national project or activity and \$35,000 for a subregional, regional or interregional project or activity; and the financial provision made by the applicant must be sufficient to execute the activity satisfactorily.
11. *Approval of requests.* When deciding upon a request the Director-General shall take into account:
- (a) the total amount approved by the General Conference for this Programme;
 - (b) the assessment of the request made by the relevant Sector(s);
 - (c) the contribution that such participation can effectively make to the attainment of Member States' objectives in UNESCO's fields of competence and within the framework of the programme activities approved by the General Conference, to which participation must be closely linked;
 - (d) the need to pursue a more equitable balance in the distribution of funds, taking into consideration the urgent needs of developing countries and the four priority groups as mentioned in paragraph A.3 above;
 - (e) the need to ensure that funding for each approved project is, to the extent possible, allocated no later than 30 days before the date set for the start of the implementation of the project concerned, and in accordance with the conditions laid down in paragraph B.13(a).
12. *Implementation:*
- (a) the Participation Programme will be implemented within the biennial programme of the Organization, of which it forms an integral part. Implementation of a request is the responsibility of the Member State or other applicant. The request submitted to the Director-General must show specific scheduled commencement and termination dates for the implementation of projects, cost estimates, promised or expected funding from the Member States or private institutions;
 - (b) the achievements of the Participation Programme must be made more widely known with a view to the planning and implementation of the Organization's future activities. The evaluation reports, submitted after completion of each project by Member States, will be useful to the Secretariat for this purpose. Evaluation may also be undertaken while the project is being carried out.

B. Conditions

13. Assistance under the Participation Programme will be provided only if the applicant, when sending in the written requests to the Director-General, accepts the following conditions. The applicant shall:
- (a) assume full financial and administrative responsibility for implementing the plans and programmes for which participation is provided; in the case of a financial contribution, submit to the Director-General at the close of the project an itemized statement accounting for the activities executed and certifying that the funds allocated have been used for the implementation of the project, and return to UNESCO any balance not used for project purposes; it is to be understood that no new financial contribution will be paid until the applicant has submitted all the financial reports and all the additional supporting documents necessary in respect of contributions previously approved by the Director-General and for which payments were effected prior to 31 December of the first year of the previous budgetary period;
 - (b) undertake to provide on a compulsory basis, together with the financial report mentioned in subparagraph (a) above, a detailed evaluation report on the results of the activities financed and their usefulness for the Member State or States and UNESCO;
 - (c) pay, where participation is accorded in the form of study grants, the cost of the grant-holders' passports, visas, medical examinations and salaries while they are abroad, if they are in receipt of a salary; help them find suitable employment when they return to their country of origin in accordance with national rules;
 - (d) maintain and insure against all risks any property supplied by UNESCO, from the time of its arrival at the point of delivery;
 - (e) undertake to cover UNESCO against any claim or liability resulting from the activities provided for in this resolution, except where it is agreed by UNESCO and the National Commission of the Member State concerned that such claim or liability arises from gross negligence or wilful misconduct;
 - (f) grant to personnel recruited under the Participation Programme the privileges and immunities set out in Articles VI and VII of the Convention on the Privileges and Immunities of the Specialized Agencies, and in paragraph 3 of Annex IV to the aforementioned Convention, it being understood that additional privileges and immunities may be granted in supplementary agreements concluded with the Director-General; no restriction should be imposed upon the rights of entry, sojourn and departure of the persons mentioned in the present subparagraph.

C. Emergency aid

14. Pending a decision of the Executive Board on this matter at its 159th session, the following conditions and principles are to be observed where emergency aid is concerned:
- (a) faced with an emergency situation, the Director-General shall take the initiative of informing the Member State through the National Commission, so far as possible, that he has earmarked a certain sum for immediate assistance and suggest as appropriate the forms (with options) that such assistance could take;
 - (b) the National Commission or the government shall then cable its choice of assistance or suggest suitable alternatives;
 - (c) in the case of goods or services to be supplied by UNESCO there shall be no international competitive bidding, owing to the urgency of requirements;
 - (d) in the case of financial contributions, neither the \$26,000 nor the \$35,000 limit shall apply; the emergency aid shall be paid even if financial reports have not yet been submitted; an itemized financial report certifying that the funds allocated have been used for the purposes approved shall subsequently be submitted by the Member State and any balance not used for project purposes shall be returned to UNESCO;

II

2. **Invites** the Director-General:

- (a) to communicate without delay, in order to enhance the presentation, follow-up and evaluation of the projects submitted under the Participation Programme, to the National Commissions or, where there is no National Commission, through a designated government channel, the reasons for modifying or denying the requested amounts;
- (b) to inform the National Commissions, or where there is no National Commission, a designated government channel, of all projects and activities undertaken by international non-governmental organizations in their respective countries with support from the Participation Programme;
- (c) to provide to every session of the Executive Board a report including the following information:
 - (i) a list of applications for contributions from the Participation Programme received in the Secretariat;
 - (ii) a list of the projects approved under the Participation Programme and those under Emergency Assistance, together with the amounts approved to finance them, and any other cost and support connected with them;
 - (iii) a list for international non-governmental organizations along the same lines as that provided for countries in (ii) above;
- (d) to ensure that the percentage of the Participation Programme funds for Emergency Assistance and international non-governmental organizations should not exceed 10% and 5% respectively of the allocated amount for the Participation Programme for a given biennium;
- (e) to strengthen the operational efficiency of the Participation Programme Unit and to submit to the Executive Board at its 159th session a proposal for a new simplified and transparent mechanism for the evaluation and approval of Participation Programme requests which would accord priority to the requests of Member States as submitted by those States.

Information and Dissemination Services

12001

| Regular budget | | | | Extrabudgetary resources |
|----------------------------------|-------------------|------------------|-------------------------------|--------------------------|
| | Personnel | Activities | Total Appropriation 2000-2001 | 2000-2001 |
| | \$ | \$ | \$ | \$ |
| 1. Clearing House | 3 753 400 | 812 300 | 4 565 700 | 213 700 |
| 2. UNESCO Publishing Office | 5 848 100 | 1 409 000 | 7 257 100 | 3 427 000 |
| 3. Office of Monthly Periodicals | 2 545 900 | 2 333 800 | 4 879 700 | 2 500 000 |
| 4. Office of Public Information | 3 359 600 | 1 820 000 | 5 179 600 | — |
| Total, Part II.B | 15 507 000 | 6 375 100 | 21 882 100 | 6 140 700 |

12001 bis

The plan of action of the information and dissemination services aims at the implementation of programme resolution 51, the text of which is reproduced below:

12002

The General Conference

Invites the Director-General to formulate a comprehensive strategy, and make a cost estimate of its implementation, devised to raise the visibility of UNESCO's action, to strengthen the coordination of information and dissemination activities within the Secretariat, to develop cooperation with partners and to improve the quality of UNESCO's productions, both written and audiovisual, and to submit proposals to that end to the Executive Board at its 161st session;

Authorizes the Director-General:

(a) to implement the plan of action for these services in order to:

- (i) make available to Member States, organizations and institutions the information and data that UNESCO has at its disposal in its fields of competence, using all the existing support systems and means of dissemination and carrying out the modernization of the dissemination services (UNESCO library and archives); to strengthen inter-agency cooperation so as to enable users to consult information on the United Nations system as a whole via a single access point;
- (ii) facilitate access to publications, books and audiovisual material, by giving particular attention to young people and the priority programmes; to increase audiovisual co-productions on major themes of the programme by means of partnerships; to pursue the safeguarding of collections of films, video recordings, magnetic tapes and photographs so as to broaden their use and dissemination;
- (iii) continue to spread the ideals and the messages of UNESCO through the *UNESCO Courier* and the magazine *UNESCO Sources* and, in particular, to continue the renewal of the *Courier* so as to make it a tool for information and learning that will help to regain an audience of young readers and, in general terms, increase its circulation;

- (iv) increase the impact of public information activities so as to raise the visibility of UNESCO's action, by strengthening cooperation with the media and, in Member States, with the National Commissions; to achieve wider decentralization of information by drawing on local capacities and expertise; to continue the production of material on the major aspects of the programme – UNESCOPRESS, press kits, radio programmes – and ensure their dissemination, especially to the National Commissions;
- (b) to allocate to the four chapters of Part II.B of the budget (Clearing House; UNESCO Publishing Office; Office of Monthly Periodicals; Office of Public Information) an amount of \$6,375,100

12003

UNESCO's action rests on the active assistance it receives from the various communities on which it focuses, and on the effective mobilization of its different partners. In this regard, public information to increase awareness of the Organization's major goals through a coherent communication policy constitutes a vital tool for programme execution. Continuing the efforts made during the 1998-1999 biennium with a view to the formulation and implementation of a communication strategy involving the whole Secretariat (Headquarters and the field), Member States (in particular the National Commissions) and the Organization's various partners (institutional or otherwise), in 2000–2001 this strategy is to be based on the following four main lines of action: (i) more selective communication of information focused on a smaller number of priority themes and issues; (ii) more differentiated forms of communication, adapted to the concerns of target audiences and undertaking information and awareness-raising activities at various levels, thanks to better knowledge of audiences and stronger partnership ties with the media; (iii) more decentralized communication, relying on the potential advantages of proximity and first-hand knowledge of the human and cultural context, and, what is more, better suited to the new means for rapid dissemination of messages – while at the same time ensuring the overall coherence of the messages produced and disseminated; and, lastly, (iv) constant evaluation of communication in order to have a clearer picture of its effect and thus be able to make the necessary adjustments to contexts, expectations and the real life situations. The success of this communication strategy will depend largely on the commitment of the Member States to cooperate in its implementation, because over and above the action taken by the Secretariat, it is in the Member States, at the local level, that this effort to mobilize people and raise awareness of UNESCO's ideals can be made most effectively.

Clearing House

12101

| | |
|-----------------|-----------|
| Regular budget | |
| ● Activities: | \$812,300 |
| Extrabudgetary: | \$213,700 |

12102

The basic objective of the Clearing House is to organize and make known and available to users – Member States, organizations and institutions cooperating with UNESCO – the information that the Organization has at its disposal in all its fields of competence. The strategy followed will thus aim to continue to improve international access to information, using all existing means of dissemination to do so, while ensuring the compatibility of the procedures followed in sectoral information systems and proceeding with the necessary modernization of library, archival and information services. The effort to harmonize the methods used by the various sectors will be continued with a view to their incorporation into a global information system used by the whole Secretariat. The electronic dissemination system for UNESCO publications and documents will be improved and supplemented. Lastly, inter-agency cooperation will be strengthened, the long-term objective being to enable users worldwide to consult information on the whole United Nations system via a single access point.

12103

Furthermore, in the light of the recommendations of the experts feasibility study (Report on UNESCO Records Management) carried out in the last biennium, priority will be given in 2000–2001 to further implementing the Records Management Strategy Action Plan designed to improve records management, ensure the preservation of archives of enduring legal and historical value, and to facilitate access to the archival holdings of the Organization. In this context, particular emphasis will be placed on providing training to Secretariat staff in records management; the development of a computerized records management system and of records management guidelines for field offices and the improvement of preservation conditions for precious historical holdings.

12104

Results expected at the end of the biennium

- ◆ Improvement of information dissemination through the updating of the inventory of existing information services and the publication of directories of databases and documentation centres on different support systems (print, CD-ROM, and the Internet);
- ◆ Diversification of support systems, particularly through the production and dissemination of reference works on CD-ROM: UNESCO databases, *Index Translationum*, resolutions and decisions of UNESCO's governing bodies;
- ◆ Development of the UNESCO Internet site through: the introduction of multimedia information and improved interactivity; the establishment of a selective dissemination service with the option of subscription to specific subject areas; systematic provision of information by e-mail about the publication of new documents with easy downloading, and the introduction of electronic marketing for sales of publications and other UNESCO products;
- ◆ Dissemination of information on existing collections and documents through the publication of bibliographies: *UNESCO List of Documents and Publications (ULD)*, *UNESCO Library Acquisitions (ULA)*, *UNESCO Library Periodicals Checklist*, and of the new edition of the *UNESCO Thesaurus*;
- ◆ Reinforced cooperation with sectoral documentation centres, and with libraries and information services in the United Nations system within the framework of the inter-agency Task Force on Inter-Library Cooperation and Standardization (TF/LIB);
- ◆ Access to archival holdings facilitated through: continued evaluation and development of specifications for a computerized records management system; further development of the UNESDOC database providing full text access to UNESCO documents in all official languages through the Internet.

UNESCO Publishing Office

12201

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,409,000 |
| Extrabudgetary: | \$3,427,000 |

12202

Within the framework of its basic functions, which are to coordinate publication plans for works intended for sale, to design and produce series intended for the general public, to put the Organization's literary holdings to use and to promote books and other products, the Office will continue the efforts made for several biennia to promote access to these products by a broad range of readers in the Member States. Pursuing the editorial strategy laid down in previous biennia, the collections for the general public will address major topical issues and key themes in the Organization's fields of competence, such as the environment, human rights and democracy, tolerance, non-violence and peace, in particular in connection with the celebration of the International Year for the Culture of Peace in 2000. Moreover, whilst continuing to pay particular attention to young people and to the priority programmes, the strategy will also aim to develop, in cooperation with the National Commissions, cheap local editions to cater for a low-income readership, and give fresh impetus to promotional activities to increase sales, whether conducted by traditional means or using new communication channels such as the Internet. The translation and publication of literary classics in widely used languages will be continued through the UNESCO Collection of Representative Works.

12203

The production and co-production of audiovisual works (films, sound and video recordings and slides) are now essential instruments in the execution of all the Organization's programmes and indispensable tools in the promotion of its ideals. So as to enable UNESCO to take an effective part in the burgeoning of multimedia publishing, the field of activities of the UNESCO Publishing Office has been expanded to cover audiovisual productions. An effort will thus be made to take advantage of the increasingly close relationship between these different media – books, journals, documentaries, multimedia – so as to develop synergies between these various forms of production – written and audiovisual – and implement concerted promotional strategies. In this respect, and as is already the case for print co-productions, an active policy of audiovisual co-production will be developed with the assistance of outside partners. Particular stress will be placed on partnerships with specialized television channels which might broadcast sequences produced or co-produced by the Organization. Three major themes will be highlighted in this context: “the protagonists of peace”, “ecology and the environment” and masterpieces of the “intangible heritage of humanity”. Particular efforts will be made in 2000–2001 to safeguard the collections of films, video recordings, tape cassettes and photographs built up by the Organization since its creation and to extend their use and dissemination. The computerized database that already holds all the video shots and recordings produced or co-produced by the Organization, or of which it is the depository, should be extended to photographs.

12204

Results expected at the end of the biennium

- ◆ Extension of access to information through the development of on-line publishing and the systematic posting of new products on the Internet, with free access for a limited period;
- ◆ Rationalization of production by the introduction of a “books on demand” system applicable to electronic editions and titles that are out of stock;
- ◆ Improvement of the management of publications by decentralization of stock for sale, in cooperation with field offices;
- ◆ A more dynamic sales policy through the marketing at the Bookshop/Souvenirs Desk of new products (scientific maps, CD-ROMs, stamps, medals, greetings cards, gifts and various other products), appealing in particular to young people;
- ◆ Photographs made more easily accessible, notably by developing their distribution through the Intranet and the Internet and ensuring their inclusion within the computer database;
- ◆ Further development of the restoration of UNESCO's sound archives and of their improved utilization;
- ◆ Better dissemination of UNESCO's objectives, in particular through the production of a new general presentation video on the Organization distributed on the broadest scale to television stations, and to National Commissions, UNESCO Clubs and Associated Schools.

Office of Monthly Periodicals

12301

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$2,333,800 |
| Extrabudgetary: | \$2,500,000 |

12302

The launching in July-August 1998 of the UNESCO *Courier*'s new format responded to a basic requirement: to create a new magazine for a new century, one which would continue to express the universality of the values enshrined in the Constitution and the world's diversity but would do so in a new way. The aim of the new *Courier* was thus to ensure a closer match between content, form, message and its various target audiences. In an intensely competitive market, the *Courier* needs to adapt to an evolving readership by developing a new approach and seeking new partners. In addition, in order to achieve overall coherence of the message being delivered by UNESCO, optimum complementarity will be sought between the *Courier* and the other key information monthly for the general public – *UNESCO Sources*.

12303

One of the *Courier*'s basic objectives in 2000–2001 will be to continue and amplify the revitalization process begun in the spring of 1999. The new *Courier* will cover the most crucial social issues and challenges with an emphasis on reflection, exchanges of ideas and articles on innovative approaches in these areas, thus shedding a light on these issues which reflects the UNESCO ethic. In addition, to give the magazine (11 issues per year) its own identity in a highly competitive market, stress will be placed on its “intellectual watch” function and its role as an information and learning tool: priority will thus be accorded to the coverage of new topics, having recourse to the most authoritative sources and experts. Improvements in content will be accompanied by continuing efforts to make the subject-matter generally accessible, a vital step towards enlarging the *Courier*'s readership, especially among young people.

12304

The second priority objective during the biennium will be to expand circulation. The strategy for the three Headquarters editions (English, French and Spanish) will be based on vigorous publicity campaigns, especially in the developed countries, where the *Courier* still has far too low a profile. It will also entail the development of partnerships with private firms and public or semi-public bodies willing to distribute the magazine to people who would like to read it but who lack the means to become subscribers. At the same time, co-publications, which at present number 24, will receive increased support in order to extend their circulation. New co-publications will be launched, both in new languages and in Headquarters official languages; these will be produced locally to cut down on production and distribution costs. Lastly, *UNESCO Sources*, which is distributed free of charge and designed essentially to inform the public of the Organization's thinking and actions, will be further developed by the launching of two new language versions (Arabic and Russian) and broader and more systematic distribution to opinion makers.

12305

Results expected at the end of the biennium

- ◆ Adaptation of the contents and improved presentation of the *Courier* based on the results of a subscriber survey carried out in 1999;
- ◆ Reclamation of the readership, especially young adults, through a more accessible subject-matter and a more attractive presentation;
- ◆ Increased media awareness of UNESCO's actions and programmes through a broader and more media-targeted distribution of the magazine *UNESCO Sources*.

Office of Public Information

12401

Regular budget

● Activities: \$1,820,000

12402

Increasing the visibility of UNESCO's action in Member States is one of the main lines of action of the information and communication strategy, in which the Office of Public Information plays a pivotal role. In order to make UNESCO better known to an ever wider public, efforts will be continued to improve further the quality of the information produced and make sure that it meets the specific needs of each region and the various target groups. By utilizing the media, as natural intermediaries, and its institutional partners – especially the National Commissions – and also NGOs and UNESCO Clubs, Centres and Associations, the Office will seek to provide a more decentralized information service by making greater use of local capacities and expertise and to develop a more systematic policy of partnerships with media of international or regional scope so as to reach out to a wider audience. As in previous bienniums, emphasis will be laid on mobilizing new partnerships with, among others, the specialist media, parliamentarians, municipal authorities, local NGOs and representatives of civil society in order to increase the impact and broaden the range of its action, particularly at the local level.

12403

In 2000–2001, the activities of the Office of Public Information will be centred on three major themes and events: coverage of major conferences, in particular through wider dissemination of their results to the general public, using the most appropriate means, and of the reports of the world commissions established by UNESCO and world reports published by the Organization; the fight against poverty and exclusion, in particular through features and factual information highlighting UNESCO's specific contribution; and the celebration of the International Year for the Culture of Peace. The main focus will be on the production and dissemination, especially to National Commissions, of materials designed to promote the ethical role of the Organization: *UNESCO PRESS*, press kits, production or co-production of radio programmes, etc. The steps taken in 1998–1999 to make greater use of the new communication technologies, particularly the Internet, will be continued. Lastly, the Office will continue to assist the various Secretariat units and Member States in organizing, at Headquarters and in the field, information and public awareness campaigns on prominent aspects of UNESCO's programme or major initiatives organized jointly by UNESCO and other organizations in the United Nations system.

12404

Results expected at the end of the biennium

- ◆ Increased impact of information produced through the electronic distribution of the press releases (*UNESCO PRESS*) produced at Headquarters and in the field (in French, English, Spanish, Arabic and Russian); the diversification and expansion of the circulation list;
- ◆ Greater public awareness of the Organization's major undertakings and sensitization to UNESCO's goals increased, in particular, by updating of basic materials in written and audiovisual forms – including a general public information brochure of UNESCO; the production and wide distribution of a leaflet on the Declaration on the Rights of Future Generations and on the Human Genome; and an inventory of the Organization's most noteworthy achievements, accessible on electronic networks;
- ◆ Further mobilization of the media through the expansion of the list of correspondents; compilation and wider distribution of press kits for the media and the organization of media operations such as press conferences and information workshops, particularly on the occasion of major events in the life of the Organization;
- ◆ Increased impact of public information activities through the further development of OPI's website, paying particular attention to the linguistic diversity of the information produced.

Part III

Support for Programme Execution

13001

| Regular budget | | | | Extrabudgetary resources |
|-------------------------------------------------------------|-------------------|------------------|-------------------------------|--------------------------|
| | Personnel | Activities | Total Appropriation 2000-2001 | 2000-2001 |
| | \$ | \$ | \$ | \$ |
| 1. Bureau for External Relations | 17 497 400 | 4 175 300 | 21 672 700 | 97 100 |
| 2. Bureau for Relations with Extrabudgetary Funding Sources | 2 706 600 | 876 400 | 3 583 000 | 2 860 000 |
| 3. Bureau of Conferences, Languages and Documents | 26 805 900 | 3 770 900 | 30 576 800 | 2 499 900 |
| Total, Part III | 47 009 900 | 8 822 600 | 55 832 500 | 5 457 000 |

13001bis

The plan of action for this Part of the budget aims at the implementation of resolution 59, which is reproduced in paragraph 13002, as well as the following resolutions:

- 60 Development of closer links with UNESCO Clubs, Centres and Associations
- 61 Changes in the classification of non-governmental organizations admitted to the various types of relations with UNESCO
- 62 Draft Statutes of the Standing Committee of the National Commissions for UNESCO
- 83 Draft guidelines for the rational implementation of decentralization

the text of which appears in Volume 1 of the Records of the 30th session of the General Conference.

13002

The General Conference

Invites the Director-General:

(a) to implement the plan of action for this Part in order to:

- (i) strengthen relations with Member States, in particular through their Permanent Delegations and National Commissions, with a view to responding more adequately to their priority needs, paying particular attention to:
 - enhancing the capacity of National Commissions as focal points for UNESCO in the Member States by strengthening their operational and management capabilities, by promoting closer cooperation among them at international, regional and subregional levels, by further developing their complementary role vis-à-vis the Secretariat and in particular the field offices, and by strengthening through them partnerships with representatives of civil society (parliamentarians, town councils, etc.); and to increasing the participation of National Commissions in the execution of activities envisaged in document 30 C/5 Approved, through the establishment of a special procedure to that effect;
 - giving a fresh impetus to the UNESCO Clubs, Centres and Associations movement as an active protagonist of UNESCO's message, through concrete projects at local and national levels;
- (ii) enhance appropriately the capacity of field offices, working together as regional networks of expertise, to provide technical assistance and mobilize financial resources in cooperation with international development partners for activities at country and regional levels;
- (iii) reinforce the impact, effectiveness and visibility of UNESCO's action in Member States, in particular by reinforcing UNESCO's contribution to the development of the United Nations system-wide policies and initiatives through the intergovernmental and inter-agency machinery, by strengthening partnerships and joint activities with intergovernmental organizations, and by revitalizing cooperative relations with non-governmental organizations and foundations in accordance with the policies and modalities defined in the 1995 Directives;
- (iv) increase extrabudgetary resources in support of activities in the fields of UNESCO's competence, in particular by strengthening cooperation with institutional partners of the United Nations system, multilateral/bilateral donors and development banks and by enhancing the capacity of the Secretariat, both at Headquarters and in the field offices, and of the National Commissions for improved management of projects and for generating extrabudgetary resources;
- (v) promote the provision of improved conference translation and documentation services, in particular through a greater use of relevant new technologies and the outsourcing of certain activities and to continue to make optimal use of conference rooms, in particular by renting them to external users as a means for raising additional revenue;
- (vi) provide adequate budgetary allocations so as to ensure the satisfactory functioning of the advisory committees and bodies;
- (vii) provide a complete list of all conferences and meetings to be convened by UNESCO, including advisory committees, panels and other bodies, together with their budgetary provisions and indications of the corresponding paragraphs of the Programme and Budget, and to include relevant information in the statutory reports on programme implementation to be submitted to the Executive Board at its 159th, 160th and 161st sessions;
- (viii) submit to it, at its 31st session, through the Executive Board, proposals for adapting the "Regulations for the general classification of the various categories of meetings convened by UNESCO" to the needs of the Organization;

(b) to allocate for this purpose an amount of \$8,822,600 for programme costs and \$47,009,900 for staff costs.

Bureau for External Relations

13101

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$4,175,300 |
| Extrabudgetary: | \$ 97,100 |

Relations with Member States

13102

Within the framework of its fundamental tasks of liaising between the Secretariat and Member States, non-Member States, observers and territories, and coordinating with the United Nations, its Specialized Agencies, programmes and organs, and with other international intergovernmental and non-governmental organizations, the Bureau will continue its efforts to give UNESCO's action the desired effect and ensure that it has a lasting impact in Member States. Accordingly, continuing the strategy that has already been followed for several years, the emphasis will be placed on strengthening cooperation with Member States, in particular through greater consultation and coordination with the National Commissions. The country profiles (ICP) – containing analyses, information and data on cooperation with each member country – which are intended to provide an appropriate and rapid response to their needs, will be updated regularly. The database thus constituted on the Intranet site will be accessible, in particular, to Permanent Delegations with offices in the Headquarters buildings of the Organization. Lastly, consultations will be held on a regular basis with the Permanent Delegations on questions and issues of major interest that relate to the functioning of the Organization and its activities.

13103

Particular attention will continue to be given to the formulation of specific strategies to meet the urgent needs of certain groups of countries having similar characteristics, such as the States of Central and Eastern Europe, the Baltic Sea States, small island States and the countries of Central Asia, or the least developed countries, which form, moreover, one of the Organization's four "priority" groups. Working in close conjunction with the programme sectors, with the Member States concerned and development institutions, the focal points responsible for the coordination of activities on behalf of these groups of countries will seek to ensure the preparation, for each of them, of interdisciplinary programmes of action in priority areas, with a view to their implementation with the assistance of extrabudgetary resources.

Cooperation with the National Commissions for UNESCO

13104

Over the past 10 years, as the number of National Commissions has risen from 146 to 187, it has been necessary to ensure that the newly formed commissions put down roots both in their States and in the Organization, and that the National Commissions already operational continue to flourish. Although there has been genuine progress in this respect, efforts need to continue so that the National Commissions – the main intermediaries for the Organization's action – are able to fully play their role as bodies for consultation, liaison, information, evaluation and programme execution, whilst expanding their field of action to include the search for funding and the mobilization of new partnerships. It was with these requirements in mind that the General Conference decided, at its 29th session, to provide the National Commissions with their own interregional mechanism of coordination, consultation and action: the Standing Committee of the National Commissions for UNESCO (29 C/Resolution 62), whose Statutes will be submitted to the General Conference at its 31st session after being examined by the Executive Board (30 C/Resolution 62).

13105

Based on the results achieved in previous biennia, the strategy pursued will be focused on three main approaches: strengthening the operational capacity and the management of National Commissions; consolidating bilateral, subregional, regional and interregional cooperation, and seeking greater complementarity with the Secretariat. The priority given to staff training in the previous biennium will be maintained, and even increased in 2000–2001. There are four factors that make such training essential: the still high number of new National Commissions; the high turnover of Secretaries-General; the growing

complexity of the tasks entrusted to National Commissions; and the evolution of the Organization's programmes, arising from the new challenges to which it must respond. The new training scheme introduced in 1996–1997, and focusing on practical rather than theoretical aspects, will be continued and, where necessary, improved. In order to measure the real impact of the training, a method for two-stage evaluation, at the end of seminars and one year after the training, will be developed. Other training methods will be envisaged, such as short-term secondments or staff exchanges between National Commissions.

13106

As part of the preparation of the Draft Medium-Term Strategy (31 C/4) and the Draft Programme and Budget for 2002–2003 (31 C/5), consultations of National Commissions will be carried out in each region in 2000 (29 C/Resolution 87). In addition, three statutory, four-yearly meetings of National Commissions will be convened during the biennium, in 2000 for the Asia-Pacific region and in 2001 for Europe and for Latin America and the Caribbean. The aim of these meetings will be to strengthen the participatory approach and the working procedures developed over the previous two biennia, which encourage the expression of a collective vision and give priority to the adoption of common approaches. It is in that framework that issues such as the following will be examined: the implementation of subregional and regional action plans, with a view in particular to celebrating the International Year for the Culture of Peace (2000); the formulation of strategies to follow up the major conferences; and the preparation of documents for national decision-makers highlighting the points of convergence between national agendas and UNESCO's multilateral agenda.

13107

During the two meetings of the Standing Committee of the National Commissions due to be held in 2000–2001, the members of the Committee will be required to improve existing cooperation arrangements or to propose new ones so as to provide the most appropriate responses to the tasks entrusted to the Standing Committee by the General Conference, namely: the promotion of close interaction among the National Commissions and between the National Commissions and the Secretariat; the setting up of a systematic consultation mechanism between National Commissions and field offices concerning actions of a regional nature; the formulation of strategies to promote the role of the National Commissions, and an experimental plan for financial and technical support to facilitate the execution by them of programme activities.

13108

As in previous biennia, a part of the Participation Programme – a sum of \$1.5 million – will be set aside for the requests presented for the benefit of National Commissions, in particular, so as to increase their operational capacities by providing them with the appropriate equipment and tools; to develop their information activities, including the publication and dissemination of information bulletins; to promote the adaptation, publication and dissemination of UNESCO documents in languages other than the Organization's working languages and the establishment of documentation centres; to undertake joint projects with other National Commissions; and to organize training seminars and meetings of National Commissions or take part in them.

13109

Results expected at the end of the biennium

- ◆ National Commissions better informed and equipped to meet their responsibilities and the growing expectations of the governing bodies;
- ◆ A higher level of participation by National Commissions in the work of the Organization, including the production of annual activity reports by more National Commissions;
- ◆ The development of future-oriented thinking by National Commissions with a view to defining the parameters of action of the Organization and its partners under the next Medium-Term Strategy; and the preparation of global strategies and innovative proposals in education, science, culture and communication, adapted to subregional and regional needs and characteristics;
- ◆ Greater participation in programme implementation, with the establishment of a special procedure to that effect, through the development of draft strategies and joint action plans, as a result of more effective collaboration between National Commissions and field offices;
- ◆ More effective coordination of action between the Secretariat and the National Commissions, in particular through the better planning of requests made by the Secretariat to them; and improved exchanges of information leading, among other things, to greater benefits from the activities undertaken by National Commissions on their own initiative, as a result of the creation of a database on the structure, functioning and activities of National Commissions.

UNESCO Clubs, Centres and Associations

13110

The activities of the movement of UNESCO Clubs, Centres and Associations, which consists of volunteers and has the aim of propagating the ideals of UNESCO, have hitherto received regular support for their activities under UNESCO's programmes. As a powerful force for change in civil society, this movement has now grown in scope and size which calls for a new form of cooperation in order to increase its relevance and effectiveness. There is therefore a need to ensure that its action is geared to UNESCO's basic objectives and to boost the impact of that action. The strategy envisaged will thus comprise two main lines of action, aimed, on the one hand, at strengthening the relationship of UNESCO Clubs, Centres and Associations with the Organization and promoting operational synergy within the movement and with other social actors, and, on the other hand, at associating them, as promoters of UNESCO's ideals, with concrete projects aimed at achieving development and building a culture of peace.

13111

Results expected at the end of the biennium

- ◆ A more dynamic movement and more carefully targetted action thanks to more systematic training of movement leaders and the participation of those leaders in the major conferences held under UNESCO's programme;
- ◆ Enhanced coordination of the activities of UNESCO Clubs, Centres and Associations, by organizing them in federations in regions in which they have a broad basis; transformation of local voluntary activities into an interactive network;
- ◆ Strengthened contribution of the movement to the establishment of a culture of peace by means of activities geared to local situations and conducted in collaboration with the local media, NGOs and other social actors, and the creation of UNESCO Clubs, Centres and Associations for the purpose of promoting intercultural and inter-ethnic dialogue and tolerance, particularly in zones of actual or potential conflict.

Cooperation with other institutional partners

13112

In 2000–2001, efforts will be made to strengthen relations with **intergovernmental organizations** in order to facilitate the framing of joint strategies, thus ensuring the complementarity of actions undertaken. Taking advantage of the momentum created by the ongoing United Nations system-wide reform process, and bearing in mind the repeated calls by Member States for a more effective United Nations system, system-wide collaboration with United Nations agencies will be ensured in particular by the following means: closer consultation on the main lines of emphasis and on programme-related matters; exchange of experience regarding the processes of reform and rationalization within the secretariats and at the intergovernmental level; coordinated contribution to the conceptual and operational follow-up of world conferences at the country level; active participation in system-wide initiatives, such as the International Decade of the World's Indigenous People, the First United Nations Decade for the Eradication of Poverty, the United Nations Decade for Human Rights Education, the Third Decade to Combat Racism and Racial Discrimination, the International Decade for a Culture of Peace and Non-Violence for the Children of the World, the celebration in the year 2000 of the International Year for the Culture of Peace and the preparation of the Millennium Assembly. Closer cooperation will also be sought with intergovernmental, interregional, regional and subregional organizations, in view of the increasingly prominent role they are playing in conflict-prevention and the processes of democratization and governance, as well as the contribution they are making to the building of a culture of peace.

13113

Results expected at the end of the biennium

- ◆ Ensuring UNESCO's effective presence and participation in intergovernmental and inter-secretariat meetings;
- ◆ Timely in-house preparation and provision of substantive and relevant contributions to reports requested by the General Assembly and other intergovernmental bodies ensuring UNESCO's active participation in, and contribution to, the development of United Nations system-wide policies and initiatives through the intergovernmental and inter-agency machinery;

- ◆ Increased UNESCO visibility and well-defined position vis-à-vis the new joint system-wide modalities of cooperation and participation in their implementation; improved partnerships with IGOs leading to joint and complementary activities with a view to optimizing UNESCO's impact, effectiveness and visibility in Member States.

13114

The efforts aimed at reinvigorating cooperation between UNESCO and **non-governmental organizations and foundations**, in the spirit of the 1995 Directives, will be pursued, stress being laid on the creation of new synergies thanks to flexible relations, which will be regularly reviewed in the light of the results obtained. The main focus in 2000–2001 will be the consolidation of the new working methods of the NGO-UNESCO Liaison Committee, the strengthening of regional/subregional networks, and the development of the triangular partnerships at national level between NGOs, National Commissions and field offices. NGO mobilization for the International Year for the Culture of Peace (2000) will also be a particular aim for the biennium.

13115

Results expected at the end of the biennium

- ◆ Regional networks in Africa, the Arab States, Asia and the Pacific, Central and Eastern Europe consolidated; regional networking initiated in Latin America and the Caribbean;
- ◆ Results of the international NGO Conference (in early 2001) used as a contribution to the next C/4 document;
- ◆ Functioning of the 1995 NGO Directives reviewed and results presented in the next sexennial report, including information on the 1991 Foundations Directives, emphasis being placed on sample impact analysis;
- ◆ Fully operational database on cooperation with NGOs accessible on the Internet and the Intranet.

New partnerships

13116

Continuing the strategy followed over the two preceding biennia with the aim of mobilizing new partnerships in support of the Organization's objectives, the cooperation established with parliamentarians, and in particular with interparliamentary unions and groups, in priority areas such as education, eradication of poverty and promotion of a culture of peace, will be strengthened. In 2000–2001, UNESCO's action will be at three complementary levels: at the national level, and in close cooperation with the National Commissions, encouragement will be given to national legislators to make greater use of UNESCO in their work on themes related to its fields of competence; at the regional or subregional level, the Organization will strengthen its participation in the sessions of a number of organizations and associations of parliamentarians; and lastly, at the international level and within the framework of the cooperation agreement between the United Nations and the Inter-Parliamentary Union (IPU), develop joint projects to promote, *inter alia*, the building of peace and democracy.

13117

Results expected at the end of the biennium

- ◆ Stronger links among groups of national parliamentarians, friends of UNESCO promoted, through the establishment of an international network for cooperation and information;
- ◆ Greater awareness among parliamentarians of the objectives of the International Year for the Culture of Peace fostered as a result of the establishment, within national parliaments, of a greater number of liaison groups and committees involved in the implementation of action plans relating to the Year.

Millennium activities

13118

As part of the celebrations of the Year 2000, in cooperation with partners – in both public and private sectors – UNESCO has been engaged in planning a wide-range of millennial initiatives at the national, regional and international levels. Priority is being given to projects which address areas of global concern such as youth, environment, women, cultural diversity, creativity and the revitalizing of traditional cultures, as well as to those aimed at raising awareness of the challenges facing future generations. A number of initiatives will also be linked to the International Year for the Culture of Peace. The active participation of the media is being sought in order to ensure that UNESCO's message reaches the public at large.

13119

The many activities already scheduled for the biennium include: “Valencia Third Millennium” project, comprising in-depth debates on issues affecting contemporary society; “*L’homme qui marche*”, an international exhibition of works by renowned sculptors and a festival highlighting the work of young creative artists; “Yes2000”, global celebrations and a telecast to raise funds for youth and the environment; the “Festival of Women Creators of the Two Seas – The Mediterranean and the Black Sea”, in favour of women of the Balkans; “Helena Rubinstein Awards for Women in Science”, to be extended to 10 outstanding young women researchers in the year 2000; “*Enfants d’aujourd’hui, musiciens de demain*”, an international children’s village illustrating the transmission of musical traditions; “River 2000”, a scientific expedition circumnavigating the world by river to study water environments and collate information for a global education project through the Internet; “On the Line”, a cultural programme bringing together the communities of different countries located on the Greenwich Meridian; “Seven Wonders of the World”, a global initiative to promote public awareness of the cultural heritage; “Visual Library for the Year 2000”, television broadcasts of conversations with world personalities; “Sacred Rhythm Festival” (Indonesia) a major international event bringing traditional and contemporary musicians together, focusing on the “sacred” at the turn of the millennium; “World Performing Arts Festival 2000” (Japan) presenting folk arts and cultures from around the world.

Decentralization

13120

Decentralization is an essential instrument for ensuring that the Organization has an effective presence in Member States. During the 2000–2001 biennium, efforts will be focused in priority on strengthening cooperation with National Commissions, other national partners, institutional partners in the United Nations system and NGOs. The offices established in the various regions, whose functions have been gradually expanded to cover all UNESCO’s fields of competence, should, in view of their new intersectoral profile, be able to respond more effectively to the needs of Member States and of the region they serve while at the same time playing a greater role in the mobilization of the necessary financial resources and expertise.

13121

In this connection, the changes taking place within the United Nations in the field of cooperation for development, which entail a strengthening of decision-making processes in each country and the need to reinforce the action and presence of UNESCO at the national and regional levels and increase its contribution to field activities undertaken by all organizations in the system, should, in 2000–2001, result in (i) a clearer definition of the objectives and expected results at the global, regional and subregional levels; and (ii) a clearer division between the tasks to be performed by Headquarters and those that need to be defined and carried out in the regions. With this in mind, efforts will be made during the present biennium to gear structures more closely to needs and to bring resources more closely into line with these new lines of emphasis; the management capacities of field offices will continue to be improved by providing all of them with computer equipment and by training their staff. As in document 29 C/5, special procedures will be devised to enable field offices to take rapid action in emergency situations in close liaison with United Nations Resident Coordinators.

13122

Results expected at the end of the biennium

- ◆ Capacity of field offices to respond more effectively to the priority needs of the Member States strengthened, in particular, through their more active participation in the preparation of the programme and the planning of activities, especially within the framework of the new computerized programming, budgeting and monitoring system; and through increased cooperation among the field offices working as a regional network of expertise;
- ◆ Field offices management capacities reinforced through further training of programme and administrative personnel; strengthening of the existing electronic communication system;
- ◆ Complementarity among field offices (in the regions) and their efficiency increased through continued assessment of their profiles, activities and results.

Bureau for Relations with Extrabudgetary Funding Sources

13201

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$ 876,400 |
| Extrabudgetary: | \$2,860,000 |

13202

The main task of this Bureau is to promote the establishment of partnerships with funding sources and development institutions and to mobilize the additional resources required to carry out activities in Member States: by providing support for the units at Headquarters and in the field responsible for the identification, preparation and implementation of projects; by making sure they receive information on the main trends and policies of donors in the field of international development cooperation; and by ensuring that the choice of areas of cooperation and the quality of project implementation fully meet the expectations of all the partners involved.

13203

In 2000–2001 the Bureau will seek to strengthen cooperation with the institutions of the United Nations system, development banks, intergovernmental organizations, bilateral institutions and private funding sources. The aim of the strategy will be, first, to identify the priority fields of action that will best lend themselves to the establishment of partnerships with funding sources and, secondly, to ensure that the project proposals submitted to external funding sources actually reflect beneficiary countries' priorities, and that they are in fields in which UNESCO's intervention can add value, with particular emphasis on upstream activities such as sectoral analysis, the formulation of policies and strategies, etc.

13204

Results expected at the end of the biennium

- ◆ Considerable increase in extrabudgetary funds, in particular thanks to wider dissemination within the Secretariat, both at Headquarters and in the field, of information on opportunities for financing by multilateral and/or bilateral donors;
- ◆ Increased cooperation with the institutions of the United Nations system, in particular through more active participation by field offices in joint programming activities (CCA and UNDAF), under the impetus of the Resident Coordinator;
- ◆ Improvement in project quality and management through the training of staff, at Headquarters and in the field, and National Commissions, in the techniques of preparing project proposals and fund-raising, and through the establishment of a system of information on the progress of projects.

Bureau of Conferences, Languages and Documents

13301

| | |
|-----------------|-------------|
| Regular budget | |
| • Activities: | \$3 770 900 |
| Extrabudgetary: | \$2,499,900 |

13302

The Bureau's strategy will be to carry out its duties while at the same time redefining the means at its disposal with a view to reducing costs and improving productivity, in particular through the use of new technologies, without adversely affecting the quality of work or the use of the various languages. The objective will be to maintain services at a satisfactory level despite reductions in staff and in operational funds while ensuring that standards of quality and deadlines are observed for work relating both to the governing bodies and to the Secretariat. The new main lines of action envisaged will include further development of the application of computer technology to document management, production and transmission (in particular via the Internet), and other activities. The use of distance translation and interpretation, the development of subcontracting – whilst retaining essential internal capacity – and various rationalization and reorganization measures should also contribute to achieving this objective. Efforts to optimize the use of UNESCO's conference rooms will be continued, in particular with a view to increasing the income derived from hiring them to outside users.

13303

Results expected at the end of the biennium

- ◆ Strengthened complementarity between the different stages of production through the establishment of a continuous document production chain from composition to printing;
- ◆ Reduction of print runs and printing costs through increased use of electronic document transmission, both within the Secretariat and to Member States;
- ◆ Savings in translation costs through the development of innovative procedures (self-revised translation, use of computers); creation of new computerized databases; establishment of a computer-assisted translation system;
- ◆ Systemization of distance translation using various technical means (telecommunications, the Internet) for meetings away from Headquarters; continuation of the experiment in distance interpretation for certain categories of meetings; modernization of simultaneous interpretation equipment at Headquarters;
- ◆ Greater recourse to outside translation, composition and printing with the establishment of appropriate quality control;
- ◆ Optimization of the use of conference rooms through the development of a computerized room management system and continuation of external publicity on available facilities at UNESCO; dissemination on the Intranet of the meetings schedule.

Part IV

Management and Administrative Services

14001

| Regular budget | | | | Extrabudgetary resources |
|-------------------------------------------------------------------------------|-------------------|-------------------|-------------------------------|--------------------------|
| | Personnel | Activities | Total Appropriation 2000-2001 | 2000-2001 |
| | \$ | \$ | \$ | \$ |
| 1. Office of the Assistant Director-General for Management and Administration | 2 418 200 | 213 400 | 2 631 600 | 642 900 |
| 2. Bureau of the Comptroller | 7 384 100 | 1 022 000 | 8 406 100 | 2 624 600 |
| 3. Bureau of Human Resources Management | 11 940 800 | 2 439 800 | 14 380 600 | — |
| 4. Bureau of Documentation, Informatics Services and Telecommunications | 6 166 200 | 8 459 800 | 14 626 000 | 972 000 |
| 5. Bureau for Support and Services | 7 720 500 | 4 577 100 | 12 297 600 | 582 600 |
| Total, Part IV | 35 629 800 | 16 712 100 | 52 341 900 | 4 822 100 |

14002

The above provisions are to cover the units shown below.

Office of the Assistant Director-General for Management and Administration

14101

| | |
|-----------------|-----------|
| Regular budget | |
| ● Activities: | \$213,400 |
| Extrabudgetary: | \$642,900 |

14102

In addition to the services mentioned below, which are placed under his/her direct authority (except for HRM which is attached to the Director-General), the Assistant Director-General for Management and Administration (ADG/MA) exercises administrative authority over all the Organization's units. The basic objective of this Office is to direct the modernization of the entire Organization in a coherent and coordinated manner by providing it with an information, management and staff management system that is in keeping with the Organization's changing tasks, by ensuring the necessary renovation of Headquarters premises in accordance with satisfactory standards of quality and safety, and by providing all the necessary administrative support for the successful and reliable implementation of the process of decentralization (to programme sectors at Headquarters and to field offices), the emphasis being placed on accountability as a necessary corollary of the delegation of authority and responsibility.

Bureau of the Comptroller

14201

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$1,022,000 |
| Extrabudgetary: | \$2,624,600 |

14202

Within the framework of its basic functions relating to the collection of Member States' contributions and the Organization's other income, cash management, financial control, the keeping of accounts, and management of the UNESCO Coupons Programme, this Bureau will continue the efforts already being made to ensure optimum management of the Organization's financial resources. Emphasis will be placed mainly on improving the cash flow forecast, on more systematic control of the cash flow situation and on revising the existing rules and procedures so as to encourage a wider delegation of authority and responsibility, particularly in the context of decentralization. This process will only be fully successful if it entails the establishment of a new financial and accounting system based on the new information technologies and involving considerable modifications to a number of procedures in order to approximate as closely as possible to what are now considered to be the best and most effective practices. Substantial savings should result following this change provided that it is effected with the necessary speed, scope and determination.

14203

Results expected at the end of the biennium

- ◆ Progress made in the rational provision of funds and currencies required for programme execution and for timely payments to contractors and beneficiaries, through arrangements put in place for the collection of income and for banking;
- ◆ The process of replacing the outdated computer system for budget, finance, human resources and payroll by a system based on the most recent informatics technology will be under way;
- ◆ Increased decentralization of authority to field offices and reinforcement of timely financial reporting through the informatics network;
- ◆ Completion with HRM and BB of the first series of on-site training and briefing seminars for directors of field offices as well as administrative and certifying officers at Headquarters and in the field to ensure effective financial administration throughout the Secretariat.

Bureau of Human Resources Management (formerly Bureau of Personnel)

14301

| | |
|----------------|-------------|
| Regular budget | |
| ● Activities: | \$2,439,800 |

14302

The Bureau of Human Resources Management (HRM) will pursue its efforts towards securing the highest standards of integrity, efficiency and competence of the staff and achieving the optimal use of the human resources available to the Organization along the following main objectives:

- (i) **Preparing the renewal of human resources.** Due to natural attrition, a large turnover of staff is expected to take place in the next five to six years. Efforts will be aimed at rejuvenating the Secretariat while paying due attention to the need to hire highly qualified staff and improving the geographical and gender balance. Recruitment missions will be carried out in under- and non-represented countries. The Young Professionals Programme, designed to recruit young people from under- and non-represented countries, will be reinforced.
- (ii) **Renewing contractual arrangements.** The various contractual arrangements currently in existence in UNESCO will be studied. The objective is to determine the types and conditions of contracts required by the Organization to enable it to meet its short- to long-term commitments and challenges. The need for expertise of limited duration and that for long-term staff performing core functions will be examined in detail.

- (iii) **Strengthening the managerial skills of staff serving the Organization.** The Management Development Programme will be further developed and will incorporate the introduction of a results-based programming system. The programme will therefore focus on developing skills for assessing programme results and staff performance in a reliable and objective manner. Other types of training provided to staff members will be in areas of new technologies, and technical and linguistic skills. Special attention will be given to field staff through regional workshops and distance learning technologies.
- (iv) **Improving career management.** The Organization will use and develop the skills of staff on the basis of its identified needs in a rapidly changing environment and will provide career opportunities accordingly. It will entail enhanced rotation of staff between Headquarters and field offices and the development of a career progression approach based on merit and demonstrated competences.

14303**Results expected at the end of the biennium**

- ◆ Improvement in the geographical and gender balance of Professional staff throughout the Organization;
- ◆ Additional managerial, technical and linguistic skills acquired by staff, especially field staff;
- ◆ A strengthened results-oriented performance appraisal system complemented by an effective merit-based promotion policy;
- ◆ The development of a plan to address the need for career management;
- ◆ Introduction of a seven grade salary structure for staff in the Paris General Service and related categories.

Bureau of Documentation, Informatics Services and Telecommunications

14401

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$8,459,800 |
| Extrabudgetary: | \$ 972,000 |

14402

The implementation of the Information Technology Master Plan devised in 1997 has begun, on the one hand, with the launching of an integrated programming/budgeting/monitoring system (SISTER) which will be operational in 2000 and, on the other, with preparatory work to facilitate the changeover from other management systems to new generation technologies. A specialized ERP software package has been selected for the modernization of the finance and budget system as well as the consultancy firm that will be helping UNESCO with this critical and complex task. The new system should be operational in 2002. At the same time steps have been taken to ensure the operation and maintenance of the existing central computer system, a safe changeover to the year 2000, and the continuation of the installation of computers in the Organization. The use of electronic mail, the Internet and other information technologies has grown considerably and these new tools must now be used to secure a significant increase in the efficiency and productivity of the Organization. The 2000-2001 biennium could mark a decisive step forward towards an organization that benefits fully from the resources of the new technologies. In this connection, the Bureau will be closely associated in the implementation of 30 C/Resolution 84 concerning the introduction of new management and monitoring instruments.

The main lines of action to be taken to attain this objective are as follows:

- (i) preparations to switch the central management systems (financial and accounting system, personnel management and payroll system) over to new computer systems capable of harmonizing and linking all the Organization's databases into a coherent information and management system: during this biennium the effort will be focused on the finance and budget aspects;
- (ii) improvement of the capacity and management of the Internet site, as an increasingly important means of disseminating UNESCO information to its governing bodies, Member States and the general public, as well as of the Intranet site with a view to improving the Organization's productivity;
- (iii) improvement of the capacity and management of the existing computer networks and their integration into the new systems so as to provide the conditions for higher productivity, the efficient sharing of information and high-quality communication;

- (iv) in this context, further installation of computer hardware in the Organization, while introducing a computer procurement and management policy that would make it possible to reduce hardware costs.

14403**Results expected at the end of the biennium**

- ◆ Completion of the initial phase of the installation of new ERP central computer systems for the finance and budget system and the training of staff to use these new systems;
- ◆ Central computer systems operating without break for 22 hours a day so as to provide equal opportunities of access to all field offices;
- ◆ Changeover of the field units' network to the use of Internet-like technology so as to increase the opportunities for using this network, and creation of several mirror sites for our website in various places in the world;
- ◆ Increase in the capacity of local computer networks;
- ◆ Introduction of a comprehensive microcomputer procurement policy linked to the rational management of the installed computer base;
- ◆ Completion of the introduction of the euro into the Organization's computer systems.

Bureau for Support and Services

14501

| | |
|-----------------|-------------|
| Regular budget | |
| ● Activities: | \$4,577,100 |
| Extrabudgetary: | \$ 582,600 |

14502

The Bureau for Support and Services will pursue its efforts to achieve the optimal results in: the rational management of the security of persons and premises and the utilization of the Organization's immovable and movable property; the operation of common services (see Part V of the budget); the functioning of various social and welfare services (Pensions, Medical Benefits Fund, personal insurance); and the management of the archive records and micrography services. Its efforts in 2000-2001 will focus on the following:

- (i) with regard to the Headquarters complex, the urgent renovation work will be implemented in accordance with 30 C/Resolution 76 and 159 EX/Decision 6.6;
- (ii) studies will be undertaken to ascertain the feasibility of maintaining a core staff only in the technical services, with wider recourse to contractual arrangements;
- (iii) the introduction of a computerized management system for building maintenance and for the control of inventory will be pursued in 2000-2001 to the extent that resources permit. Such a control system will enable the Bureau to adopt a more systematic approach to the maintenance and conservation of the UNESCO premises.

14503**Results expected at the end of the biennium**

- ◆ Improvement in the technical installations of the UNESCO premises, particularly as regards safety and security;
- ◆ Improvement in the management of the immovable and movable property of the Organization, and the related procedures and operations;
- ◆ Provision of a wide-range of services with regard to medical, pension and personal insurance matters;
- ◆ Continued improvements of archiving facilities and micrography services for the benefit of staff members and researchers through improved preservation conditions.

Part V

Common Services; Maintenance and Security

15001

| Regular budget | | | | Extrabudgetary resources |
|-------------------------------------------|------------|------------|-------------------------------------|-----------------------------|
| | Personnel | Activities | Total Appropriation 2000-2001 | 2000-2001 |
| | \$ | \$ | \$ | \$ |
| Common Services; Maintenance and Security | 15 452 400 | 13 295 900 | 28 748 300 | 4 076 000 |

15002

This Part of the budget covers the budget allocations for the Organization's Paris Headquarters in respect of: maintenance and upkeep of the buildings; operation of technical installations; provisions for utilities (electricity, heating, etc.), supplies and materials, furniture and equipment, freight and postal expenses; telecommunications services; safety and security services. The provisions for the renovation of the Headquarters premises, within the framework of the Renovation Plan, are foreseen under Part VI of the budget.

15003

In view of the budgetary constraints facing the Organization, increased efforts will be made to devise appropriate economy measures, with a view to maintaining at a satisfactory level the services for the maintenance, upkeep and operation of the technical facilities and installations. The possible outsourcing of certain technical services/functions will also be examined where appropriate. With respect to the utilities, austerity measures will be adopted and the Sectors/Bureaux will be encouraged to monitor more strictly their utilization of common services items (e.g. office and photocopying supplies and furniture and equipment) so as to eliminate wastage. A system for the internal debiting of a part of the costs of such services will also be implemented in 2000-2001. In the area of the telecommunications services, every effort will be made to draw full benefit from the modernization of the infrastructures accomplished during the current biennium, in particular by devising new measures to reduce the cost of telecommunications, modernizing the central telephone directory; improving the sound-archives services; consolidating the close links that exist with the different telecommunications operators in the host country, etc. Finally, efforts will be pursued with a view to strengthening the safety and security services, notably by having wider recourse to outsourcing arrangements and to the updating and acquisition of security equipment to the extent feasible.

15004

Results expected at the end of the biennium

- ◆ The optimal use of human and financial resources and of common services (such as supplies and materials, furniture and equipment and postage and freight provisions) achieved through the application of strict austerity measures and appropriate monitoring systems;
- ◆ Wider awareness of the need to eliminate wastage promoted through increased internal communications (reminder notes, circulars, etc.) and through the implementation of the internal debiting system whereby Sectors/Bureaux will share in the costs of certain common services;
- ◆ Existing arrangements for the provision of services reviewed with a view to seeking the most economical solutions compatible with maintaining the necessary level of quality;
- ◆ Extension of access to fax through personal computers and local area networks for all Secretariat staff;

- ◆ Significant increase in the use of video- and audio-conferencing as a means of communication that could produce considerable savings by reducing the amount of travel on mission;
- ◆ Improved technical functioning of the simultaneous interpretation and public address system in meeting rooms through the installation of more modern equipment within the limits of resources available;

Resources foreseen for this purpose

| | | |
|-------|-----------------|--------------|
| 15005 | Regular budget | |
| | ● Activities: | \$13,295,900 |
| | Extrabudgetary: | \$ 4,076,000 |

Extrabudgetary programmes

| | |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15006 | Under the Headquarters Utilization Fund (HQF), the proposed sum of \$4,076,000 will cover the cost of maintenance, utilities and other expenses relating to the maintenance, upkeep and security of the Headquarters premises generating income to the Fund, including related personnel costs. |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Part VI

Renovation of Headquarters premises

16001

| Regular budget | | | | Extrabudgetary resources |
|-------------------------------------|-----------|------------|-------------------------------|--------------------------|
| | Personnel | Activities | Total Appropriation 2000-2001 | 2000-2001 |
| | \$ | \$ | \$ | \$ |
| Renovation of Headquarters premises | — | 6 499 500 | 6 499 500 | 179 700 |

16002

This Part of the budget is concerned with (a) the renovation and conservation of Headquarters premises; and (b) the amortization of the construction costs of premises for the International Bureau of Education (IBE). In accordance with 30 C/Resolution 76, at least \$6.5 million will be devoted to the renovation of the Headquarters buildings, in view of the commencement of Phase I of the Belmont Plan and in line with the Plan of Work submitted to the 159th session of the Executive Board. In accordance with the decision adopted by the Executive Board at its 114th session (decision 5.1.1.II, para.16), a sum of \$275,900 is earmarked for the amortization of the construction costs of the IBE premises.

16003

Results expected at the end of the biennium

- ◆ In conformity with the agreement between the Director-General and the authorities of the host country and in accordance with 30 C/Resolution 76, the renovation work of the Headquarters buildings will incorporate the findings of the Belmont Plan with respect to bringing Headquarters buildings into compliance with safety standards.
- ◆ Fixed annual payments of 200,000 Swiss francs for the years 2000 and 2001, calculated at the rate of 1.45 Swiss francs to the United States dollar will be made in accordance with the agreed plan for the amortization of the construction costs of the IBE premises in Geneva;
- ◆ The Director-General, in conjunction with the Headquarters Committee, will report to the Executive Board at each of its ordinary sessions in 2000–2001 on the state of progress of the work to restore and improve the Headquarters buildings.

16004

Resources foreseen for this purpose

The situation may be summarized as follows:

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Regular budget: | \$ |
| (a) Renovation, refurbishing and conservation of Headquarters premises | 6,403,300 |
| (b) Amortization of the construction costs of the IBE premises | 275,900 |
| Less: The amount to be paid by Permanent Delegations as their contribution to the costs of renovation of the Headquarters buildings for offices occupied by them | (179,700) |
| Total | <u>6,499,500</u> |

*Extrabudgetary programmes***16005**

As mentioned in the immediately preceding paragraph, an amount of \$179,700 is anticipated as the contribution of Permanent Delegations. Extrabudgetary resources collected by the Headquarters Committee¹ will be used for the renovation (ceiling, walls, floor) and refurbishment of the Picasso Hall.

1. Estimated at \$670,000 at this juncture.

Part VII

Anticipated cost increases

17001

| | Regular budget | Extrabudgetary resources | Total Appropriation 2000-2001 |
|----------------------------|----------------|--------------------------|-------------------------------|
| | \$ | \$ | \$ |
| Anticipated cost increases | 13 690 850 | – | 13 690 850 |

17002

The total budget for 2000-2001 under Parts I to VI of this document amounts to \$530,676,400. The cost of staff as well as the prices for goods and services used in the calculation of these budget proposals are those estimated as at 31 December 1999. The cost increases due to statutory and other factors which are anticipated to occur after that date during the course of budget execution in 2000-2001 are not included in the budget estimates for Parts I to VI, but are shown separately in this Part of the budget, in line with approved budgeting techniques.

17003

It is estimated that \$13,690,850 would be required for meeting the increases arising during 2000-2001 from statutory and other factors in staff costs and in the costs of goods and services foreseen in Parts I to VI of the budget. The use of the provision in this Part of the budget is subject to prior approval by the Executive Board.

Annex

Budget summary by main line of action
of regular and extrabudgetary resources

| PART | Regular budget | | | Extrabudgetary resources 2000-2001 |
|--------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------------------|---------------------------------------|
| | Programme costs | Personnel costs | Total Appropriation 2000-2001 | |
| | \$ | \$ | \$ | \$ |
| PART I GENERAL POLICY AND DIRECTION | | | | |
| I.A Governing Bodies: | | | | |
| Chapter 1 - General Conference | 5 491 200 | 662 500 | 6 153 700 | 204 200 |
| Chapter 2 - Executive Board | 6 531 800 | 1 083 100 | 7 614 900 | — |
| Total, I.A | 12 023 000 | 1 745 600 | 13 768 600 | 204 200 |
| I.B Direction: | | | | |
| Chapter 3 - Directorate | 458 500 | 1 272 600 | 1 731 100 | — |
| Chapter 4 - Services of the Directorate | | | | |
| A. Executive Office of the Director-General | 382 600 | 7 930 700 | 8 313 300 | 714 000 |
| B. Inspectorate General | 67 800 | 1 739 200 | 1 807 000 | — |
| C. Office of the Mediator | 16 900 | 126 100 | 143 000 | — |
| D. Office of International Standards and Legal Affairs | 203 100 | 1 862 600 | 2 065 700 | — |
| E. Bureau of Studies, Programming and Evaluation | 259 200 | 3 726 900 | 3 986 100 | — |
| F. Bureau of the Budget | 70 000 | 4 116 200 | 4 186 200 | 640 000 |
| Total, 4. Services of the Directorate | 999 600 | 19 501 700 | 20 501 300 | 1 354 000 |
| Total, I.B | 1 458 100 | 20 774 300 | 22 232 400 | 1 354 000 |
| I.C Participation in the Joint Machinery of the United Nations System | 1 122 900 | — | 1 122 900 | — |
| TOTAL, PART I | 14 604 000 | 22 519 900 | 37 123 900 | 1 558 200 |
| PART II PROGRAMME EXECUTION AND SERVICES | | | | |
| II.A Major Programmes, Transdisciplinary Project and Transverse Activities: | | | | |
| Major Programmes: | | | | |
| I EDUCATION FOR ALL THROUGHOUT LIFE | | | | |
| I.1 Basic education for all | | | | |
| I.1.1 Providing basic education for all children | | | | |
| 1 Renewal and expansion of primary education | 1 380 000 | 5 700 200 | 7 080 200 | 17 000 000 |
| 2 Promoting early childhood education and education of children with special needs | 1 978 000 | 6 815 900 | 8 793 900 | 20 000 000 |
| I.1.2 Fostering literacy and non-formal education among youth and adults | | | | |
| 1 Literacy and community education | 2 324 300 | 5 462 000 | 7 786 300 | 8 000 000 |
| 2 Extending learning opportunities to the unreached | 2 430 000 | 3 930 900 | 6 360 900 | 5 000 000 |
| I.1.3 Mobilizing commitments and partnerships for education for all | | | | |
| 1 International EFA Forum and Assessment 2000 | 650 000 | 1 519 100 | 2 169 100 | 3 650 000 |
| 2 Reinforcing regional cooperation programmes for basic education | 5 248 500 | 3 661 700 | 8 910 200 | 5 000 000 |
| Total, I.1 | 14 010 800 | 27 089 800 | 41 100 600 | 58 650 000 |
| I.2 Reform of education in the perspective of education for all throughout life | | | | |
| I.2.1 Renewal of education systems for the information age | | | | |
| 1 Devising strategies for learning throughout life | 1 400 000 | 6 667 500 | 8 067 500 | 9 000 000 |
| 2 Promoting policies and building capacities for educational development and reconstruction | 1 898 400 | 5 512 500 | 7 410 900 | 10 400 000 |
| I.2.2 Renovation of general secondary and vocational education | | | | |
| 1 Renewal and diversification of secondary education | 1 500 000 | 4 923 500 | 6 423 500 | 8 500 000 |
| 2 International long-term programme for the development of technical and vocational education (UNEVOC) | 1 000 000 | 4 725 000 | 5 725 000 | 7 000 000 |
| 3 Science and technology education | 860 000 | 799 000 | 1 659 000 | 500 000 |

| | | | | | |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------|------------|-------------|-------------|
| | | | | | |
| 1.2.3 | Higher education and development | | | | |
| 1 | Policy and reform of higher education | 750 000 | 945 000 | 1 695 000 | 1 000 000 |
| 2 | Reinforcing inter-university cooperation and academic mobility | 1 818 800 | 1 485 700 | 3 304 500 | 3 300 000 |
| ■ | The status of teachers and teacher education in the information society | 1 310 800 | 1 391 200 | 2 702 000 | 1 300 000 |
| | Total, 1.2 | 10 538 000 | 26 449 400 | 36 987 400 | 41 000 000 |
| ■ | Educating for a sustainable future (Environment, population and development) | 1 610 000 | 6 100 500 | 7 710 500 | 9 920 000 |
| UNESCO education institutes | | | | | |
| | UNESCO International Bureau of Education (IBE) | 4 876 000 | – | 4 876 000 | 500 000 |
| | UNESCO International Institute for Educational Planning (IIEP) | 5 406 000 | – | 5 406 000 | 4 230 000 |
| | UNESCO Institute for Education (UIE) | 2 090 000 | – | 2 090 000 | 3 500 000 |
| | UNESCO Institute for Information Technologies in Education (IITE) | 1 200 000 | – | 1 200 000 | 3 000 000 |
| | UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) | 2 375 300 | – | 2 375 300 | – |
| | UNESCO International Institute for Capacity-Building in Africa (IICBA) | 1 300 000 | – | 1 300 000 | – |
| | Total, UNESCO education institutes | 17 247 300 | – | 17 247 300 | 11 230 000 |
| Transdisciplinary project: Towards a culture of peace | | 2 971 700 | 4 959 300 | 7 931 000 | 5 200 000 |
| Indirect programme costs | | 6 570 700 | – | 6 570 700 | – |
| Total, Major Programme I | | 52 948 500 | 64 599 000 | 117 547 500 | 126 000 000 |
| II THE SCIENCES IN THE SERVICE OF DEVELOPMENT | | | | | |
| II.1 Advancement, transfer and sharing of scientific knowledge | | | | | |
| ■ | Follow-up to the World Conference on Science | 894 700 | 468 000 | 1 362 700 | – |
| II.1.1 | Advancement, transfer and sharing of knowledge in the basic and engineering sciences | | | | |
| 1 | Improving university science and engineering education | 874 000 | 2 809 300 | 3 683 300 | 5 000 000 |
| 2 | Promoting cooperation in research and training in mathematics, physics and chemistry | 2 706 300 | 2 746 200 | 5 452 500 | 5 000 000 |
| 3 | Promoting research capacities in the biological sciences and biotechnologies | 2 762 700 | 3 779 400 | 6 542 100 | 6 000 000 |
| 4 | Cross-disciplinary partnerships and increasing access to scientific information | 2 186 100 | 3 726 600 | 5 912 700 | 4 000 000 |
| ■ | The World Solar Programme 1996-2005 | 1 120 100 | 593 200 | 1 713 300 | 6 000 000 |
| II.1.2 | Advancement, transfer and sharing of knowledge in the social and human sciences | | | | |
| 1 | Improving university teaching, research capacities and international cooperation in the social sciences | 1 797 900 | 2 009 400 | 3 807 300 | 400 000 |
| 2 | Collection and dissemination of information in the social and human sciences | 1 029 900 | 1 233 400 | 2 263 300 | 200 000 |
| | Total, II.1 | 13 371 700 | 17 365 500 | 30 737 200 | 26 600 000 |
| II.2 Sciences, environment and socio-economic development | | | | | |
| ■ | Promoting integrated approaches to environment and development | 241 400 | 132 400 | 373 800 | – |
| II.2.1 | Earth sciences, earth system management and natural disaster reduction | | | | |
| 1 | Promoting earth system management, international cooperation and capacity-building in earth sciences | 1 346 800 | 1 631 900 | 2 978 700 | 4 000 000 |
| 2 | Reducing vulnerability to natural disasters | 492 600 | 3 396 600 | 3 889 200 | 6 750 000 |
| II.2.2 | Ecological sciences and the Man and the Biosphere (MAB) programme | | | | |
| 1 | Biosphere reserves as tools for reconciling conservation and development: implementing the Seville Strategy | 1 458 400 | 5 251 600 | 6 710 000 | 10 000 000 |
| 2 | Collaborative research programmes for enhancing knowledge on ecosystem function, services and values | 1 517 800 | 1 333 000 | 2 850 800 | 1 350 000 |
| II.2.3 | Hydrology and water resource development in a vulnerable environment | | | | |
| 1 | Building capacities in water resources management | 720 000 | 2 169 600 | 2 889 600 | 2 000 000 |
| 2 | Hydrological processes and management of water resources in a vulnerable environment | 1 764 800 | 1 432 300 | 3 197 100 | 5 160 000 |
| ■ | Environment and development in coastal regions and in small islands | 1 388 400 | 1 852 900 | 3 241 300 | 2 470 000 |
| ■ | Human development for sustainable living conditions in the Pacific | 273 000 | 141 800 | 414 800 | – |
| II.2.4 | UNESCO Intergovernmental Oceanographic Commission | | | | |
| 1 | Reducing scientific uncertainties about coastal and oceanic processes | 2 059 900 | 2 928 100 | 4 988 000 | 2 500 000 |
| 2 | Meeting the needs of ocean-related conventions and programmes | 518 000 | 738 200 | 1 256 200 | 500 000 |
| II.2.5 | Social transformations and development | | | | |
| 1 | Making the best use of the results of the MOST programme | 1 880 000 | 2 220 900 | 4 100 900 | 2 000 000 |
| 2 | Poverty alleviation | 660 400 | 6 259 400 | 6 919 800 | 6 870 000 |
| ■ | Cities: Management of social transformations and the environment | 329 000 | 302 900 | 631 900 | – |
| | Total, II.2 | 14 650 500 | 29 791 600 | 44 442 100 | 43 600 000 |

| PART | Regular budget | | | Extrabudgetary resources 2000-2001 |
|---------------------------------------------------------------------------------------------------|-----------------|-----------------|-------------------------------|---------------------------------------|
| | Programme costs | Personnel costs | Total Appropriation 2000-2001 | |
| | \$ | \$ | \$ | \$ |
| II.3 Philosophy, ethics and human sciences | | | | |
| 1 Ethics of science and technology | 883 500 | 849 400 | 1 732 900 | – |
| 2 Philosophy and the human sciences | 1 262 200 | 1 206 900 | 2 469 100 | – |
| Total, II.3 | 2 145 700 | 2 056 300 | 4 202 000 | – |
| Transdisciplinary project: Towards a culture of peace | 2 351 300 | 3 486 700 | 5 838 000 | 5 000 000 |
| Indirect programme costs - SC | 2 615 500 | – | 2 615 500 | – |
| Indirect programme costs - SHS | 487 400 | – | 487 400 | – |
| Total, Major Programme II | 35 622 100 | 52 700 100 | 88 322 200 | 75 200 000 |
| III CULTURAL DEVELOPMENT: THE HERITAGE AND CREATIVITY | | | | |
| Culture and development | 1 080 100 | 744 800 | 1 824 900 | – |
| III.1 Preservation and enhancement of the cultural and natural heritage | | | | |
| III.1.1 Safeguard and revitalization of the tangible and intangible heritage | | | | |
| 1 Implementation of norms and preventive action for the protection of the cultural heritage | 769 100 | 745 100 | 1 514 200 | 5 550 000 |
| 2 Cultural heritage and development | 2 393 000 | 9 169 500 | 11 562 500 | 10 000 000 |
| 3 Preservation and revitalization of the intangible heritage | 982 300 | 1 294 400 | 2 276 700 | 9 000 000 |
| 4 Restoration of heritage damaged by conflicts | 596 600 | 7 301 200 | 7 897 800 | 6 000 000 |
| III.1.2 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage | 1 068 900 | 3 857 700 | 4 926 600 | 15 000 000 |
| Total, III.1 | 5 809 900 | 22 367 900 | 28 177 800 | 45 550 000 |
| III.2 Promotion of living cultures | | | | |
| 1 Promotion and protection of creativity | 1 420 400 | 1 167 300 | 2 587 700 | 650 000 |
| 2 Promotion of craftwork and design | 676 400 | 826 200 | 1 502 600 | 900 000 |
| 3 Books and cultural industries | 1 238 600 | 1 808 900 | 3 047 500 | 1 900 000 |
| Reading for All | 213 300 | 773 000 | 986 300 | 1 000 000 |
| Caribbean People: Tapestry of the Past – Fabric for the Future | 272 300 | 187 800 | 460 100 | – |
| Total, III.2 | 3 821 000 | 4 763 200 | 8 584 200 | 4 450 000 |
| Transdisciplinary project: Towards a culture of peace | 1 641 900 | 3 073 900 | 4 715 800 | 2 000 000 |
| Indirect programme costs | 3 033 100 | – | 3 033 100 | – |
| Total, Major Programme III | 15 386 000 | 30 949 800 | 46 335 800 | 52 000 000 |
| IV TOWARDS A COMMUNICATION AND INFORMATION SOCIETY FOR ALL | | | | |
| IV.1 Free flow of ideas | | | | |
| IV.1.1 Freedom of expression, democracy and peace | | | | |
| 1 Freedom of expression, media and democracy | 1 392 200 | 839 000 | 2 231 200 | 4 100 000 |
| 2 Media for peace and tolerance | 449 300 | 998 700 | 1 448 000 | 2 000 000 |
| IV.1.2 Media, information and society | | | | |
| 1 Media and information for social participation and poverty alleviation | 1 350 800 | 3 390 200 | 4 741 000 | 4 000 000 |
| 2 Public domain of information and “Memory of the World” | 1 317 200 | 1 398 200 | 2 715 400 | 5 800 000 |
| Ethical, legal and sociocultural challenges of the information society | 979 800 | 1 358 200 | 2 338 000 | 2 300 000 |
| Total, IV.1 | 5 489 300 | 7 984 300 | 13 473 600 | 18 200 000 |
| IV.2 Bridging the communication and information gap | | | | |
| IV.2.1 Development of communication | | | | |
| 1 Strategies and projects for the development of communication | 2 696 200 | 6 481 600 | 9 177 800 | 14 000 000 |
| 2 Public broadcasting and endogenous audiovisual production | 1 068 500 | 1 374 200 | 2 442 700 | 2 950 000 |

| | | | | |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------|-------------|-------------|
| | | | | |
| IV.2.2 | Development of “infostructure” | | | |
| 1 | Integrated information and informatics strategies and methodologies | 2 116 700 | 1 258 400 | 3 375 100 |
| 2 | Libraries and archives as gateways to information highways | 1 126 200 | 978 700 | 2 104 900 |
| Total, IV.2 | | 7 007 600 | 10 092 900 | 17 100 500 |
| Indirect programme costs | | 800 500 | – | 800 500 |
| Total, Major Programme IV | | 13 297 400 | 18 077 200 | 31 374 600 |
| TRANSDISCIPLINARY PROJECT: Towards a culture of peace* | | | | |
| TRANSVERSE ACTIVITIES | | | | |
| UNESCO Institute for Statistics | | 6 820 000 | – | 6 820 000 |
| Anticipation and future-oriented studies | | 701 600 | 815 800 | 1 517 400 |
| Fellowships and Procurement Services and Related Programme Support | | 1 117 700 | 2 972 700 | 4 090 400 |
| Coordination of activities in favour of priority groups: | | | | |
| Coordination of activities concerning women | | 379 500 | 774 100 | 1 153 600 |
| Coordination of activities concerning youth | | 379 500 | 1 048 600 | 1 428 100 |
| Coordination of activities concerning Africa | | 419 600 | 3 000 900 | 3 420 500 |
| Total, Coordination of activities in favour of priority groups | | 1 178 600 | 4 823 600 | 6 002 200 |
| Coordination of activities concerning Towards a culture of peace | | 557 300 | 711 000 | 1 268 300 |
| Indirect programme costs (Towards a culture of peace) | | 139 800 | – | 139 800 |
| Total, Transverse Activities | | 10 515 000 | 9 323 100 | 19 838 100 |
| PARTICIPATION PROGRAMME | | 24 830 000 | – | 24 830 000 |
| TOTAL, PART II.A | | 152 599 000 | 175 649 200 | 328 248 200 |
| II.B | Information and Dissemination Services | | | |
| | Chapter 1 - Clearing House | 812 300 | 3 753 400 | 4 565 700 |
| | Chapter 2 - UNESCO Publishing Office | 1 409 000 | 5 848 100 | 7 257 100 |
| | Chapter 3 - Office of Monthly Periodicals | 2 333 800 | 2 545 900 | 4 879 700 |
| | Chapter 4 - Office of Public Information | 1 820 000 | 3 359 600 | 5 179 600 |
| TOTAL, PART II.B | | 6 375 100 | 15 507 000 | 21 882 100 |
| TOTAL, PART II | | 158 974 100 | 191 156 200 | 350 130 300 |
| PART III | SUPPORT FOR PROGRAMME EXECUTION | | | |
| | Chapter 1 - Bureau for External Relations | 4 175 300 | 17 497 400 | 21 672 700 |
| | Chapter 2 - Bureau for Relations with Extrabudgetary Funding Sources | 876 400 | 2 706 600 | 3 583 000 |
| | Chapter 3 - Bureau of Conferences, Languages and Documents | 3 770 900 | 26 805 900 | 30 576 800 |
| TOTAL, PART III | | 8 822 600 | 47 009 900 | 55 832 500 |
| PART IV | MANAGEMENT AND ADMINISTRATIVE SERVICES | | | |
| | Chapter 1 - Office of the Assistant Director-General for Management and Administration | 213 400 | 2 418 200 | 2 631 600 |
| | Chapter 2 - Bureau of the Comptroller | 1 022 000 | 7 384 100 | 8 406 100 |
| | Chapter 3 - Bureau of Human Resources Management | 2 439 800 | 11 940 800 | 14 380 600 |
| | Chapter 4 - Bureau of Documentation, Informatics Services and Telecommunications | 8 459 800 | 6 166 200 | 14 626 000 |
| | Chapter 5 - Bureau for Support and Services | 4 577 100 | 7 720 500 | 12 297 600 |
| TOTAL, PART IV | | 16 712 100 | 35 629 800 | 52 341 900 |
| PART V | COMMON SERVICES; Maintenance and Security | 13 295 900 | 15 452 400 | 28 748 300 |
| PART VI | RENOVATION OF HEADQUARTERS PREMISES | 6 499 500 | – | 6 499 500 |
| TOTAL, PARTS I - VI | | 218 908 200 | 311 768 200 | 530 676 400 |
| PART VII | ANTICIPATED COST INCREASES | 3 375 100 | 10 315 750 | 13 690 850 |
| TOTAL, PARTS I - VII | | 222 283 300 | 322 083 950 | 544 367 250 |

S E C T I O N 2

Appendices

Appendix I Budget summary by principal appropriation line for Parts I to VII of the budget for 2000-2001

| Appropriation Line | Regular Budget | Extrabudgetary | | | | | | Grand Total |
|----------------------------------------------------------------------------|----------------|------------------------|------------|----------------|----------------------------------------------|------------|----------------------|-------------|
| | | United Nations Sources | | Other Sources | | | Total Extrabudgetary | |
| | | UNDP | Other | Funds-in-Trust | Voluntary Contributions and Special Accounts | Others | | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| PART I - GENERAL POLICY AND DIRECTION | | | | | | | | |
| A. Governing Bodies : | | | | | | | | |
| 1. General Conference | 6 153 700 | — | — | 181 000 | — | 23 200 | 204 200 | 6 357 900 |
| 2. Executive Board | 7 614 900 | — | — | — | — | — | — | 7 614 900 |
| Total Part I.A | 13 768 600 | — | — | 181 000 | — | 23 200 | 204 200 | 13 972 800 |
| B. Direction : | | | | | | | | |
| 3. Directorate | 1 731 100 | — | — | — | — | — | — | 1 731 100 |
| 4. Services of the Directorate | 20 501 300 | — | 80 000 | 1 274 000 | — | — | 1 354 000 | 21 855 300 |
| Total Part I.B | 22 232 400 | — | 80 000 | 1 274 000 | — | — | 1 354 000 | 23 586 400 |
| C. Participation in the Joint Machinery of the United Nations System | 1 122 900 | — | — | — | — | — | — | 1 122 900 |
| TOTAL, PART I | 37 123 900 | — | 80 000 | 1 455 000 | — | 23 200 | 1 558 200 | 38 682 100 |
| PART II - PROGRAMME EXECUTION AND SERVICES | | | | | | | | |
| A. Major Programmes, Transdisciplinary Project and Transverse Activities : | | | | | | | | |
| I. Education for all throughout life | 117 547 500 | 22 600 000 | 17 820 000 | 52 130 000 | 10 800 000 | 22 650 000 | 126 000 000 | 243 547 500 |
| II. The sciences in the service of development | 88 322 200 | 6 600 000 | 2 700 000 | 33 200 000 | 22 600 000 | 10 100 000 | 75 200 000 | 163 522 200 |
| III. Cultural development : the heritage and creativity | 46 335 800 | 3 700 000 | 3 400 000 | 27 400 000 | 12 050 000 | 5 450 000 | 52 000 000 | 98 335 800 |
| IV. Towards a communication and information society for all | 31 374 600 | 6 800 000 | — | 22 550 000 | 7 750 000 | 500 000 | 37 600 000 | 68 974 600 |
| Transdisciplinary Project : Towards a culture of peace* | — | — | — | — | — | — | — | — |
| Transverse Activities | 19 838 100 | 100 000 | — | 1 000 000 | — | 2 200 000 | 3 300 000 | 28 130 000 |
| Participation Programme | 24 830 000 | — | — | — | — | — | — | 24 830 000 |
| Total, Part II.A | 328 248 200 | 39 800 000 | 23 920 000 | 136 280 000 | 53 200 000 | 40 900 000 | 294 100 000 | 622 348 200 |
| B. Information and Dissemination Services | | | | | | | | |
| 1. Clearing House | 4 565 700 | — | — | — | — | 213 700 | 213 700 | 4 779 400 |
| 2. Unesco Publishing Office | 7 257 100 | — | — | — | — | 3 427 000 | 3 427 000 | 10 684 100 |
| 3. Office of Monthly Periodicals | 4 879 700 | — | — | — | — | 2 500 000 | 2 500 000 | 7 379 700 |
| 4. Office of Public Information | 5 179 600 | — | — | — | — | — | — | 5 179 600 |
| Total, Part II.B | 21 882 100 | — | — | — | — | 6 140 700 | 6 140 700 | 28 022 800 |
| TOTAL, PART II | 350 130 300 | 39 800 000 | 23 920 000 | 136 280 000 | 53 200 000 | 47 040 700 | 300 240 700 | 650 371 000 |
| PART III - SUPPORT FOR PROGRAMME EXECUTION | 55 832 500 | 200 000 | — | 1 260 000 | 300 000 | 3 697 000 | 5 457 000 | 61 289 500 |
| PART IV - MANAGEMENT AND ADMINISTRATIVE SERVICES | 52 341 900 | — | — | 1 505 000 | — | 3 317 100 | 4 822 100 | 57 164 000 |
| PART V - COMMON SERVICES; Maintenance and Security | 28 748 300 | — | — | — | — | 4 076 000 | 4 076 000 | 32 824 300 |
| PART VI - RENOVATION OF HEADQUARTERS PREMISES | 6 499 500 | — | — | — | — | 179 700 | 179 700 | 6 679 200 |
| TOTAL, PARTS I-VI | 530 676 400 | 40 000 000 | 24 000 000 | 140 500 000 | 53 500 000 | 58 333 700 | 316 333 700 | 847 010 100 |
| PART VII - ANTICIPATED COST INCREASES | 13 690 850 | — | — | — | — | — | — | 13 690 850 |
| TOTAL, PARTS I-VII | 544 367 250 | 40 000 000 | 24 000 000 | 140 500 000 | 53 500 000 | 58 333 700 | 316 333 700 | 860 700 950 |

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

Appendix II Regular budget summary by main object-of-expenditure

| Principal Appropriation Line | Cost of established posts | | Temporary assistance | Delegates travel* | Staff travel | Contractual services | General operating expenses | Supplies and materials | Acquisition of furniture and equipment | Financial allocations | Contracts with NGOs (framework agreements) | Other contributions | Indirect programme costs | Other expenditure | Total |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------|----------------------|-------------------|------------------|----------------------|----------------------------|------------------------|----------------------------------------|-----------------------|--------------------------------------------|---------------------|--------------------------|-------------------|--------------------|
| | Headquarters | Field | | | | | | | | | | | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| PART I GENERAL POLICY AND DIRECTION | | | | | | | | | | | | | | | |
| A. Governing bodies: | | | | | | | | | | | | | | | |
| 1. General Conference | 662 500 | – | 4 837 100 | – | – | 596 800 | 57 300 | – | – | – | – | – | – | – | 6 153 700 |
| 2. Executive Board | 1 083 100 | – | 3 690 100 | 2 327 700 | – | – | 514 000 | – | – | – | – | – | – | – | 7 614 900 |
| Total, Part I.A | 1 745 600 | – | 8 527 200 | 2 327 700 | – | 596 800 | 571 300 | – | – | – | – | – | – | – | 13 768 600 |
| B. Direction: | | | | | | | | | | | | | | | |
| 3. Directorate | 1 272 600 | – | 65 000 | – | 269 100 | – | 41 500 | 75 500 | 7 400 | – | – | – | – | – | 1 731 100 |
| 4. Services of the Directorate | 19 501 700 | – | 133 700 | 54 000 | 203 500 | 306 900 | 132 700 | 105 700 | 63 100 | – | – | – | – | – | 20 501 300 |
| (including: Office of the Director-General; Inspectorate General; Office of the Mediator; Office of International Standards and Legal Affairs; Bureau of Studies, Programming and Evaluation; Bureau of the Budget. The former Office of the ADG/DRG has been discontinued) | | | | | | | | | | | | | | | |
| Total, Part I.B | 20 774 300 | – | 198 700 | 54 000 | 472 600 | 306 900 | 174 200 | 181 200 | 70 500 | – | – | – | – | – | 22 232 400 |
| C. Participation in the Joint Machinery of the United Nations System | – | – | – | – | – | – | – | – | – | – | – | – | – | 1 122 900 | 1 122 900 |
| TOTAL, PART I | 22 519 900 | – | 8 725 900 | 2 381 700 | 472 600 | 903 700 | 745 500 | 181 200 | 70 500 | – | – | – | – | 1 122 900 | 37 123 900 |
| PART II PROGRAMME EXECUTION AND SERVICES | | | | | | | | | | | | | | | |
| A. Major Programmes, Transdisciplinary Project and Transverse Activities: | | | | | | | | | | | | | | | |
| I Education for all throughout life | 32 575 000 | 32 024 000 | 1 300 000 | 1 200 000 | 1 100 000 | 14 630 500 | 3 800 000 | 1 200 000 | 1 200 000 | 17 247 300 | 800 000 | 2 300 000 | 6 570 700 | 1 600 000 | 117 547 500 |
| II The sciences in the service of development | 34 973 900 | 17 726 200 | 1 553 000 | 2 336 000 | 1 692 400 | 9 937 600 | 1 042 500 | 467 000 | 635 100 | 1 015 000 | 2 179 000 | 11 661 600 | 3 102 900 | – | 88 322 200 |
| III Cultural development: the heritage and creativity | 21 176 600 | 9 773 200 | 520 200 | 904 700 | 510 500 | 4 064 100 | 556 700 | 283 800 | 210 400 | – | 3 158 200 | 1 540 000 | 3 033 100 | 604 300 | 46 335 800 |
| IV Towards a communication and information society for all | 12 709 200 | 5 368 000 | 681 900 | 715 500 | 307 600 | 4 900 000 | 393 100 | 130 100 | 715 500 | – | 1 870 400 | 2 782 800 | 800 500 | – | 31 374 600 |
| Transdisciplinary project: Towards a culture of peace** | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| Transverse activities | 9 234 800 | 88 300 | 225 800 | 192 600 | 373 500 | 1 087 000 | 217 400 | 91 000 | 54 900 | 6 820 000 | – | 1 313 000 | 139 800 | – | 19 838 100 |
| Participation Programme | – | – | – | – | – | – | – | – | – | – | – | – | – | 24 830 000 | 24 830 000 |
| Total, Part II.A | 110 669 500 | 64 979 700 | 4 280 900 | 5 348 800 | 3 984 000 | 34 619 200 | 6 009 700 | 2 171 900 | 2 815 900 | 25 082 300 | 8 007 600 | 19 597 400 | 13 647 000 | 27 034 300 | 328 248 200 |
| B. Information and Dissemination Services | | | | | | | | | | | | | | | |
| 1. Clearing House | 3 753 400 | – | 23 900 | – | 30 200 | 280 400 | 43 300 | 390 900 | 31 600 | – | – | 11 000 | – | 1 000 | 4 565 700 |
| 2. UNESCO Publishing Office | 5 848 100 | – | 8 700 | – | 57 600 | 1 002 300 | 51 700 | 254 900 | 23 800 | – | 10 000 | – | – | – | 7 257 100 |
| 3. Office of Monthly Periodicals | 2 545 900 | – | 529 200 | – | 89 200 | 1 269 600 | 148 200 | 292 600 | – | – | – | 5 000 | – | – | 4 879 700 |
| 4. Office of Public Information | 3 093 800 | 265 800 | 446 200 | 87 000 | 142 000 | 313 200 | 626 100 | 133 800 | 67 700 | – | – | 4 000 | – | – | 5 179 600 |
| Total, Part II.B | 15 241 200 | 265 800 | 1 008 000 | 87 000 | 319 000 | 2 865 500 | 869 300 | 1 072 200 | 123 100 | – | 10 000 | 20 000 | – | 1 000 | 21 882 100 |
| TOTAL, PART II | 125 910 700 | 65 245 500 | 5 288 900 | 5 435 800 | 4 303 000 | 37 484 700 | 6 879 000 | 3 244 100 | 2 939 000 | 25 082 300 | 8 017 600 | 19 617 400 | 13 647 000 | 27 035 300 | 350 130 300 |
| PART III SUPPORT FOR PROGRAMME EXECUTION | 43 307 400 | 3 702 500 | 2 660 400 | 10 000 | 801 700 | 3 106 000 | 523 700 | 493 000 | 1 020 300 | – | – | 207 500 | – | – | 55 832 500 |
| PART IV MANAGEMENT AND ADMINISTRATIVE SERVICES | 35 629 800 | – | 1 857 000 | – | 275 000 | 1 718 000 | 1 640 700 | 1 290 200 | 146 100 | – | – | 5 634 300 | – | 4 150 800 | 52 341 900 |
| PART V COMMON SERVICES; Maintenance and Security | 15 452 400 | – | 144 000 | – | 9 000 | 10 000 | 12 268 300 | 746 600 | 118 000 | – | – | – | – | – | 28 748 300 |
| PART VI RENOVATION OF HEADQUARTERS PREMISES | – | – | – | – | – | – | – | – | – | – | – | – | – | 6 499 500 | 6 499 500 |
| TOTAL, PARTS I-VI | 242 820 200 | 68 948 000 | 18 676 200 | 7 827 500 | 5 861 300 | 43 222 400 | 22 057 200 | 5 955 100 | 4 293 900 | 25 082 300 | 8 017 600 | 25 459 200 | 13 647 000 | 38 808 500 | 530 676 400 |
| PART VII ANTICIPATED COST INCREASES | – | – | – | – | – | – | – | – | – | – | – | – | – | 13 690 850 | 13 690 850 |
| GRAND TOTAL | 242 820 200 | 68 948 000 | 18 676 200 | 7 827 500 | 5 861 300 | 43 222 400 | 22 057 200 | 5 955 100 | 4 293 900 | 25 082 300 | 8 017 600 | 25 459 200 | 13 647 000 | 52 499 350 | 544 367 250 |

* Including travel of representatives of the Executive Board.

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

Appendix III Recapitulation of the distribution of programme allocations by principal modality of action in Part II.A of the budget

| Principal Modality of Action: | Regular budget 2000-2001 | | | | | | | | | Total regular budget |
|----------------------------------------------------------------------------------------|--------------------------|--------------------------|------------------|----------------------------------------------------|-----------------------------------------------|-------------------------------|-----------------------------------------------|---------------------------------|----------|----------------------|
| | I | II | III | IV | V | VI | VII | VIII | IX | |
| | Studies and research | Conferences and meetings | Publications | Training courses, seminars and workshops (cat.VII) | Fellowships, study grants and research grants | Financial allocations to NGOs | Other financial allocations and contributions | Technical and advisory services | Other | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| MAJOR PROGRAMME I | | | | | | | | | | |
| I.1 Basic education for all | | | | | | | | | | |
| I.1.1 Providing basic education for all children | 839 500 | 740 600 | 236 900 | 335 800 | 167 900 | 434 700 | 434 700 | 167 900 | – | 3 358 000 |
| I.1.2 Fostering literacy and non-formal education among youth and adults | 1 426 300 | 1 067 100 | 353 900 | 359 200 | 237 700 | 596 900 | 475 400 | 237 800 | – | 4 754 300 |
| I.1.3 Mobilizing commitments and partnerships for education for all | 1 179 700 | 1 474 600 | 517 400 | 399 900 | 294 900 | 1 042 200 | 642 400 | 347 400 | – | 5 898 500 |
| I.2 Reform of education in the perspective of education for all throughout life | | | | | | | | | | |
| I.2.1 Renewal of education systems for the information age | 621 700 | 729 700 | 348 800 | 221 900 | 164 900 | 697 700 | 348 800 | 164 900 | – | 3 298 400 |
| I.2.2 Renovation of general secondary and vocational education | 659 200 | 822 800 | 307 400 | 221 600 | 168 000 | 624 800 | 364 600 | 191 600 | – | 3 360 000 |
| I.2.3 Higher education and development | 392 800 | 476 300 | 294 400 | 150 900 | 154 100 | 368 300 | 603 600 | 128 400 | – | 2 568 800 |
| • The status of teachers and teacher education in the information society | 235 900 | 327 700 | 131 100 | 65 500 | 104 900 | 235 900 | 131 100 | 78 700 | – | 1 310 800 |
| • Educating for a sustainable future (Environment, population and development) | 161 000 | 80 500 | 241 500 | 563 500 | – | 402 500 | – | 161 000 | – | 1 610 000 |
| Financial allocations to UNESCO education institutes: | | | | | | | | | | |
| UNESCO International Bureau of Education | – | – | – | – | – | – | 4 876 000 | – | – | 4 876 000 |
| UNESCO International Institute for Educational Planning | – | – | – | – | – | – | 5 406 000 | – | – | 5 406 000 |
| UNESCO Institute for Education | – | – | – | – | – | – | 2 090 000 | – | – | 2 090 000 |
| UNESCO International Institute for Information Technologies in Education | – | – | – | – | – | – | 1 200 000 | – | – | 1 200 000 |
| UNESCO International Institute for Higher Education in Latin America and the Caribbean | – | – | – | – | – | – | 2 375 300 | – | – | 2 375 300 |
| UNESCO International Institute for Capacity-Building in Africa | – | – | – | – | – | – | 1 300 000 | – | – | 1 300 000 |
| Transdisciplinary project: Towards a culture of peace | 445 700 | 653 800 | 445 700 | 624 100 | 29 700 | 148 600 | 267 500 | 356 600 | – | 2 971 700 |
| Total, Major Programme I | 5 961 800 | 6 373 100 | 2 877 100 | 2 942 400 | 1 322 100 | 4 551 600 | 20 515 400 | 1 834 300 | – | 46 377 800 |

MAJOR PROGRAMME II

| | | | | | | | | | | | |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|---|-------------------|
| II.1 | Advancement, transfer and sharing of scientific knowledge | | | | | | | | | | |
| • | Follow-up to the World Conference on Science | 313 100 | 116 300 | 44 700 | 223 700 | – | 44 700 | 62 700 | 89 500 | – | 894 700 |
| | II.1.1 Advancement, transfer and sharing of knowledge in the basic and engineering sciences | 334 800 | 771 700 | 313 000 | 3 597 500 | 1 197 600 | 1 220 400 | 664 800 | 429 300 | – | 8 529 100 |
| • | The World Solar Programme, 1996-2005 | 112 000 | 280 000 | 89 600 | 336 100 | – | 56 000 | 78 400 | 168 000 | – | 1 120 100 |
| | II.1.2 Advancement, transfer and sharing of knowledge in the social and human sciences | 328 900 | 310 900 | 498 700 | 436 600 | 223 100 | 516 700 | 426 800 | 86 100 | – | 2 827 800 |
| II.2 | Sciences, environment and socio-economic development | | | | | | | | | | |
| • | Promoting integrated approaches to environment and development | 24 100 | 60 400 | 36 200 | 43 500 | – | 24 100 | 29 000 | 24 100 | – | 241 400 |
| | II.2.1 Earth sciences, earth system management and natural disaster reduction | 318 700 | 165 800 | 91 900 | 704 600 | 116 600 | 116 600 | 141 200 | 184 000 | – | 1 839 400 |
| | II.2.2 Ecological sciences and the Man and the Biosphere (MAB) programme | 373 500 | 589 300 | 373 600 | 522 200 | 227 700 | 373 500 | 145 800 | 370 600 | – | 2 976 200 |
| | II.2.3 Hydrology and water resources development in a vulnerable environment | 689 700 | 585 200 | 336 700 | 464 500 | – | – | – | 408 700 | – | 2 484 800 |
| • | Environment and development in coastal regions and in small islands | 249 900 | 166 600 | 194 400 | 319 300 | – | 180 500 | 69 400 | 208 300 | – | 1 388 400 |
| • | Human development for sustainable living conditions in the Pacific | 54 600 | 27 300 | 27 300 | 81 800 | – | 27 300 | 13 700 | 41 000 | – | 273 000 |
| | II.2.4 UNESCO Intergovernmental Oceanographic Commission | 257 800 | 515 600 | 128 900 | 257 800 | 128 900 | 128 900 | 618 500 | 541 500 | – | 2 577 900 |
| | II.2.5 Social transformations and development | 1 006 100 | 247 400 | 381 200 | 414 000 | 160 000 | 183 900 | 50 800 | 97 000 | – | 2 540 400 |
| • | Cities: Management of social transformations and the environment | 56 000 | 26 300 | 23 000 | 23 000 | 9 900 | 98 700 | 26 300 | 65 800 | – | 329 000 |
| II.3 | Philosophy, ethics and human sciences | 107 300 | 782 500 | 195 500 | 113 600 | 37 900 | 662 800 | 138 800 | 107 300 | – | 2 145 700 |
| Transdisciplinary project: Towards a culture of peace | | 399 000 | 486 700 | 299 800 | 477 800 | 30 000 | 90 000 | 420 000 | 148 000 | – | 2 351 300 |
| Total, Major Programme II | | 4 625 500 | 5 132 000 | 3 034 500 | 8 016 000 | 2 131 700 | 3 724 100 | 2 886 200 | 2 969 200 | – | 32 519 200 |

MAJOR PROGRAMME III

| | | | | | | | | | | | |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------|------------------|------------------|------------------|---------------|------------------|------------------|------------------|----------------|-------------------|
| Culture and development | | 248 400 | 54 000 | 194 400 | 216 000 | – | 21 600 | 129 600 | 216 100 | – | 1 080 100 |
| III.1 | Preservation and enhancement of the cultural and natural heritage | | | | | | | | | | |
| | III.1.1 Safeguard and revitalization of the tangible and intangible heritage | 689 700 | 616 600 | 413 200 | 779 300 | – | 545 700 | 1 353 100 | 343 400 | – | 4 741 000 |
| | III.1.2 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage | – | 320 700 | 42 800 | 53 400 | – | – | 21 400 | 42 800 | 587 800 | 1 068 900 |
| III.2 | Promotion of living cultures | 393 900 | 257 100 | 401 900 | 1 059 400 | – | 487 800 | 342 500 | 392 800 | – | 3 335 400 |
| • | Reading for All | 29 900 | 21 300 | 42 700 | 50 100 | – | 8 500 | 29 900 | 30 900 | – | 213 300 |
| • | Caribbean People: Tapestry of the past - Fabric for the future | 27 200 | 38 100 | 30 000 | 59 900 | – | 24 500 | 46 300 | 46 300 | – | 272 300 |
| Transdisciplinary project: Towards a culture of peace | | 187 800 | 448 000 | 187 200 | 376 400 | 36 700 | 57 700 | 91 900 | 256 200 | – | 1 641 900 |
| Total, Major Programme III | | 1 576 900 | 1 755 800 | 1 312 200 | 2 594 500 | 36 700 | 1 145 800 | 2 014 700 | 1 328 500 | 587 800 | 12 352 900 |

MAJOR PROGRAMME IV

| | | | | | | | | | | | |
|----------------------------------|------------------------------------------------------------------------|----------------|------------------|----------------|------------------|----------------|------------------|------------------|------------------|---|-------------------|
| IV.1 | Free flow of ideas | | | | | | | | | | |
| | IV.1.1 Freedom of expression, democracy and peace | 69 600 | 552 500 | 92 100 | 276 200 | – | 552 500 | 67 400 | 231 200 | – | 1 841 500 |
| | IV.1.2 Media, information and society | – | 293 800 | 173 200 | 614 300 | 80 000 | 639 700 | 653 800 | 213 200 | – | 2 668 000 |
| • | Ethical, legal and sociocultural challenges of the information society | – | 98 000 | 58 800 | 205 800 | 29 400 | 264 500 | 245 000 | 78 300 | – | 979 800 |
| IV.2 | Bridging the communication and information gap | | | | | | | | | | |
| | IV.2.1 Development of communication | 269 100 | 742 800 | 198 900 | 914 700 | 123 600 | 413 700 | 338 300 | 763 600 | – | 3 764 700 |
| | IV.2.2 Development of "infostructure" | 402 200 | 296 300 | 332 800 | 581 900 | – | – | 1 131 900 | 497 800 | – | 3 242 900 |
| Total, Major Programme IV | | 740 900 | 1 983 400 | 855 800 | 2 592 900 | 233 000 | 1 870 400 | 2 436 400 | 1 784 100 | – | 12 496 900 |

TRANSDISCIPLINARY PROJECT: Towards a culture of peace*

| | | | | | | | | | | |
|--------------------|-------------------|-------------------|------------------|-------------------|------------------|-------------------|-------------------|------------------|----------------|--------------------|
| GRAND TOTAL | 12 905 100 | 15 244 300 | 8 079 500 | 16 145 800 | 3 723 500 | 11 291 900 | 27 852 700 | 7 916 100 | 587 800 | 103 746 700 |
|--------------------|-------------------|-------------------|------------------|-------------------|------------------|-------------------|-------------------|------------------|----------------|--------------------|

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

Appendix IV Recapitulation of the distribution of programme allocations by priority group in Part II.A of the budget

| Priority Group: | | | Regular budget - Part II.A \$* 86 499 500 | | | | | | | |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------|----------------------------------------------|-------------|------------------|-------------|------------------|-------------|---------------------------|-------------|
| | | | Women | | Youth | | Africa | | Least developed countries | |
| | | | \$ | %* | \$ | %* | \$ | %* | \$ | %* |
| MAJOR PROGRAMME I | | | | | | | | | | |
| | Total Activities, | \$ 29 130 500 | | | | | | | | |
| I.1 | Basic education for all | | | | | | | | | |
| I.1.1 | Providing basic education for all children | | 489 900 | 1.7 | 207 500 | 0.7 | 1 068 600 | 3.7 | 845 500 | 2.9 |
| I.1.2 | Fostering literacy and non-formal education among youth and adults | | 1 572 100 | 5.4 | 1 669 300 | 5.7 | 1 640 800 | 5.6 | 1 403 000 | 4.8 |
| I.1.3 | Mobilizing commitments and partnerships for education for all | | 766 800 | 2.6 | 255 400 | 0.9 | 2 175 900 | 7.5 | 1 684 100 | 5.8 |
| I.2 | Reform of education in the perspective of education for all throughout life | | | | | | | | | |
| I.2.1 | Renewal of education systems for the information age | | 418 800 | 1.4 | 311 800 | 1.1 | 1 107 500 | 3.8 | 815 600 | 2.8 |
| I.2.2 | Renovation of general secondary and vocational education | | 436 000 | 1.5 | 1 051 600 | 3.6 | 1 160 200 | 4.0 | 885 800 | 3.0 |
| I.2.3 | Higher education and development | | 356 400 | 1.2 | 77 100 | 0.3 | 935 500 | 3.2 | 642 200 | 2.2 |
| ■ | Status of teachers and teacher education in the information society | | 170 400 | 0.6 | 39 300 | 0.1 | 498 100 | 1.7 | 301 500 | 1.0 |
| ■ | Educating for a sustainable future | | 418 600 | 1.4 | 515 200 | 1.8 | 128 800 | 0.4 | 64 400 | 0.2 |
| Transdisciplinary project: Towards a culture of peace | | | 653 800 | 2.2 | 950 900 | 3.3 | 891 500 | 3.1 | 832 100 | 2.9 |
| Total, Major Programme I | | | 5 282 800 | 18.1 | 5 078 100 | 17.4 | 9 606 900 | 33.0 | 7 474 200 | 25.7 |
| MAJOR PROGRAMME II | | | | | | | | | | |
| | Total Activities, | \$ 32 519 200 | | | | | | | | |
| II.1 | Advancement, transfer and sharing of scientific knowledge | | | | | | | | | |
| ■ | Follow-up to the World Conference on Science | | 134 200 | 0.4 | 89 500 | 0.3 | 223 700 | 0.7 | 223 700 | 0.7 |
| II.1.1 | Advancement, transfer and sharing of knowledge in the basic and engineering sciences | | 2 561 900 | 7.9 | 2 715 100 | 8.3 | 2 849 000 | 8.8 | 1 949 000 | 6.0 |
| ■ | The World Solar Programme, 1996-2005 | | 112 000 | 0.3 | 89 600 | 0.3 | 448 000 | 1.4 | 246 400 | 0.8 |
| II.1.2 | Advancement, transfer and sharing of knowledge in the social and human sciences | | 822 200 | 2.5 | 1 361 500 | 4.2 | 606 400 | 1.9 | 462 600 | 1.4 |
| II.2 | Science, environment and socio-economic development | | | | | | | | | |
| ■ | Promoting integrated approaches to environment and development | | 24 100 | 0.1 | 36 200 | 0.1 | 24 100 | 0.1 | 48 300 | 0.1 |
| II.2.1 | Earth sciences, earth system management and natural disaster reduction | | 717 600 | 2.2 | 569 800 | 1.8 | 722 700 | 2.2 | 722 700 | 2.2 |
| II.2.2 | Ecological sciences and the Man and the Biosphere (MAB) programme | | 1 190 500 | 3.7 | 1 190 500 | 3.7 | 1 488 100 | 4.6 | 892 800 | 2.7 |
| II.2.3 | Hydrology and water resources development in a vulnerable environment | | 576 000 | 1.8 | 360 000 | 1.1 | 504 000 | 1.5 | 576 000 | 1.8 |
| ■ | Environment and development in coastal regions and in small islands | | 485 900 | 1.5 | 485 900 | 1.5 | 416 500 | 1.3 | 347 100 | 1.1 |
| ■ | Human development for sustainable living conditions in the Pacific | | 95 600 | 0.3 | 122 900 | 0.4 | — | — | 95 600 | 0.3 |
| II.2.4 | UNESCO Intergovernmental Oceanographic Commission | | — | — | — | — | — | — | — | — |
| II.2.5 | Social transformations and development | | 574 100 | 1.8 | 541 100 | 1.7 | 267 200 | 0.8 | 247 400 | 0.8 |
| ■ | Cities: Management of social transformations and the environment | | 75 700 | 0.2 | 75 700 | 0.2 | 92 100 | 0.3 | 82 300 | 0.3 |
| II.3 | Philosophy, ethics and the human sciences | | 151 500 | 0.5 | 151 500 | 0.5 | 195 600 | 0.6 | 107 300 | 0.3 |
| Transdisciplinary project: Towards a culture of peace | | | 900 000 | 2.8 | 300 000 | 0.9 | 1 100 000 | 3.4 | 1 350 000 | 4.2 |
| Total, Major Programme II | | | 8 421 300 | 25.9 | 8 089 300 | 24.9 | 8 937 400 | 27.5 | 7 351 200 | 22.6 |

| | | | | | | | | | | |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------|------------|------|------------|------|------------|------|------------|------|
| MAJOR PROGRAMME III | | Total Activities, | 12 352 900 | | | | | | | |
| Culture and development | | | 108 000 | 0.9 | 108 000 | 0.9 | 216 000 | 1.7 | 216 000 | 1.7 |
| III.1 | Preservation and enhancement of the cultural and natural heritage | | | | | | | | | |
| III.1.1 | Safeguard and revitalization of the tangible and intangible heritage | | 805 800 | 6.5 | 1 886 800 | 15.3 | 1 288 400 | 10.4 | 1 825 400 | 14.8 |
| III.1.2 | Promotion of the Convention for the Protection of the World Cultural and Natural Heritage | | 85 500 | 0.7 | 160 300 | 1.3 | 106 900 | 0.9 | 74 800 | 0.6 |
| III.2 | Promotion of living cultures | | 864 600 | 7.0 | 1 303 700 | 10.6 | 1 004 100 | 8.1 | 848 200 | 6.9 |
| D | Reading for All | | 85 300 | 0.7 | 128 000 | 1.0 | 97 100 | 0.8 | 64 000 | 0.5 |
| D | Caribbean People: Tapestry of the past – Fabric for the future | | 68 100 | 0.6 | 174 300 | 1.4 | – | – | 27 200 | 0.2 |
| Transdisciplinary project: Towards a culture of peace | | | 187 200 | 1.5 | 335 800 | 2.7 | 568 800 | 4.6 | 180 100 | 1.5 |
| Total, Major Programme III | | | 2 204 500 | 17.8 | 4 096 900 | 33.2 | 3 281 300 | 26.6 | 3 235 700 | 26.2 |
| MAJOR PROGRAMME IV | | Total Activities, | 12 496 900 | | | | | | | |
| IV.1 | Free flow of ideas | | | | | | | | | |
| IV.1.1 | Freedom of expression, democracy and peace | | 184 100 | 1.5 | – | – | 552 500 | 4.4 | 274 000 | 2.2 |
| IV.1.2 | Media, information and society | | 945 600 | 7.6 | 1 209 000 | 9.7 | 535 300 | 4.3 | 668 600 | 5.4 |
| D | Ethical, legal and sociocultural challenges of the information society | | 489 900 | 3.9 | 783 800 | 6.3 | 245 000 | 2.0 | 293 900 | 2.4 |
| IV.2 | Bridging the communication and information gap | | | | | | | | | |
| IV.2.1 | Development of communication | | 747 800 | 6.0 | 1 042 900 | 8.3 | 812 400 | 6.5 | 1 161 500 | 9.3 |
| IV.2.2 | Development of "infostructure" | | 641 800 | 5.1 | – | – | 803 900 | 6.4 | 966 000 | 7.7 |
| Total, Major Programme IV | | | 3 009 200 | 24.1 | 3 035 700 | 24.3 | 2 949 100 | 23.6 | 3 364 000 | 26.9 |
| TRANSDISCIPLINARY PROJECT: Towards a culture of peace** | | | | | | | | | | |
| GRAND TOTAL | | | 18 917 800 | 21.9 | 20 300 000 | 23.5 | 24 774 700 | 28.6 | 21 425 100 | 24.8 |

* As a percentage of the amount proposed in Part II.A of the budget for the activities of the major programmes/transdisciplinary project, excluding financial allocations to the UNESCO education institutes.

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

Appendix V Summary of established posts by sector and unit for 2000-2001 – Headquarters and Field

The following table shows the total staff costs of the Organization under the regular and extrabudgetary programmes, with a breakdown of posts in each category by administrative unit. The staff costs for each programme sector are distributed in document 30 C/5 Approved among the major programmes, transdisciplinary project and transverse activities to be implemented by that sector.

| Sector/Unit | Source of funds | DG | DDG | ADG | Director | Professional | General Service | Total | Costs |
|------------------------------------------------------------------------------|---------------------------------|----------|----------|----------|-----------|--------------|-----------------|------------|-------------------|
| | | | | | | | | | \$ |
| PART I | Regular programme: | | | | | | | | |
| General Policy and Direction | Headquarters | 1 | 1 | 1 | 11 | 59 | 52 | 125 | 22 519 900 |
| | Field | – | – | – | – | – | – | – | – |
| | Total, Regular programme | 1 | 1 | 1 | 11 | 59 | 52 | 125 | 22 519 900 |
| | Extrabudgetary | – | – | – | – | 3 | 8 | 11 | 1 455 000 |
| PART II.A | Regular programme: | | | | | | | | |
| Major Programmes, Transdisciplinary Project and Transverse Activities | Headquarters | – | – | 1 | 12 | 84 | 98 | 195 | 32 575 000 |
| Education Sector | Field | – | – | – | 14 | 89 | 144 | 247 | 32 024 000 |
| | Total, Regular programme | – | – | 1 | 26 | 173 | 242 | 442 | 64 599 000 |
| | Extrabudgetary | – | – | – | – | 1 | 1 | 2 | 173 000 |
| Natural Sciences Sector | Regular programme: | | | | | | | | |
| | Headquarters | – | – | 2 | 6 | 52 | 80 | 140 | 21 155 900 |
| | Field | – | – | – | 6 | 40 | 77 | 123 | 13 975 200 |
| | Total, Regular programme | – | – | 2 | 12 | 92 | 157 | 263 | 35 131 100 |
| | Extrabudgetary | – | – | – | – | – | 1 | 1 | 124 000 |
| Social and Human Sciences Sector | Regular programme: | | | | | | | | |
| | Headquarters | – | – | 1 | 7 | 39 | 33 | 80 | 13 818 000 |
| | Field | – | – | – | 2 | 13 | 8 | 23 | 3 751 000 |
| | Total, Regular programme | – | – | 1 | 9 | 52 | 41 | 103 | 17 569 000 |
| | Extrabudgetary | – | – | – | – | – | – | – | – |
| Culture Sector | Regular programme: | | | | | | | | |
| | Headquarters | – | – | 1 | 10 | 55 | 59 | 125 | 21 176 600 |
| | Field | – | – | – | 4 | 32 | 43 | 79 | 9 773 200 |
| | Total, Regular programme | – | – | 1 | 14 | 87 | 102 | 204 | 30 949 800 |
| | Extrabudgetary | – | – | – | – | 1 | – | 1 | 145 000 |
| Communication, Information and Informatics Sector | Regular programme: | | | | | | | | |
| | Headquarters | – | – | 1 | 4 | 36 | 33 | 74 | 12 709 200 |
| | Field | – | – | – | 1 | 18 | 18 | 37 | 5 368 000 |
| | Total, Regular programme | – | – | 1 | 5 | 54 | 51 | 111 | 18 077 200 |
| | Extrabudgetary | – | – | – | – | – | – | – | – |
| Transverse Activities: | Regular programme: | | | | | | | | |
| ● Anticipation and future-oriented studies | Headquarters | – | – | – | 1 | 2 | 1 | 4 | 815 800 |
| | Field | – | – | – | – | – | – | – | – |
| | Total, Regular programme | – | – | – | 1 | 2 | 1 | 4 | 815 800 |
| | Extrabudgetary | – | – | – | – | – | – | – | – |
| ● Fellowships and Procurement Services and Related Programme Support | Regular programme: | | | | | | | | |
| | Headquarters | – | – | – | 1 | 5 | 15 | 21 | 2 884 400 |
| | Field | – | – | – | – | – | 1 | 1 | 88 300 |
| | Total, Regular programme | – | – | – | 1 | 5 | 16 | 22 | 2 972 700 |
| | Extrabudgetary | – | – | – | – | – | – | – | – |
| ● Coordination of activities concerning women | Regular programme: | | | | | | | | |
| | Headquarters | – | – | – | 1 | 2 | 1 | 4 | 774 100 |
| | Field | – | – | – | – | – | – | – | – |
| | Total, Regular programme | – | – | – | 1 | 2 | 1 | 4 | 774 100 |
| | Extrabudgetary | – | – | – | – | – | – | – | – |
| ● Coordination of activities concerning youth | Regular programme: | | | | | | | | |
| | Headquarters | – | – | – | – | 4 | 2 | 6 | 1 048 600 |
| | Field | – | – | – | – | – | – | – | – |
| | Total, Regular programme | – | – | – | – | 4 | 2 | 6 | 1 048 600 |
| | Extrabudgetary | – | – | – | – | – | – | – | – |

| Sector/Unit | Source of funds | DG | DDG | ADG | Director | Professional | General Service | Total | Costs |
|-----------------------------------------------------------------------|---------------------------------|----------|----------|-----------|-----------|--------------|-----------------|--------------|--------------------|
| | | | | | | | | | \$ |
| ● Coordination of activities concerning Towards a culture of peace | Regular programme: | | | | | | | | |
| | Headquarters | — | — | — | 1 | 1 | 2 | 4 | 711 000 |
| | Field | — | — | — | — | — | — | — | — |
| | Total, Regular programme | — | — | — | 1 | 1 | 2 | 4 | 711 000 |
| | Extrabudgetary | — | — | — | — | — | — | — | — |
| ● Coordination of activities concerning Africa | Regular programme: | | | | | | | | |
| | Headquarters | — | — | 1 | 2 | 7 | 6 | 16 | 3 000 900 |
| | Field | — | — | — | — | — | — | — | — |
| | Total, Regular programme | — | — | 1 | 2 | 7 | 6 | 16 | 3 000 900 |
| | Extrabudgetary | — | — | — | — | — | — | — | — |
| PART II.B | | | | | | | | | |
| Information and Dissemination Services | | | | | | | | | |
| Clearing House | Regular programme: | | | | | | | | |
| | Headquarters | — | — | — | — | 9 | 20 | 29 | 3 753 400 |
| | Field | — | — | — | — | — | — | — | — |
| | Total, Regular programme | — | — | — | — | 9 | 20 | 29 | 3 753 400 |
| | Extrabudgetary | — | — | — | — | — | 1 | 1 | 137 300 |
| UNESCO Publishing Office | Regular programme: | | | | | | | | |
| | Headquarters | — | — | — | — | 17 | 23 | 40 | 5 848 100 |
| | Field | — | — | — | — | — | — | — | — |
| | Total, Regular programme | — | — | — | — | 17 | 23 | 40 | 5 848 100 |
| | Extrabudgetary | — | — | — | — | — | 3 | 3 | 283 000 |
| Office of Monthly Periodicals | Regular programme: | | | | | | | | |
| | Headquarters | — | — | — | 1 | 7 | 7 | 15 | 2 545 900 |
| | Field | — | — | — | — | — | — | — | — |
| | Total, Regular programme | — | — | — | 1 | 7 | 7 | 15 | 2 545 900 |
| | Extrabudgetary | — | — | — | — | 2 | 2 | 4 | 634 700 |
| Office of Public Information | Regular programme: | | | | | | | | |
| | Headquarters | — | — | — | 1 | 9 | 9 | 19 | 3 093 800 |
| | Field | — | — | — | — | — | 3 | 3 | 265 800 |
| | Total, Regular programme | — | — | — | 1 | 9 | 12 | 22 | 3 359 600 |
| | Extrabudgetary | — | — | — | — | — | — | — | — |
| PART III Support for Programme Execution | Regular programme: | | | | | | | | |
| | Headquarters | — | — | 1 | 8 | 118 | 163 | 290 | 43 307 400 |
| | Field | — | — | — | 2 | 7 | 9 | 18 | 3 702 500 |
| | Total, Regular programme | — | — | 1 | 10 | 125 | 172 | 308 | 47 009 900 |
| | Extrabudgetary | — | — | — | — | 6 | 5 | 11 | 1 963 600 |
| PART IV Management and Administrative Services | Regular programme: | | | | | | | | |
| | Headquarters | — | — | 1 | 4 | 69 | 177 | 251 | 35 629 800 |
| | Field | — | — | — | — | — | — | — | — |
| | Total, Regular programme | — | — | 1 | 4 | 69 | 177 | 251 | 35 629 800 |
| | Extrabudgetary | — | — | — | — | 7 | 21 | 28 | 3 847 900 |
| PART V Common Services; Maintenance and Security | Regular programme: | | | | | | | | |
| | Headquarters | — | — | — | — | 3 | 146 | 149 | 15 452 400 |
| | Field | — | — | — | — | — | — | — | — |
| | Total, Regular programme | — | — | — | — | 3 | 146 | 149 | 15 452 400 |
| | Extrabudgetary | — | — | — | — | — | 15 | 15 | 1 524 300 |
| TOTAL PARTS I-V | Regular programme: | | | | | | | | |
| | Headquarters | 1 | 1 | 10 | 70 | 578 | 927 | 1 587 | 242 820 200 |
| | Field | — | — | — | 29 | 199 | 303 | 531 | 68 948 000 |
| | Total, Regular programme | 1 | 1 | 10 | 99 | 777 | 1 230 | 2 118 | 311 768 200 |
| | Extrabudgetary | — | — | — | — | 20 | 57 | 77 | 10 287 800 |

Appendix VI Summary of established posts by grade for 2000-2001

| Sector/Unit | Posts in Professional category and above | | | | | | | | | | Posts in General Service category | Field posts (local recruitment) | TOTAL |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----|-----|-----|-----|-----|-----|-----|---------|-------|-----------------------------------|---------------------------------|-------|
| | DG | DDG | ADG | D-2 | D-1 | P-5 | P-4 | P-3 | P-1/P-2 | Total | | | |
| PART I - GENERAL POLICY AND DIRECTION | | | | | | | | | | | | | |
| General Conference | – | – | – | – | 1 | – | 1 | – | 1 | 3 | – | – | 3 |
| Executive Board | – | – | – | – | 1 | – | 1 | – | – | 2 | 5 | – | 7 |
| Directorate | 1 | 1 | – | – | – | – | 1 | 1 | – | 4 | – | – | 4 |
| Services of the Directorate (including: Executive Office of the Director-General; Inspectorate General; Office of the Mediator, Office of International Standards and Legal Affairs; Bureau of Studies, Programming and Evaluation; Bureau of the Budget. The former Office of the ADG/DRG has been discontinued.) | – | – | 1 | 4 | 5 | 19 | 12 | 9 | 14 | 64 | 47 | – | 111 |
| Total, Part I | 1 | 1 | 1 | 4 | 7 | 19 | 15 | 10 | 15 | 73 | 52 | – | 125 |
| PART II - PROGRAMME EXECUTION AND SERVICES | | | | | | | | | | | | | |
| A. Major Programmes, Transdisciplinary Project and Transverse Activities | | | | | | | | | | | | | |
| Education Sector | – | – | 1 | 7 | 19 | 59 | 44 | 45 | 25 | 200 | 98 | 144 | 442 |
| Natural Sciences Sector | – | – | 2 | 2 | 10 | 25 | 30 | 22 | 15 | 106 | 80 | 77 | 263 |
| Social and Human Sciences Sector | – | – | 1 | 2 | 7 | 11 | 22 | 7 | 12 | 62 | 33 | 8 | 103 |
| Culture Sector | – | – | 1 | 3 | 11 | 29 | 17 | 18 | 23 | 102 | 59 | 43 | 204 |
| Communication, Information and Informatics Sector | – | – | 1 | 2 | 3 | 17 | 20 | 10 | 7 | 60 | 33 | 18 | 111 |
| Transverse Activities: | | | | | | | | | | | | | |
| Anticipation and future-oriented studies | – | – | – | 1 | – | – | 1 | 1 | – | 3 | 1 | – | 4 |
| Fellowships and Procurement Services and Related Programme Support | – | – | – | – | 1 | 1 | 2 | 1 | 1 | 6 | 15 | 1 | 22 |
| Coordination of activities in favour of priority groups: | | | | | | | | | | | | | |
| Coordination of activities concerning women | – | – | – | – | 1 | – | 1 | – | 1 | 3 | 1 | – | 4 |
| Coordination of activities concerning youth | – | – | – | – | – | 1 | 1 | 1 | 1 | 4 | 2 | – | 6 |
| Coordination of activities concerning Towards a culture of peace | – | – | – | – | 1 | – | – | 1 | – | 2 | 2 | – | 4 |
| Coordination of activities concerning Africa | – | – | 1 | 1 | 1 | 1 | 2 | 4 | – | 10 | 6 | – | 16 |
| B. Information and Dissemination Services | | | | | | | | | | | | | |
| Clearing House | – | – | – | – | – | 1 | 1 | 4 | 3 | 9 | 20 | – | 29 |
| UNESCO Publishing Office | – | – | – | – | – | 2 | 4 | 6 | 5 | 17 | 23 | – | 40 |
| Office of Monthly Periodicals | – | – | – | – | 1 | 1 | 2 | 2 | 2 | 8 | 7 | – | 15 |
| Office of Public Information | – | – | – | – | 1 | 1 | 3 | 4 | 1 | 10 | 9 | 3 | 22 |
| Total, Part II | – | – | 7 | 18 | 56 | 149 | 150 | 126 | 96 | 602 | 389 | 294 | 1 285 |
| PART III - SUPPORT FOR PROGRAMME EXECUTION | | | | | | | | | | | | | |
| Bureau for External Relations | – | – | 1 | 2 | 5 | 15 | 8 | 11 | 13 | 55 | 40 | 8 | 103 |
| Bureau for Relations with Extrabudgetary Funding Sources | – | – | – | – | 1 | 2 | 1 | 2 | 3 | 9 | 9 | 1 | 19 |
| Bureau of Conferences, Languages and Documents | – | – | – | 1 | 1 | 9 | 23 | 30 | 8 | 72 | 114 | – | 186 |
| Total, Part III | – | – | 1 | 3 | 7 | 26 | 32 | 43 | 24 | 136 | 163 | 9 | 308 |
| PART IV - MANAGEMENT AND ADMINISTRATIVE SERVICES | | | | | | | | | | | | | |
| Office of the Assistant Director-General for Management and Administration | – | – | 1 | – | 1 | 1 | 2 | 1 | – | 6 | 7 | – | 13 |
| Bureau of the Comptroller | – | – | – | – | 1 | 4 | 4 | 3 | 4 | 16 | 34 | – | 50 |
| Bureau of Human Resources Management | – | – | – | 1 | – | 3 | 9 | 7 | 4 | 24 | 63 | – | 87 |
| Bureau of Documentation, Informatics Services and Telecommunications | – | – | – | – | 1 | 1 | 3 | 7 | 2 | 14 | 30 | – | 44 |
| Bureau for Support and Services | – | – | – | – | – | 4 | 1 | 5 | 4 | 14 | 43 | – | 57 |
| Total, Part IV | – | – | 1 | 1 | 3 | 13 | 19 | 23 | 14 | 74 | 177 | – | 251 |
| PART V - COMMON SERVICES; Maintenance and Security | | | | | | | | | | | | | |
| Maintenance of Premises | – | – | – | – | – | – | – | 2 | – | 2 | 83 | – | 85 |
| Safety and Security Services | – | – | – | – | – | – | 1 | – | – | 1 | 63 | – | 64 |
| Total, Part V | – | – | – | – | – | – | 1 | 2 | – | 3 | 146 | – | 149 |
| GRAND TOTAL, PARTS I-V | 1 | 1 | 10 | 26 | 73 | 207 | 217 | 204 | 149 | 888 | 927 | 303 | 2 118 |

In view of the reform measures currently being undertaken, the Director-General will present any changes he envisages making to this Appendix to the Executive Board for prior approval, in accordance with the provisions of paragraph (1) of the Appropriation Resolution (30 C/Resolution 1).

Appendix VII Summary of decentralization by region and location

Regular programme and extrabudgetary resources

| Region/Location | | Number of posts | | | Personnel costs | Indirect programme costs | Decentralized programme costs | Total regular budget | Extra-budgetary resources |
|--------------------------------------------------------|------------------------------------|-----------------|-----------|------------|-------------------|--------------------------|-------------------------------|----------------------|---------------------------|
| | | P | Local | Total | | | | | |
| | | | | | \$ | \$ | \$ | \$ | \$ |
| Part IIA | | | | | | | | | |
| (i) Major Programmes and Transverses activities | | | | | | | | | |
| AFRICA | | | | | | | | | |
| | Abidjan | 1 | – | 1 | 284 500 | 110 000 | 73 000 | 467 500 | – |
| | Abuja | – | 4 | 4 | 246 100 | 150 000 | 638 400 | 1 034 500 | – |
| | Accra | 1 | – | 1 | 288 100 | 140 000 | 54 000 | 482 100 | – |
| | Addis Ababa | 5 | 3 | 8 | 1 141 700 | 150 000 | 630 800 | 1 922 500 | – |
| | Bamako | 2 | 1 | 3 | 521 700 | 140 000 | 113 250 | 774 950 | 3 000 000 |
| | Bangui | 2 | – | 2 | 445 200 | 120 000 | 180 300 | 745 500 | – |
| | Brazzaville | 1 | – | 1 | 283 200 | 130 000 | 110 000 | 523 200 | – |
| | Bujumbura | 1 | 4 | 5 | 374 300 | 139 800 | 102 000 | 616 100 | 750 000 |
| | Conakry | 1 | – | 1 | 276 500 | 150 000 | 57 000 | 483 500 | – |
| | Dakar | 11 | 30 | 41 | 3 504 700 | 800 000 | 3 345 950 | 7 650 650 | 8 000 000 |
| | Dar es Salaam | 2 | 3 | 5 | 576 100 | 135 000 | 125 200 | 836 300 | – |
| | Harare | 4 | 5 | 9 | 776 900 | 210 000 | 920 500 | 1 907 400 | 1 200 000 |
| | Kigali | 2 | – | 2 | 437 500 | 180 000 | 128 000 | 745 500 | 2 000 000 |
| | Kinshasa | 1 | 2 | 3 | 303 700 | 100 000 | 110 000 | 513 700 | – |
| | Libreville | 1 | – | 1 | 268 700 | 120 000 | 9 100 | 397 800 | – |
| | Luanda | 1 | 1 | 2 | 329 800 | 160 000 | 442 100 | 931 900 | 200 000 |
| | Lusaka | 1 | 1 | 2 | 280 300 | 90 000 | 110 000 | 480 300 | 300 000 |
| | Maputo | 2 | 1 | 3 | 499 500 | 180 000 | 248 500 | 928 000 | 8 000 000 |
| | Nairobi | 11 | 17 | 28 | 3 082 700 | 500 000 | 2 017 300 | 5 600 000 | 3 000 000 |
| | Ouagadougou | 2 | 3 | 5 | 525 800 | 110 000 | 598 000 | 1 233 800 | 1 000 000 |
| | Porto Novo | 1 | – | 1 | 259 000 | 100 000 | 128 000 | 487 000 | – |
| | Pretoria | 6 | 2 | 8 | 1 385 200 | 160 000 | 683 600 | 2 228 800 | 800 000 |
| | Windhoek | 3 | 3 | 6 | 689 700 | 200 000 | 543 000 | 1 432 700 | 3 000 000 |
| | Yaoundé | 2 | 1 | 3 | 494 700 | 140 000 | 437 000 | 1 071 700 | 200 000 |
| | Africa Regional | – | – | – | – | 241 300 | 451 300 | 692 600 | – |
| | Total, Africa | 64 | 81 | 145 | 17 275 600 | 4 656 100 | 12 256 300 | 34 188 000 | 31 450 000 |
| ARAB STATES | | | | | | | | | |
| | Amman | 4 | 15 | 19 | 1 601 400 | 110 000 | 513 000 | 2 224 400 | – |
| | Beirut | 8 | 7 | 15 | 2 645 200 | 250 000 | 1 632 000 | 4 527 200 | 2 000 000 |
| | Cairo | 8 | 15 | 23 | 2 680 000 | 450 000 | 1 708 500 | 4 838 500 | 4 000 000 |
| | Doha | 4 | 1 | 5 | 956 400 | 50 000 | 90 000 | 1 096 400 | – |
| | Rabat | 3 | 3 | 6 | 885 700 | 110 000 | 569 100 | 1 564 800 | 1 000 000 |
| | Ramallah | 2 | – | 2 | 498 600 | 150 000 | 361 650 | 1 010 250 | – |
| | Tunis | 2 | 2 | 4 | 481 200 | 75 000 | 104 700 | 660 900 | – |
| | Arab States Regional | – | – | – | – | – | 266 700 | 266 700 | – |
| | Total, Arab States | 31 | 43 | 74 | 9 748 500 | 1 195 000 | 5 245 650 | 16 189 150 | 7 000 000 |
| ASIA AND THE PACIFIC | | | | | | | | | |
| | Almaty | 2 | 1 | 3 | 525 800 | 100 000 | 442 500 | 1 068 300 | 1 000 000 |
| | Apia | 5 | 7 | 12 | 1 234 000 | 235 000 | 1 350 550 | 2 819 550 | 2 000 000 |
| | Bangkok | 18 | 35 | 53 | 6 139 500 | 575 000 | 2 886 050 | 9 600 550 | 14 000 000 |
| | Beijing | 5 | 1 | 6 | 1 099 100 | 325 000 | 1 518 750 | 2 942 850 | 1 000 000 |
| | Dhaka | 1 | 1 | 2 | 291 000 | 110 000 | 544 000 | 945 000 | 500 000 |
| | Hanoi | – | – | – | – | 150 000 | 130 000 | 280 000 | – |
| | Islamabad | 3 | 4 | 7 | 648 300 | 210 000 | 624 600 | 1 482 900 | – |
| | Jakarta | 9 | 12 | 21 | 2 265 200 | 250 000 | 1 557 100 | 4 072 300 | 2 000 000 |
| | Kathmandu | 1 | 1 | 2 | 265 700 | 150 000 | 116 200 | 531 900 | – |
| | Kuala Lumpur | 1 | 1 | 2 | 290 000 | 100 000 | 340 800 | 730 800 | 100 000 |
| | New Delhi | 5 | 13 | 18 | 1 160 800 | 320 000 | 1 635 400 | 3 116 200 | 500 000 |
| | Perth | 1 | – | 1 | 216 300 | – | 73 100 | 289 400 | – |
| | Phnom Penh | 5 | 4 | 9 | 1 159 200 | 400 000 | 342 900 | 1 902 100 | 1 000 000 |
| | Tashkent | 1 | – | 1 | 264 800 | 100 000 | 231 400 | 596 200 | 800 000 |
| | Teheran | 1 | – | 1 | 234 700 | 70 000 | 49 000 | 353 700 | 200 000 |
| | Asia and the Pacific Regional | – | – | – | – | – | 632 700 | 632 700 | – |
| | Total, Asia and the Pacific | 58 | 80 | 138 | 15 794 400 | 3 095 000 | 12 475 050 | 31 364 450 | 23 100 000 |

| Region/Location | Number of posts | | | Personnel costs | Indirect programme costs | Decentralized programme costs | Total regular budget | Extra-budgetary resources |
|---------------------------------------------------------|-----------------|------------|------------|-------------------|--------------------------|-------------------------------|----------------------|---------------------------|
| | P | Local | Total | | | | | |
| | | | | \$ | \$ | \$ | \$ | \$ |
| EUROPE AND NORTH AMERICA | | | | | | | | |
| Bucharest | 5 | 1 | 6 | 1 244 200 | 160 000 | 708 300 | 2 112 500 | 500 000 |
| Geneva | – | – | 0 | 0 | – | – | 0 | – |
| Hamburg | – | – | – | – | – | 168 600 | 168 600 | – |
| Lisbon | 1 | – | 1 | 114 500 | – | – | 114 500 | – |
| Moscow | 1 | 4 | 5 | 583 900 | 150 000 | 148 700 | 882 600 | – |
| New York | 1 | – | 1 | 297 800 | – | 41 500 | 339 300 | – |
| Quebec | 2 | – | 2 | 481 100 | 60 000 | 214 000 | 755 100 | – |
| Sarajevo | 1 | – | 1 | 161 000 | 150 000 | 250 000 | 561 000 | 500 000 |
| Venice | 5 | 4 | 9 | 1 563 700 | 190 000 | 1 531 700 | 3 285 400 | 4 000 000 |
| Vienna | – | – | 0 | 0 | – | 12 000 | 12 000 | – |
| Washington | – | – | 0 | 0 | – | 16 000 | 16 000 | – |
| Zagreb | – | – | – | – | – | – | – | 500 000 |
| Europe and North America Regional | – | – | – | – | – | 81 000 | 81 000 | – |
| Total, Europe and North America | 16 | 9 | 25 | 4 446 200 | 710 000 | 3 171 800 | 8 328 000 | 5 500 000 |
| LATIN AMERICA AND THE CARIBBEAN | | | | | | | | |
| Asunción | 1 | – | 1 | 220 200 | 120 000 | 27 200 | 367 400 | – |
| Brasília | 3 | 7 | 10 | 1 745 000 | 250 000 | 362 100 | 2 357 100 | 40 000 000 |
| Bridgetown | 1 | 3 | 4 | 488 000 | 100 000 | 125 000 | 713 000 | – |
| Buenos Aires | 1 | – | 1 | 260 000 | 150 000 | 152 400 | 562 400 | 1 000 000 |
| Caracas | 2 | 2 | 4 | 689 700 | – | 487 900 | 1 177 600 | – |
| Cartagena | 1 | – | 1 | 220 200 | – | 89 800 | 310 000 | – |
| Guatemala City | 2 | – | 2 | 443 300 | 100 000 | 85 600 | 628 900 | 100 000 |
| Havana | 1 | 10 | 11 | 566 200 | 240 000 | 336 600 | 1 142 800 | – |
| Kingston | 4 | 7 | 11 | 1 267 700 | 230 000 | 986 400 | 2 484 100 | – |
| La Paz | 1 | 1 | 2 | 307 500 | 130 000 | 82 600 | 520 100 | – |
| Lima | 1 | 1 | 2 | 340 500 | 100 000 | 112 000 | 552 500 | – |
| Mexico City | 4 | 3 | 7 | 1 023 100 | 100 000 | 388 550 | 1 511 650 | 100 000 |
| Montevideo | 6 | 17 | 23 | 2 990 400 | 380 000 | 1 573 500 | 4 943 900 | 800 000 |
| Panama City | 1 | – | 1 | 266 800 | 120 000 | 268 300 | 655 100 | – |
| Port au Prince | 3 | 1 | 4 | 648 000 | 210 000 | 171 300 | 1 029 300 | 1 000 000 |
| Port of Spain | 1 | 1 | 2 | 325 000 | 70 000 | 158 500 | 553 500 | – |
| Quito | 3 | 3 | 6 | 717 700 | 280 000 | 165 000 | 1 162 700 | 1 000 000 |
| San José | 3 | 1 | 4 | 728 500 | 140 000 | 146 300 | 1 014 800 | 15 000 000 |
| San Salvador | 1 | – | 1 | 260 900 | 150 000 | 51 000 | 461 900 | 500 000 |
| Santiago | 9 | 21 | 30 | 3 963 800 | 380 000 | 1 263 200 | 5 607 000 | 3 500 000 |
| Santo Domingo | 1 | – | 1 | 242 500 | 150 000 | 25 000 | 417 500 | – |
| Latin America and the Caribbean Regional | – | – | – | – | – | 613 700 | 613 700 | – |
| Total, Latin America and the Caribbean | 50 | 78 | 128 | 17 715 000 | 3 400 000 | 7 671 950 | 28 786 950 | 63 000 000 |
| TOTAL, Part II. A | 219 | 291 | 510 | 64 979 700 | 13 056 100 | 40 820 750 | 118 856 550 | 130 050 000 |
| Part II.B Information and Dissemination Services | | | | | | | | |
| Dakar | – | 1 | 1 | 44 600 | 19 000 | 71 000 | 134 600 | – |
| Bangkok | – | – | 0 | 0 | 18 000 | 72 000 | 90 000 | – |
| New York | – | 1 | 1 | 142 600 | 23 000 | 47 000 | 212 600 | – |
| Caracas | – | 1 | 1 | 78 600 | 17 000 | 83 000 | 178 600 | – |
| TOTAL, Part II. B | – | 3 | 3 | 265 800 | 77 000 | 273 000 | 615 800 | – |
| TOTAL, PART II | 219 | 294 | 513 | 65 245 500 | 13 133 100 | 41 093 750 | 119 472 350 | 130 050 000 |
| Part III Support for Programme Execution | | | | | | | | |
| Geneva | 1 | 1 | 2 | 371 600 | 97 900 | – | 469 500 | – |
| New York | 6 | 6 | 12 | 2 304 600 | 157 900 | – | 2 462 500 | – |
| Sarajevo | 1 | – | 1 | 266 800 | – | – | 266 800 | – |
| Vienna | 1 | 1 | 2 | 386 100 | 60 300 | – | 446 400 | – |
| Washington | – | 1 | 1 | 373 400 | 60 400 | – | 433 800 | – |
| TOTAL, PART III | 9 | 9 | 18 | 3 702 500 | 376 500 | – | 4 079 000 | – |
| <i>Reduction in field indirect costs *</i> | | | | | <i>(969 700)</i> | | <i>(969 700)</i> | |
| GRAND TOTAL | 228 | 303 | 531 | 68 948 000 | 12 539 900 | 41 093 750 | 122 581 650 | 130 050 000 |

* Amount to be absorbed during the execution of the programme in 2000-2001, in accordance with 159 EX/Decision 3.1.3.

Appendix VII Major Programme I - Distribution of resources by Headquarters and Field Unit (decentralization)

| Major Programme I | | | | I.2 | | | | Ed. for a sustainable future | UNESCO Education Institutes | Towards a culture of peace | Total | | | Total regular budget | Extra-budgetary resources |
|------------------------------------|--------------|-----------|-----------|--------------|-----------|---------|---------|------------------------------|-----------------------------|----------------------------|--------------|-----------------|----------------|----------------------|---------------------------|
| Programme: I.1 | | | | | | | | | | | | | | | |
| Subprogramme: | | | I.1.1 | I.1.2 | I.1.3 | I.2.1 | I.2.2 | | | | I.2.3 | Teachers | Direct costs | | |
| Sector/Unit | Direct costs | | | Direct costs | | | | | Direct costs | Direct costs | Direct costs | Personnel costs | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| EDUCATION | 33.4% | 28.4% | 23.7% | 61.8% | 29.8% | 31.1% | 42.8% | 26.4% | – | 54.8% | 22.3% | 50.4% | 9.7% | 37.0% | 28.3% |
| Headquarters: | 1 120 000 | 1 350 000 | 1 400 000 | 2 040 000 | 1 000 000 | 800 000 | 560 800 | 425 000 | – | 1 629 700 | 10 325 500 | 32 575 000 | 636 600 | 43 537 100 | 35 700 000 |
| UNESCO Education Institutes: | | | | | | | | | | | 37.2% | – | – | 14.7% | 8.5% |
| IBE | – | – | – | – | – | – | – | – | 4 876 000 | – | 4 876 000 | – | – | 4 876 000 | 400 000 |
| IIEP | – | – | – | – | – | – | – | – | 5 406 000 | – | 5 406 000 | – | – | 5 406 000 | 3 850 000 |
| UIE | – | – | – | – | – | – | – | – | 2 090 000 | – | 2 090 000 | – | – | 2 090 000 | 3 500 000 |
| IITE | – | – | – | – | – | – | – | – | 1 200 000 | – | 1 200 000 | – | – | 1 200 000 | 3 000 000 |
| IESALC | – | – | – | – | – | – | – | – | 2 375 300 | – | 2 375 300 | – | – | 2 375 300 | – |
| IICBA | – | – | – | – | – | – | – | – | 1 300 000 | – | 1 300 000 | – | – | 1 300 000 | – |
| Total, UNESCO Education Institutes | – | – | – | – | – | – | – | – | 17 247 300 | – | 17 247 300 | – | – | 17 247 300 | 10 750 000 |
| Field Unit: | 66.6% | 71.6% | 76.3% | 38.2% | 70.2% | 68.9% | 57.2% | 73.6% | – | 45.2% | 40.5% | 49.6% | 90.3% | 48.3% | 63.1% |
| Africa: | | | | | | | | | | | | | | | |
| Abidjan | 20 000 | 20 000 | 5 000 | 5 000 | 10 000 | – | – | – | – | 10 000 | 70 000 | 284 500 | 110 000 | 464 500 | – |
| Abuja | 36 500 | 40 000 | 380 000 | 15 000 | 120 000 | – | – | 20 000 | – | – | 611 500 | 206 300 | 150 000 | 967 800 | – |
| Accra | 20 000 | 10 000 | – | – | – | – | – | – | – | – | 30 000 | 288 100 | – | 318 100 | – |
| Addis Ababa | 20 000 | 20 000 | 6 000 | 5 000 | 15 000 | – | – | 60 000 | – | 20 000 | 146 000 | 448 100 | – | 594 100 | – |
| Bamako | 20 000 | 20 000 | 10 650 | 5 000 | 15 000 | – | – | – | 10 000 | 80 650 | 521 700 | 140 000 | – | 742 350 | 3 000 000 |
| Bangui | 20 000 | 20 000 | 5 300 | 5 000 | 25 000 | – | – | – | 15 000 | 90 300 | – | – | – | 90 300 | – |
| Brazzaville | 20 000 | 20 000 | – | – | 25 000 | – | – | – | – | – | 65 000 | – | – | 65 000 | – |
| Bujumbura | 20 000 | 15 000 | 4 000 | 5 000 | 25 000 | – | – | – | 15 000 | 84 000 | 290 000 | – | – | 374 000 | 750 000 |
| Conakry | 20 000 | 10 000 | 7 000 | 5 000 | – | – | – | – | 15 000 | 57 000 | 276 500 | 150 000 | – | 483 500 | – |
| Dakar | 245 000 | 370 000 | 350 000 | 270 400 | 270 950 | 442 000 | 187 500 | 60 000 | – | 150 000 | 2 345 850 | 2 886 700 | 800 000 | 6 032 550 | 7 700 000 |
| Dar es Salaam | 20 000 | 20 000 | 8 000 | 5 000 | 44 000 | – | – | 20 000 | – | – | 117 000 | 166 800 | 135 000 | 418 800 | – |
| Harare | 270 000 | 80 000 | 40 000 | 70 000 | 90 000 | – | – | 60 000 | – | 60 000 | 670 000 | 611 000 | 210 000 | 1 491 000 | 1 100 000 |
| Kigali | 30 000 | 28 000 | 25 000 | 10 000 | 20 000 | – | – | – | – | 15 000 | 128 000 | 437 500 | 180 000 | 745 500 | 2 000 000 |
| Kinshasa | 15 000 | 20 000 | 5 000 | 30 000 | 20 000 | – | – | 20 000 | – | – | 110 000 | 247 400 | – | 357 400 | – |
| Luanda | 20 000 | 25 000 | 25 000 | 5 000 | 10 000 | – | – | – | – | – | 85 000 | – | – | 85 000 | – |
| Lusaka | 20 000 | 20 000 | 15 000 | 5 000 | 30 000 | – | – | 20 000 | – | – | 110 000 | 280 300 | 90 000 | 480 300 | 300 000 |
| Maputo | 20 000 | 20 000 | 20 000 | 30 000 | 40 000 | – | – | 20 000 | – | 20 000 | 170 000 | 499 500 | 180 000 | 849 500 | 4 000 000 |
| Nairobi | – | – | – | – | 30 000 | – | – | 35 000 | – | 30 000 | 95 000 | 755 700 | – | 850 700 | 300 000 |
| Nairobi (PEER) | – | 200 000 | – | – | – | – | – | – | – | – | 200 000 | – | – | 200 000 | – |
| Ouagadougou | 50 000 | 460 000 | 10 000 | 10 000 | 25 000 | – | – | 20 000 | – | – | 575 000 | 525 800 | 110 000 | 1 210 800 | 1 000 000 |
| Porto Novo | 30 000 | 40 000 | 30 000 | 10 000 | 10 000 | – | – | – | – | – | 120 000 | – | 100 000 | 220 000 | – |
| Pretoria | 35 000 | 130 000 | 150 000 | – | 70 000 | – | – | 20 000 | – | 30 000 | 435 000 | 961 300 | 160 000 | 1 556 300 | 100 000 |
| Windhoek | 20 000 | 20 000 | 10 000 | 5 000 | 20 000 | – | – | – | – | 10 000 | 85 000 | 145 500 | – | 230 500 | 300 000 |
| Yaoundé | 15 000 | 10 000 | 10 000 | – | 20 000 | – | – | – | – | 30 000 | 85 000 | 194 000 | – | 279 000 | – |
| Africa Regional | – | – | – | – | – | – | – | – | – | – | – | – | 241 300 | 241 300 | – |
| Total, Africa | 986 500 | 1 618 000 | 1 115 950 | 495 400 | 934 950 | 442 000 | 187 500 | 355 000 | – | 430 000 | 6 565 300 | 10 026 700 | 2 756 300 | 19 348 300 | 20 550 000 |
| Arab States: | | | | | | | | | | | | | | | |
| Amman | 15 000 | 5 000 | 5 000 | – | 10 000 | – | – | 15 000 | – | 25 000 | 75 000 | 747 800 | – | 822 800 | – |
| Beirut | 90 000 | 80 000 | 120 000 | 80 000 | 90 000 | 442 000 | 187 500 | 23 000 | – | 60 000 | 1 172 500 | 2 322 200 | 250 000 | 3 744 700 | 1 700 000 |
| Cairo | 30 000 | 65 000 | 185 000 | – | 15 000 | – | – | 40 000 | – | – | 335 000 | 126 100 | – | 461 100 | – |
| Doha | 10 000 | 15 000 | 6 000 | – | 16 000 | – | – | – | – | 33 000 | 80 000 | 280 300 | – | 360 300 | – |
| Rabat | 20 000 | 30 000 | 25 000 | – | 15 000 | – | – | 20 000 | – | 15 000 | 125 000 | 104 800 | – | 229 800 | 800 000 |
| Ramallah | 28 750 | 15 000 | 17 800 | 170 000 | 22 100 | – | – | – | – | 30 000 | 283 650 | 498 600 | 150 000 | 932 250 | – |
| Tunis | – | – | – | – | – | – | – | 15 000 | – | – | 15 000 | – | – | 15 000 | – |
| Total, Arab States | 193 750 | 210 000 | 358 800 | 250 000 | 168 100 | 442 000 | 187 500 | 113 000 | – | 163 000 | 2 086 150 | 4 079 800 | 400 000 | 6 565 950 | 2 500 000 |

| | | | | | | | | | | | | | | | |
|-----------------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|-------------------|-------------------|------------------|--------------------|--------------------|
| Asia and the Pacific: | | | | | | | | | | | | | | | |
| Almaty | 15 000 | 30 000 | 10 000 | 10 000 | 25 000 | — | — | 20 000 | — | 14 000 | 124 000 | 269 700 | — | 393 700 | 400 000 |
| Apia | 10 000 | 30 000 | 200 000 | 20 000 | 76 650 | — | — | 20 000 | — | 25 000 | 381 650 | 550 000 | 235 000 | 1 166 650 | — |
| Bangkok | 120 000 | 220 000 | 320 000 | 200 000 | 270 000 | 442 000 | 187 500 | 50 000 | — | 80 000 | 1 889 500 | 4 666 100 | 575 000 | 7 130 600 | 13 000 000 |
| Beijing | 124 250 | 630 000 | 330 000 | 5 000 | 70 000 | — | — | 40 000 | — | — | 1 199 250 | 316 200 | — | 1 515 450 | 300 000 |
| Dhaka | 30 000 | 40 000 | 380 000 | 5 000 | 20 000 | — | — | 20 000 | — | — | 495 000 | 291 000 | 110 000 | 896 000 | 500 000 |
| Hanoi | — | — | — | — | — | — | — | 10 000 | — | 20 000 | 30 000 | — | — | 30 000 | — |
| Islamabad | 30 000 | 40 000 | 380 000 | 5 000 | 50 000 | — | — | 25 000 | — | 20 000 | 550 000 | 366 100 | — | 916 100 | — |
| Jakarta | 20 000 | 30 000 | 180 000 | 5 000 | 20 000 | — | — | 25 000 | — | 50 000 | 330 000 | 206 600 | — | 536 600 | 500 000 |
| Kathmandu | 5 000 | 35 000 | 9 000 | 5 000 | 15 000 | — | — | 20 000 | — | — | 89 000 | 265 700 | 150 000 | 504 700 | — |
| New Delhi | 180 000 | 50 000 | 530 000 | 10 000 | 49 000 | — | — | 30 000 | — | 50 000 | 899 000 | 497 300 | — | 1 396 300 | 100 000 |
| Phnom Penh | 10 000 | 30 000 | 10 000 | 15 000 | 14 000 | — | — | 10 000 | — | 45 000 | 134 000 | 192 100 | — | 326 100 | 200 000 |
| Tashkent | — | — | — | 8 000 | 14 000 | — | — | 20 000 | — | 45 000 | 87 000 | — | — | 87 000 | 400 000 |
| Teheran | 5 000 | 10 000 | 5 000 | 5 000 | 15 000 | — | — | — | — | — | 40 000 | 234 700 | 70 000 | 344 700 | — |
| Total, Asia and the Pacific | 549 250 | 1 145 000 | 2 354 000 | 293 000 | 638 650 | 442 000 | 187 500 | 290 000 | — | 349 000 | 6 248 400 | 7 855 500 | 1 140 000 | 15 243 900 | 15 400 000 |
| Europe and North America: | | | | | | | | | | | | | | | |
| Bucharest | — | — | — | 35 000 | — | 442 800 | 187 500 | 25 000 | — | — | 690 300 | 1 244 200 | 160 000 | 2 094 500 | 500 000 |
| Hamburg | 11 100 | 20 000 | 5 000 | — | 44 500 | — | — | 48 000 | — | 40 000 | 168 600 | — | — | 168 600 | — |
| Moscow | — | — | — | — | — | — | — | 20 000 | — | — | 20 000 | 84 400 | — | 104 400 | — |
| Quebec | 12 000 | 20 000 | 5 000 | 10 000 | 50 000 | — | — | 22 000 | — | 20 000 | 139 000 | — | — | 139 000 | — |
| Sarajevo | — | — | — | — | — | — | — | — | — | — | — | 161 000 | — | 161 000 | 500 000 |
| Zagreb | — | — | — | — | — | — | — | — | — | — | — | — | — | — | 500 000 |
| Total, Europe and North America | 23 100 | 40 000 | 10 000 | 45 000 | 94 500 | 442 800 | 187 500 | 115 000 | — | 60 000 | 1 017 900 | 1 489 600 | 160 000 | 2 667 500 | 1 500 000 |
| Latin America and the Caribbean: | | | | | | | | | | | | | | | |
| Brasilia | 40 000 | 40 000 | 130 000 | — | 25 000 | — | — | 30 000 | — | 25 000 | 290 000 | 1 436 600 | 250 000 | 1 976 600 | 18 000 000 |
| Bridgetown | 40 000 | 40 000 | 20 000 | — | 25 000 | — | — | — | — | — | 125 000 | 488 000 | 100 000 | 713 000 | — |
| Buenos Aires | — | — | — | — | — | — | — | — | — | — | — | — | — | — | 500 000 |
| Caracas | — | — | — | — | — | — | — | 20 000 | — | — | 20 000 | — | — | 20 000 | — |
| Guatemala City | — | — | — | — | 10 000 | — | — | 15 000 | — | 15 000 | 40 000 | — | 100 000 | 140 000 | — |
| Havana | 10 000 | 15 000 | 5 000 | — | 10 000 | — | — | 15 000 | — | 15 000 | 70 000 | 34 900 | — | 104 900 | — |
| Kingston | 35 000 | 45 000 | 10 000 | 45 000 | 61 000 | — | — | 15 000 | — | 30 000 | 241 000 | 507 300 | 230 000 | 978 300 | — |
| La Paz | — | — | — | — | 7 000 | — | — | — | — | 30 000 | 37 000 | — | — | 37 000 | — |
| Lima | — | — | — | — | 7 000 | — | — | 15 000 | — | — | 22 000 | — | — | 22 000 | — |
| Mexico City | 25 000 | 40 000 | 134 750 | — | 10 000 | — | — | 30 000 | — | 15 000 | 254 750 | 186 200 | — | 440 950 | — |
| Montevideo | 15 000 | — | 5 000 | — | 10 000 | — | — | 30 000 | — | — | 60 000 | 147 400 | — | 207 400 | 300 000 |
| Panama | — | — | — | — | — | — | — | 18 000 | — | — | 18 000 | — | 120 000 | 138 000 | — |
| Port au Prince | 20 000 | 20 000 | 10 000 | — | 7 000 | — | — | — | — | 30 000 | 87 000 | 487 000 | 210 000 | 784 000 | 1 000 000 |
| Port of Spain | 15 000 | 15 000 | 10 000 | — | 10 000 | — | — | — | — | 60 000 | 110 000 | 65 000 | — | 175 000 | — |
| Quito | 25 000 | 15 000 | 10 000 | — | 25 000 | — | — | 15 000 | — | 30 000 | 120 000 | 266 700 | 280 000 | 666 700 | 800 000 |
| San José | 25 000 | 26 300 | 10 000 | — | 25 000 | — | — | 20 000 | — | 10 000 | 116 300 | 728 500 | 140 000 | 984 800 | 15 000 000 |
| San Salvador | 10 000 | 10 000 | 5 000 | — | 7 000 | — | — | 19 000 | — | — | 51 000 | 260 900 | 150 000 | 461 900 | 500 000 |
| Santiago | 225 400 | 125 000 | 310 000 | 130 000 | 274 800 | — | — | 55 000 | — | 80 000 | 1 200 200 | 3 963 900 | 380 000 | 5 544 100 | 3 500 000 |
| Santo Domingo | — | — | — | — | 10 000 | — | — | 15 000 | — | — | 25 000 | — | — | 25 000 | — |
| Total, Latin America and the Caribbean | 485 400 | 391 300 | 659 750 | 175 000 | 523 800 | — | — | 312 000 | — | 340 000 | 2 887 250 | 8 572 400 | 1 960 000 | 13 419 650 | 39 600 000 |
| <i>Reduction in field indirect costs *</i> | — | — | — | — | — | — | — | — | — | — | — | — | (482 200) | (482 200) | — |
| Total, Field | 2 238 000 | 3 404 300 | 4 498 500 | 1 258 400 | 2 360 000 | 1 768 800 | 750 000 | 1 185 000 | — | 1 342 000 | 18 805 000 | 32 024 000 | 5 934 100 | 56 763 100 | 79 550 000 |
| Grand Total, Headquarters and Field | 3 358 000 | 4 754 300 | 5 898 500 | 3 298 400 | 3 360 000 | 2 568 800 | 1 310 800 | 1 610 000 | 17 247 300 | 2 971 700 | 46 377 800 | 64 599 000 | 6 570 700 | 117 547 500 | 126 000 000 |

* Amount to be absorbed during the execution of the programme in 2000-2001, in accordance with 159 EX/Decision 3.1.3.

Appendix VII Major Programme II - Distribution of resources by Headquarters and Field Unit (decentralization)

| Major Programme II | | | | | II.2 | | | | | | | | | | II.3 | Towards a culture of peace | Total | | | Total regular budget | Extra- budgetary resources |
|------------------------------------------------|---------------|-----------|-------------|-----------|--------------|-----------|-----------|-----------|------------------|---------------------------|-----------|-----------|---------|--------------|--------------|----------------------------------|--------------|-----------------|----------------|----------------------------|----------------------------------|
| Programme: | | II.1 | | | | | | | | | | | | | | | Direct costs | Personnel costs | Indirect costs | | |
| Subprogramme: | World science | II.1.1 | World Solar | II.1.2 | Approaches | II.2.1 | II.2.2 | II.2.3 | Environ- ment | Human Develop- ment | II.2.4 | II.2.5 | Cities | Direct costs | Direct costs | | Direct costs | Personnel costs | Indirect costs | | |
| Sector/Unit | Direct costs | | | | Direct costs | | | | | | | | | | | | | | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| NATURAL SCIENCES/ SOCIAL AND HUMAN SCIENCES | | | | | | | | | | | | | | | | | | | | | |
| Headquarters: | 44.5% | 58.3% | 60.6% | 70.7% | 84.1% | 61.2% | 51.2% | 56.3% | 58.8% | – | 90.7% | 64.2% | 44.7% | 90.7% | 80.9% | 64.8% | 66.4% | 16.1% | 64.0% | – | |
| | 398 400 | 4 969 600 | 678 400 | 2 000 350 | 203 000 | 1 124 900 | 1 525 000 | 1 398 900 | 816 800 | – | 2 339 100 | 1 629 700 | 147 000 | 1 945 700 | 1 902 300 | 21 079 150 | 34 973 700 | 499 100 | 56 551 950 | 38 100 000 | |
| Field Unit: | 55.5% | 41.7% | 39.4% | 29.3% | 15.9% | 38.8% | 48.8% | 43.7% | 41.2% | 100.0% | 9.3% | 35.8% | 55.3% | 9.3% | 19.1% | 35.2% | 33.6% | 83.9% | 36.0% | – | |
| Africa: | | | | | | | | | | | | | | | | | | | | | |
| Abidjan | – | 3 000 | – | – | – | – | – | – | – | – | – | – | – | – | – | 3 000 | – | – | 3 000 | – | |
| Abuja | – | – | – | – | – | 8 900 | – | – | 18 000 | – | – | – | – | – | – | 26 900 | 39 800 | – | 66 700 | – | |
| Accra | – | 4 000 | – | – | – | – | – | – | – | – | – | – | – | – | – | 4 000 | – | – | 4 000 | – | |
| Bamako | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 28 000 | 28 000 | – | – | 28 000 | – | |
| Bujumbura | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 8 000 | 8 000 | 28 100 | – | 36 100 | – | |
| Dakar | – | 7 200 | – | 167 600 | – | – | 201 500 | – | 64 500 | – | – | 170 000 | 68 000 | – | 91 000 | 769 800 | 326 000 | – | 1 095 800 | 300 000 | |
| Dar es Salaam | 8 200 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 8 200 | 241 500 | – | 249 700 | – | |
| Harare | – | – | 20 500 | – | – | – | – | – | – | – | – | – | – | – | – | 20 500 | – | – | 20 500 | – | |
| Kinshasa | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 56 300 | 100 000 | 156 300 | – | |
| Maputo | – | 28 500 | – | – | – | – | – | – | – | – | – | – | – | – | – | 28 500 | – | – | 28 500 | 300 000 | |
| Nairobi | 87 400 | 466 100 | 75 200 | – | 9 100 | 196 000 | 175 300 | 280 200 | 51 400 | – | – | – | – | – | – | 1 340 700 | 2 062 200 | 500 000 | 3 902 900 | 2 400 000 | |
| Ouagadougou | – | 5 000 | – | – | – | – | – | – | – | – | – | – | – | – | – | 5 000 | – | – | 5 000 | – | |
| Pretoria | 24 900 | 67 900 | 21 000 | – | – | 9 500 | 17 200 | – | 20 000 | – | – | 15 000 | – | – | – | 175 500 | 423 900 | – | 599 400 | 600 000 | |
| Windhoek | – | – | – | 4 000 | – | – | – | – | – | – | – | 25 000 | – | – | 24 000 | 53 000 | 207 600 | – | 260 600 | 300 000 | |
| Africa Regional | 6 000 | 32 000 | 7 000 | 25 000 | 500 | 11 900 | 25 000 | 16 000 | 9 000 | – | – | 26 000 | 7 000 | – | 14 000 | 179 400 | – | – | 179 400 | – | |
| Total, Africa | 126 500 | 613 700 | 123 700 | 196 600 | 9 600 | 226 300 | 419 000 | 296 200 | 162 900 | – | – | 236 000 | 75 000 | – | 165 000 | 2 650 500 | 3 385 400 | 600 000 | 6 635 900 | 3 900 000 | |
| Arab States: | | | | | | | | | | | | | | | | | | | | | |
| Amman | – | – | – | 10 000 | – | – | – | – | – | – | – | – | – | – | – | 10 000 | – | – | 10 000 | – | |
| Beirut | – | – | – | 32 000 | – | – | – | – | 33 500 | – | – | 58 000 | – | 200 000 | – | 323 500 | 323 000 | – | 646 500 | – | |
| Cairo | 78 900 | 319 100 | 41 500 | 12 000 | 9 100 | 120 500 | 230 400 | 236 800 | 43 000 | – | – | 20 000 | – | – | – | 1 111 300 | 2 347 400 | 450 000 | 3 908 700 | 3 600 000 | |
| Doha | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 193 000 | – | 193 000 | – | |
| Rabat | – | – | – | 16 000 | – | – | – | – | – | – | – | 20 000 | – | – | – | 36 000 | – | – | 36 000 | – | |
| Tunis | – | – | – | 22 900 | – | – | – | – | – | – | – | 20 000 | – | – | 10 000 | 52 900 | 481 200 | 75 000 | 609 100 | – | |
| Arab States Regional | 4 000 | 18 000 | 2 000 | 11 000 | 500 | 6 900 | 15 000 | 14 000 | 5 500 | – | – | 7 000 | 2 000 | – | 5 000 | 90 900 | – | – | 90 900 | – | |
| Total, Arab States | 82 900 | 337 100 | 43 500 | 103 900 | 9 600 | 127 400 | 245 400 | 250 800 | 82 000 | – | – | 125 000 | 2 000 | 200 000 | 15 000 | 1 624 600 | 3 344 600 | 525 000 | 5 494 200 | 3 600 000 | |
| Asia and the Pacific: | | | | | | | | | | | | | | | | | | | | | |
| Almaty | – | 18 000 | – | – | – | – | – | – | – | – | – | 18 000 | – | – | – | 36 000 | – | – | 36 000 | – | |
| Apia | – | 31 100 | 46 100 | – | – | 8 500 | 16 400 | 25 400 | 53 200 | 258 000 | – | 15 000 | – | – | – | 453 700 | 202 800 | – | 656 500 | 2 000 000 | |
| Bangkok | – | – | – | 160 350 | – | – | – | – | 23 500 | – | 75 900 | 115 000 | – | – | 60 000 | 434 750 | 763 400 | – | 1 198 150 | 600 000 | |
| Beijing | 5 900 | 61 300 | 8 000 | 50 000 | – | 4 800 | 90 900 | 39 600 | – | – | – | – | – | – | – | 260 500 | 606 500 | 325 000 | 1 192 000 | – | |
| Dhaka | – | – | – | – | – | – | – | – | – | – | – | 40 000 | – | – | – | 40 000 | – | – | 40 000 | – | |
| Hanoi | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 10 000 | 10 000 | – | – | 10 000 | – | |
| Islamabad | – | – | – | – | – | – | – | – | – | – | – | 20 000 | – | – | 25 000 | 45 000 | 215 300 | – | 260 300 | – | |
| Jakarta | 78 800 | 367 000 | 58 200 | – | 9 100 | 127 400 | 183 000 | 110 800 | 57 000 | – | – | 70 000 | – | – | – | 1 061 300 | 1 889 800 | 250 000 | 3 201 100 | 1 500 000 | |
| New Delhi | 40 900 | 268 500 | 33 300 | – | – | 25 500 | 92 100 | 97 400 | 38 000 | – | – | – | – | – | – | 595 700 | 663 500 | 320 000 | 1 579 200 | 300 000 | |
| Perth | – | – | – | – | – | – | – | – | – | – | 73 100 | – | – | – | – | 73 100 | 216 300 | – | 289 400 | – | |
| Phnom Penh | – | – | – | 12 000 | – | – | 25 900 | – | – | – | – | 20 000 | 30 000 | – | 28 000 | 115 900 | – | – | 115 900 | 200 000 | |
| Tashkent | – | – | – | – | – | – | – | – | – | – | – | 40 000 | – | – | – | 40 000 | – | – | 40 000 | – | |
| Teheran | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 200 000 | |
| Asia and the Pacific Regional | 7 000 | 41 000 | 9 000 | 25 000 | 500 | 9 600 | 25 000 | 16 000 | 9 000 | 15 000 | – | 25 000 | – | – | 10 000 | 192 100 | – | – | 192 100 | – | |
| Total, Asia and the Pacific | 132 600 | 786 900 | 154 600 | 247 350 | 9 600 | 175 800 | 433 300 | 289 200 | 180 700 | 273 000 | 149 000 | 363 000 | 30 000 | – | 133 000 | 3 358 050 | 4 557 600 | 895 000 | 8 810 650 | 4 800 000 | |

| | | | | | | | | | | | | | | | | | | | |
|-----------------------------------------------|----------------|------------------|------------------|------------------|----------------|------------------|------------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|---------------|-------------------|-------------------|-------------------|
| | | | | | | | | | | | | | | | | | | | |
| Europe and North America: | | | | | | | | | | | | | | | | | | | |
| Lisbon | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 114 500 | - | 114 500 |
| Moscow | - | - | - | 30 000 | - | - | - | - | - | - | - | - | - | - | - | - | 30 000 | - | 30 000 |
| Quebec | - | - | - | - | - | - | - | - | - | - | - | - | 20 000 | - | - | - | 65 000 | 215 300 | 280 300 |
| Sarajevo | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 150 000 | 150 000 |
| Venice | 61 500 | 1 212 100 | 83 300 | - | - | - | 52 900 | 32 900 | 19 000 | - | - | - | - | - | - | - | 1 461 700 | 1 371 500 | 3 023 200 |
| Vienna | - | 12 000 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 12 000 | - | 12 000 |
| Washington | - | - | - | 16 000 | - | - | - | - | - | - | - | - | - | - | - | - | 16 000 | - | 16 000 |
| Europe and North America Regional | 2 900 | 17 000 | 5 000 | - | - | - | 4 000 | 2 000 | 1 000 | - | - | - | - | - | - | - | 10 000 | 41 900 | 41 900 |
| Total, Europe and North America | 64 400 | 1 241 100 | 88 300 | 46 000 | - | - | 56 900 | 34 900 | 20 000 | - | - | 20 000 | - | - | - | 55 000 | 1 626 600 | 1 701 300 | 3 667 900 |
| Latin America and the Caribbean: | | | | | | | | | | | | | | | | | | | |
| Brasilia | - | 24 000 | - | - | - | - | 34 500 | - | - | - | - | - | - | - | - | - | 58 500 | - | 58 500 |
| Buenos Aires | - | - | - | 41 800 | - | - | - | - | - | - | - | 40 000 | 10 000 | - | - | - | 91 800 | 260 000 | 351 800 |
| Caracas | - | - | - | 90 000 | - | - | - | - | - | - | - | 30 000 | - | - | - | 15 000 | 135 000 | 345 300 | 480 300 |
| Cartagena | - | - | - | - | - | - | - | - | - | - | 89 800 | - | - | - | - | - | 89 800 | 220 200 | 310 000 |
| Guatemala City | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 188 200 | 188 200 |
| Havana | - | - | - | 5 000 | - | - | - | - | 19 000 | - | - | 10 000 | - | - | - | 5 000 | 39 000 | - | 39 000 |
| Kingston | - | - | - | - | - | - | - | - | 23 200 | - | - | - | - | - | - | 10 000 | 33 200 | - | 33 200 |
| Mexico City | - | - | - | 60 000 | - | - | - | - | - | - | - | 43 800 | - | - | - | 20 000 | 123 800 | 252 200 | 376 000 |
| Montevideo | 85 100 | 525 200 | 29 600 | - | 9 100 | 174 800 | 244 100 | 202 800 | - | - | - | - | - | - | - | 5 000 | 1 275 700 | 2 843 000 | 4 498 700 |
| Port au Prince | - | - | - | - | - | - | - | - | 27 300 | - | - | - | 57 000 | - | - | - | 84 300 | 161 000 | 245 300 |
| Port of Spain | - | - | - | - | - | - | - | - | 48 500 | - | - | - | - | - | - | - | 48 500 | 260 000 | 378 500 |
| Quito | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 207 600 | 207 600 |
| Santiago | - | - | - | 10 000 | - | - | - | - | - | - | - | - | 19 000 | - | - | 15 000 | 44 000 | - | 44 000 |
| Latin America and Caribbean Regional | 4 800 | 31 500 | 2 000 | 26 800 | 500 | 10 200 | 18 000 | 12 000 | 8 000 | - | - | 23 900 | 8 000 | - | - | 11 000 | 156 700 | - | 156 700 |
| Total, Latin America and the Caribbean | 89 900 | 580 700 | 31 600 | 233 600 | 9 600 | 185 000 | 296 600 | 214 800 | 126 000 | - | 89 800 | 166 700 | 75 000 | - | - | 81 000 | 2 180 300 | 4 737 500 | 7 367 800 |
| <i>Reduction in field indirect costs *</i> | | | | | | | | | | | | | | | | | | | |
| Total, Field | 496 300 | 3 559 500 | 441 700 | 827 450 | 38 400 | 714 500 | 1 451 200 | 1 085 900 | 571 600 | 273 000 | 238 800 | 910 700 | 182 000 | 200 000 | 449 000 | | 11 440 050 | 17 726 400 | 31 770 250 |
| Grand Total, Headquarters and Field | 894 700 | 8 529 100 | 1 120 100 | 2 827 800 | 241 400 | 1 839 400 | 2 976 200 | 2 484 800 | 1 388 400 | 273 000 | 2 577 900 | 2 540 400 | 329 000 | 2 145 700 | 2 351 300 | | 32 519 200 | 52 700 100 | 88 322 200 |

* Amount to be absorbed during the execution of the programme in 2000-2001, in accordance with 159 EX/Decision 3.1.3.

Appendix VII Major Programme III - Distribution of resources by Headquarters and Field Unit (decentralization)

| Major Programme III | | Programme: Subprogramme: | Culture and Development | III.1 | | III.2 | | | Towards a culture of peace | Total | | | Total regular budget | Extra- budgetary resources | |
|----------------------|--------------|-----------------------------|----------------------------|-----------|-----------|-----------|-----------------|-----------|----------------------------------|--------------|--------------|-----------------|----------------------------|----------------------------------|----------------|
| Sector/Unit | Direct costs | | | III.1.1 | III.1.2 | III.2 | Reading for All | Caribbean | | Direct costs | Direct costs | Personnel costs | | | Indirect costs |
| | | | | \$ | \$ | \$ | \$ | \$ | | | | | | | |
| CULTURE | | | | | | | | | | | | | | | |
| Headquarters: | | | 87.3% | 56.5% | 94.4% | 43.0% | 26.4% | 10.4% | 85.5% | 61.1% | 75.0% | 7.1% | 62.5% | – | |
| | | | 943 100 | 2 678 600 | 1 008 900 | 1 434 400 | 56 400 | 28 400 | 1 403 900 | 7 553 700 | 21 176 600 | 215 700 | 28 946 000 | 45 800 000 | |
| Field Unit: | | | 12.7% | 43.5% | 5.6% | 57.0% | 73.6% | 89.6% | 14.5% | 38.9% | 31.6% | 92.9% | 37.5% | | |
| Africa: | | | | | | | | | | | | | | | |
| Accra | | | – | 10 000 | – | – | – | – | – | 10 000 | – | 140 000 | 150 000 | – | |
| Addis Ababa | | | – | 90 000 | – | – | – | – | 4 600 | 94 600 | 469 500 | 150 000 | 714 100 | – | |
| Bamako | | | – | – | – | – | – | – | 4 600 | 4 600 | – | – | 4 600 | – | |
| Bangui | | | – | – | – | 90 000 | – | – | – | 90 000 | 445 200 | 120 000 | 655 200 | – | |
| Brazzaville | | | – | – | – | 45 000 | – | – | – | 45 000 | 283 200 | 130 000 | 458 200 | – | |
| Bujumbura | | | – | – | – | – | – | – | – | – | 28 100 | – | 28 100 | – | |
| Dakar | | | 90 000 | 10 000 | 10 000 | – | – | – | 4 500 | 114 500 | 292 000 | – | 406 500 | – | |
| Dar es Salaam | | | – | – | – | – | – | – | – | – | 167 800 | – | 167 800 | – | |
| Harare | | | – | 80 000 | – | 60 000 | 80 000 | – | – | 220 000 | 165 900 | – | 385 900 | 100 000 | |
| Libreville | | | – | – | – | – | – | – | 9 100 | 9 100 | 268 700 | 120 000 | 397 800 | – | |
| Luanda | | | 22 000 | 146 000 | – | 180 000 | – | – | 9 100 | 357 100 | 329 800 | 160 000 | 846 900 | 200 000 | |
| Maputo | | | – | 15 000 | 5 000 | 20 000 | – | – | – | 40 000 | – | – | 40 000 | 700 000 | |
| Nairobi | | | – | 24 000 | 10 000 | – | – | – | – | 34 000 | – | – | 34 000 | – | |
| Ouagadougou | | | – | – | – | 18 000 | – | – | – | 18 000 | – | – | 18 000 | – | |
| Porto Novo | | | – | 8 000 | – | – | – | – | – | 8 000 | 259 000 | – | 267 000 | – | |
| Windhoek | | | – | – | – | – | – | – | – | – | – | – | – | 300 000 | |
| Yaoundé | | | – | – | – | – | – | – | 4 500 | 4 500 | – | – | 4 500 | – | |
| Africa Regional | | | – | 40 000 | – | 36 000 | – | – | 18 300 | 94 300 | – | – | 94 300 | – | |
| Total, Africa | | | 112 000 | 423 000 | 25 000 | 449 000 | 80 000 | – | 54 700 | 1 143 700 | 2 709 200 | 820 000 | 4 672 900 | 1 300 000 | |
| Arab States: | | | | | | | | | | | | | | | |
| Amman | | | – | 15 000 | 10 000 | 27 000 | – | – | 1 800 | 53 800 | 494 650 | 110 000 | 658 450 | – | |
| Beirut | | | – | 135 000 | – | 1 000 | – | – | – | 136 000 | – | – | 136 000 | 300 000 | |
| Cairo | | | – | 43 000 | 10 000 | – | – | – | – | 53 000 | – | – | 53 000 | – | |
| Doha | | | – | 10 000 | – | – | – | – | – | 10 000 | 483 100 | 50 000 | 543 100 | – | |
| Rabat | | | 25 000 | 70 000 | – | 150 000 | – | – | 1 800 | 246 800 | – | – | 246 800 | 200 000 | |
| Ramallah | | | – | 60 000 | – | 18 000 | – | – | – | 78 000 | – | – | 78 000 | – | |
| Tunis | | | – | 10 000 | – | 25 000 | – | – | 1 800 | 36 800 | – | – | 36 800 | – | |
| Arab States Regional | | | – | 40 000 | – | 27 000 | – | – | 9 100 | 76 100 | – | – | 76 100 | – | |
| Total, Arab States | | | 25 000 | 383 000 | 20 000 | 248 000 | – | – | 14 500 | 690 500 | 977 750 | 160 000 | 1 828 250 | 500 000 | |

| | | | | | | | | | | |
|-----------------------------------------------|------------------|------------------|------------------|------------------|----------------|----------------|------------------|-------------------|-------------------|-------------------|
| Asia and the Pacific: | | | | | | | | | | |
| Almaty | — | 28 000 | — | — | — | — | — | 28 000 | — | — |
| Apia | — | 128 000 | 10 000 | 70 000 | — | — | — | 208 000 | 240 600 | — |
| Bangkok | — | 36 000 | — | 72 000 | 76 900 | — | 7 300 | 192 200 | 327 900 | — |
| Beijing | — | 59 000 | — | — | — | — | — | 59 000 | 176 500 | — |
| Dhaka | — | 9 000 | — | — | — | — | — | 9 000 | — | — |
| Hanoi | — | 20 000 | — | 70 000 | — | — | — | 90 000 | — | 150 000 |
| Islamabad | — | 25 000 | — | — | — | — | 4 600 | 29 600 | 66 900 | 210 000 |
| Jakarta | — | 32 000 | — | — | — | — | — | 32 000 | 168 800 | — |
| Kathmandu | — | 27 200 | — | — | — | — | — | 27 200 | — | — |
| New Delhi | — | 27 000 | — | — | — | — | — | 27 000 | — | — |
| Phnom Penh | — | 83 000 | — | — | — | — | — | 83 000 | 967 100 | 400 000 |
| Tashkent | — | 70 000 | — | 28 000 | — | — | 6 400 | 104 400 | 264 800 | 100 000 |
| Teheran | — | 9 000 | — | — | — | — | — | 9 000 | — | — |
| Asia and the Pacific Regional | — | 100 000 | — | 151 000 | — | — | 13 700 | 264 700 | — | — |
| Total, Asia and the Pacific | — | 653 200 | 10 000 | 391 000 | 76 900 | — | 32 000 | 1 163 100 | 2 212 600 | 860 000 |
| Europe and North America: | | | | | | | | | | |
| Bucharest | — | 18 000 | — | — | — | — | — | 18 000 | — | — |
| Moscow | — | — | — | 35 000 | — | — | 4 500 | 39 500 | 499 500 | 150 000 |
| Quebec | — | 10 000 | — | — | — | — | — | 10 000 | 265 800 | 60 000 |
| Sarajevo | — | 160 000 | — | 55 000 | — | — | — | 215 000 | — | — |
| Venice | — | 70 000 | — | — | — | — | — | 70 000 | 192 100 | — |
| Europe and North America Regional | — | 20 000 | — | 10 000 | — | — | 9 100 | 39 100 | — | — |
| Total, Europe and North America | — | 278 000 | — | 100 000 | — | — | 13 600 | 391 600 | 957 400 | 210 000 |
| Latin America and the Caribbean: | | | | | | | | | | |
| Asunción | — | 27 200 | — | — | — | — | — | 27 200 | 220 200 | 120 000 |
| Brasília | — | — | — | — | — | — | 4 600 | 4 600 | — | — |
| Buenos Aires | — | — | 5 000 | 45 000 | — | — | — | 50 000 | — | 150 000 |
| Caracas | — | — | — | 75 000 | — | — | — | 75 000 | — | — |
| Guatemala City | — | — | — | — | — | — | 45 600 | 45 600 | 255 100 | — |
| Havana | — | 140 000 | — | 83 000 | — | — | 4 600 | 227 600 | 496 350 | 240 000 |
| Kingston | — | 33 000 | — | 130 000 | — | 243 900 | 9 100 | 416 000 | 292 900 | — |
| La Paz | — | — | — | — | — | — | 45 600 | 45 600 | 307 500 | 130 000 |
| Lima | — | — | — | 20 000 | — | — | — | 20 000 | 340 500 | 100 000 |
| Mexico City | — | 10 000 | — | — | — | — | — | 10 000 | 584 700 | 100 000 |
| Montevideo | — | — | — | — | — | — | 4 600 | 4 600 | — | — |
| Quito | — | 45 000 | — | — | — | — | — | 45 000 | 176 500 | — |
| San José | — | 20 000 | — | — | — | — | — | 20 000 | — | — |
| Santiago | — | 10 000 | — | — | — | — | — | 10 000 | — | — |
| Santo Domingo | — | — | — | — | — | — | — | — | 242 500 | 150 000 |
| Latin America and the Caribbean Regional | — | 40 000 | — | 360 000 | — | — | 9 100 | 409 100 | — | — |
| Total, Latin America and the Caribbean | — | 325 200 | 5 000 | 713 000 | — | 243 900 | 123 200 | 1 410 300 | 2 916 250 | 990 000 |
| <i>Reduction in field indirect costs *</i> | | | | | | | | | <i>(222 600)</i> | <i>(222 600)</i> |
| Total, Field | 137 000 | 2 062 400 | 60 000 | 1 901 000 | 156 900 | 243 900 | 238 000 | 4 799 200 | 9 773 200 | 2 817 400 |
| Grand Total, Headquarters and Field | 1 080 100 | 4 741 000 | 1 068 900 | 3 335 400 | 213 300 | 272 300 | 1 641 900 | 12 352 900 | 30 949 800 | 3 033 100 |
| | | | | | | | | | 46 335 800 | 52 000 000 |

* Amount to be absorbed during the execution of the programme in 2000-2001, in accordance with 159 EX/Decision 3.1.3.

Appendix VII Major Programme IV - Distribution of resources by Headquarters and Field Unit (decentralization)

| Major Programme IV | | | | VI.1 | | | VI.2 | | Total | | | Total regular budget | Extra-budgetary resources |
|--------------------------------------------|---------------|--------------|-----------|---------|--------------|-----------|--------------|-----------------|----------------|------------|----|----------------------|---------------------------|
| Sector/Unit | Programme: | IV.1.1 | IV.1.2 | Ethical | IV.2.1 | IV.2.2 | Direct costs | Personnel costs | Indirect costs | | | | |
| | Subprogramme: | Direct costs | | | Direct costs | | | | | | | | |
| | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| COMMUNICATION, INFORMATION AND INFORMATICS | | | | | | | | | | | | | |
| Headquarters: | | 60.6% | 54.0% | 79.6% | 44.0% | 58.3% | 55.1% | 70.3% | 26.1% | 63.1% | | | |
| | | 1 115 100 | 1 440 700 | 779 500 | 1 657 800 | 1 891 300 | 6 884 400 | 12 709 200 | 209 200 | 19 802 800 | | 30 400 000 | |
| Field Unit: | | 39.4% | 46.0% | 20.4% | 56.0% | 41.7% | 44.9% | 29.7% | 73.9% | 36.9% | | | |
| Africa: | | | | | | | | | | | | | |
| Accra | | – | 10 000 | – | – | – | 10 000 | – | – | 10 000 | – | | |
| Addis Ababa | | – | 86 800 | 44 500 | 20 900 | 228 000 | 380 200 | 224 100 | – | 604 300 | – | | |
| Bujumbura | | – | – | – | – | – | – | 28 100 | – | 28 100 | – | | |
| Dakar | | – | 46 600 | – | 11 000 | 53 200 | 110 800 | – | – | 110 800 | – | | |
| Maputo | | – | – | – | – | – | – | – | – | – | – | 3 000 000 | |
| Nairobi | | 33 000 | 85 200 | – | 169 000 | 60 400 | 347 600 | 264 800 | – | 612 400 | – | 300 000 | |
| Pretoria | | – | 28 900 | – | – | 34 200 | 63 100 | – | – | 63 100 | – | 100 000 | |
| Windhoek | | 180 200 | 28 400 | 8 400 | 188 000 | – | 405 000 | 336 600 | 200 000 | 941 600 | – | 2 100 000 | |
| Yaoundé | | 50 500 | 57 300 | 7 300 | 205 000 | 17 400 | 337 500 | 300 700 | 140 000 | 778 200 | – | 200 000 | |
| Africa Regional | | – | 58 600 | – | 59 500 | 59 500 | 177 600 | – | – | 177 600 | – | – | |
| Total, Africa | | 263 700 | 401 800 | 60 200 | 653 400 | 452 700 | 1 831 800 | 1 154 300 | 340 000 | 3 326 100 | – | 5 700 000 | |
| Arab States: | | | | | | | | | | | | | |
| Amman | | 91 500 | 70 000 | – | 164 000 | 38 700 | 364 200 | 358 900 | – | 723 100 | – | – | |
| Cairo | | – | 26 500 | 33 300 | 17 000 | 132 400 | 209 200 | 206 600 | – | 415 800 | – | 400 000 | |
| Rabat | | 17 900 | 30 000 | – | 100 000 | 8 400 | 156 300 | 780 900 | 110 000 | 1 047 200 | – | – | |
| Arab States Regional | | – | 33 200 | – | 33 200 | 33 300 | 99 700 | – | – | 99 700 | – | – | |
| Total, Arab States | | 109 400 | 159 700 | 33 300 | 314 200 | 212 800 | 829 400 | 1 346 400 | 110 000 | 2 285 800 | – | 400 000 | |
| Asia and the Pacific: | | | | | | | | | | | | | |
| Almaty | | 31 800 | 31 100 | – | 145 000 | 46 600 | 254 500 | 256 100 | 100 000 | 610 600 | – | 600 000 | |
| Apia | | 31 700 | 64 100 | – | 175 000 | 26 400 | 297 200 | 240 600 | – | 537 800 | – | – | |
| Bangkok | | – | 111 000 | 44 000 | 16 000 | 188 600 | 359 600 | 293 900 | – | 653 500 | – | – | |
| Jakarta | | 54 700 | 17 400 | – | 36 000 | 25 700 | 133 800 | – | – | 133 800 | – | – | |
| Kuala Lumpur | | 91 600 | 52 900 | 6 300 | 190 000 | – | 340 800 | 290 000 | 100 000 | 730 800 | – | 100 000 | |
| New Delhi | | – | 35 700 | – | 40 000 | 28 000 | 103 700 | – | – | 103 700 | – | – | |
| Asia and the Pacific Regional | | – | 58 600 | – | 58 600 | 58 700 | 175 900 | – | – | 175 900 | – | – | |
| Total, Asia and the Pacific | | 209 800 | 370 800 | 50 300 | 660 600 | 374 000 | 1 665 500 | 1 080 600 | 200 000 | 2 946 100 | – | 700 000 | |

| | | | | | | | | | | |
|-----------------------------------------------|------------------|------------------|----------------|------------------|------------------|-------------------|-------------------|-----------------|-------------------|-------------------|
| | | | | | | | | | | |
| Europe and North America: | | | | | | | | | | |
| Moscow | - | 12 100 | - | 25 000 | 12 100 | 49 200 | - | - | 49 200 | - |
| New York | 10 200 | 10 500 | 3 000 | 9 000 | 8 800 | 41 500 | 297 700 | - | 339 200 | - |
| Sarajevo | 12 900 | 10 000 | - | - | 12 100 | 35 000 | - | - | 35 000 | - |
| Venice | - | - | - | - | - | - | - | - | - | 300 000 |
| Europe and North America Regional | - | - | - | - | - | - | - | - | - | - |
| Total, Europe and North America | 23 100 | 32 600 | 3 000 | 34 000 | 33 000 | 125 700 | 297 700 | - | 423 400 | 300 000 |
| Latin America and the Caribbean: | | | | | | | | | | |
| Brasilia | - | - | 9 000 | - | - | 9 000 | 308 500 | - | 317 500 | - |
| Buenos Aires | - | 10 600 | - | - | - | 10 600 | - | - | 10 600 | - |
| Caracas | - | 71 900 | 44 500 | 33 000 | 108 500 | 257 900 | 344 400 | - | 602 300 | - |
| Havana | - | - | - | - | - | - | 34 900 | - | 34 900 | - |
| Kingston | 65 600 | 30 600 | - | 185 000 | 5 000 | 286 200 | 467 500 | - | 753 700 | - |
| Lima | - | 70 000 | - | - | - | 70 000 | - | - | 70 000 | - |
| Montevideo | - | 46 500 | - | 32 000 | 149 700 | 228 200 | - | - | 228 200 | - |
| Panama City | 54 800 | 16 800 | - | 178 700 | - | 250 300 | 266 800 | - | 517 100 | - |
| Quito | - | - | - | - | - | - | 66 900 | - | 66 900 | 100 000 |
| Latin America and Caribbean Regional | - | 16 000 | - | 16 000 | 15 900 | 47 900 | - | - | 47 900 | - |
| Total, Latin America and the Caribbean | 120 400 | 262 400 | 53 500 | 444 700 | 279 100 | 1 160 100 | 1 489 000 | - | 2 649 100 | 100 000 |
| <i>Reduction in field indirect costs *</i> | | | | | | | | <i>(58 700)</i> | <i>(58 700)</i> | |
| Total, Field | 726 400 | 1 227 300 | 200 300 | 2 106 900 | 1 351 600 | 5 612 500 | 5 368 000 | 591 300 | 11 571 800 | 7 200 000 |
| Grand Total, Headquarters and Field | 1 841 500 | 2 668 000 | 979 800 | 3 764 700 | 3 242 900 | 12 496 900 | 18 077 200 | 800 500 | 31 374 600 | 37 600 000 |

* Amount to be absorbed during the execution of the programme in 2000-2001, in accordance with 159 EX/Decision 3.1.3.

Appendix VII Transdisciplinary activity: Coordination of activities concerning Towards a culture of peace - Distribution of resources by Headquarters and Field Unit (decentralization)

| Towards a culture of peace | Coordination of activities | | | Total regular budget | Extra-budgetary resources |
|--------------------------------------------------------|----------------------------|-----------------|----------------|----------------------|---------------------------|
| | Direct costs | Personnel costs | Indirect costs | | |
| | \$ | \$ | \$ | \$ | \$ |
| Headquarters: | 70.6% | 100.0% | — | 78.4% | |
| Coordinating Unit | 393 300 | 711 000 | — | 1 104 300 | 800 000 |
| Total, Headquarters | 393 300 | 711 000 | — | 1 104 300 | 800 000 |
| Field Unit: | 29.4% | — | 100.0% | 21.6% | |
| Africa: | | | | | |
| Addis Ababa | 10 000 | — | — | 10 000 | — |
| Bujumbura | 10 000 | — | 139 800 | 149 800 | — |
| Dakar | 5 000 | — | — | 5 000 | — |
| Harare | 10 000 | — | — | 10 000 | — |
| Maputo | 10 000 | — | — | 10 000 | — |
| Pretoria | 10 000 | — | — | 10 000 | — |
| Yaoundé | 10 000 | — | — | 10 000 | — |
| Africa Regional | — | — | — | — | — |
| Total, Africa | 65 000 | — | 139 800 | 204 800 | — |
| Arab States: | | | | | |
| Amman | 10 000 | — | — | 10 000 | — |
| Rabat | 5 000 | — | — | 5 000 | — |
| Arab States Regional | — | — | — | — | — |
| Total, Arab States | 15 000 | — | — | 15 000 | — |
| Asia and the Pacific: | | | | | |
| Apia | 10 000 | — | — | 10 000 | — |
| Bangkok | 10 000 | — | — | 10 000 | — |
| New Delhi | 10 000 | — | — | 10 000 | — |
| Phnom Penh | 10 000 | — | — | 10 000 | — |
| Asia and the Pacific Regional | — | — | — | — | — |
| Total, Asia and the Pacific | 40 000 | — | — | 40 000 | — |
| Europe and North America: | | | | | |
| Moscow | 10 000 | — | — | 10 000 | — |
| Europe and North America Regional | — | — | — | — | — |
| Total, Europe and North America | 10 000 | — | — | 10 000 | — |
| Latin America and the Caribbean: | | | | | |
| Kingston | 10 000 | — | — | 10 000 | — |
| Montevideo | 5 000 | — | — | 5 000 | — |
| San José | 10 000 | — | — | 10 000 | — |
| Santiago | 9 000 | — | — | 9 000 | — |
| Latin America and the Caribbean Regional | — | — | — | — | — |
| Total, Latin America and the Caribbean Regional | 34 000 | — | — | 34 000 | — |
| Total, Field | 164 000 | — | 139 800 | 303 800 | — |
| Grand Total, Headquarters and Field | 557 300 | 711 000 | 139 800 | 1 408 100 | 800 000 |

Appendix VIII

Summary of self-financing funds (extrabudgetary)

This summary contains the essential administrative and budget data concerning extrabudgetary resources: self-financing funds, which appear under the Parts and Chapters of the Programme and Budget for 2000-2001 to which they relate.

(a) Funds-in-Trust Overhead Costs Account (FITOCA) and Special Account for UNFPA Support Costs

| INCOME | | EXPENDITURE | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------|-------------------|
| | Total \$ | | Total \$ |
| A. <u>Funds-in-Trust Overhead Costs Account (FITOCA)</u> is funded by the support costs contributions from trust funds in order to defray UNESCO's costs in connection with the administrative and technical backstopping of projects | 14,000,000 | I. Personnel costs Established posts (26) | 4,354,000 |
| | | II. Other costs | <u>9,646,000</u> |
| | | | 14,000,000 |
| B. <u>UNFPA Support Costs Account</u> is funded by the reimbursement of support costs for the execution by UNESCO of projects funded by UNFPA | 430,000 | I. Personnel costs Established posts (3) | 253,000 |
| | | II. Other costs | <u>177,000</u> |
| | | | 430,000 |
| Grand total | <u>14,430,000</u> | Grand total | <u>14,430,000</u> |

(b) Headquarters Utilization Fund

| INCOME | | | | EXPENDITURE | | | |
|----------------------------------------------------|-----------|-----------|--|------------------------------------------------------------|---------|-----------|--|
| | | Total | | | | Total | |
| | \$ | \$ | | | \$ | \$ | |
| A. Rental charges paid by Permanent Delegations | | | | I. Building maintenance | | | |
| (1) Charges | 3,111,300 | | | (1) Contribution to part of the expenses for | | | |
| (2) Rental charges: Contribution of Permanent | | | | maintenance, equipment and material, including | | | |
| Delegations to the cost of renovation of the | | | | security, payable under Part V of document 30 C/5 | | | |
| Headquarters buildings occupied by them, in | | | | (Common Services) | 700,000 | | |
| accordance with 144 EX/Decision 6.9 of the | | | | (2) Established posts (7) | 804,500 | | |
| Executive Board | 179,700 | | | | | | |
| | | | | Total, I | | 1,504,500 | |
| Total, A | | 3,291,000 | | II. Contribution to Part VI of the budget (Renovation of | | | |
| B. Various rental charges | | | | Headquarters buildings) of the amounts contributed by | | | |
| (1) Travel agencies | 222,000 | | | Permanent Delegations for the renovation of the | | | |
| (2) Bank | 423,000 | | | premises occupied by them (144 EX/Decision 6.9) | | 179,700 | |
| (3) Newspaper stand | 25,000 | | | | | | |
| | | | | III. Safety and security of Headquarters buildings | | | |
| Total, B | | 670,000 | | (1) Established posts (7) | 591,700 | | |
| C. Rental of meeting rooms, premises and equipment | | | | (2) Temporary assistance | 999,400 | | |
| (1) Conferences | 700,000 | | | | | | |
| (2) Exhibitions, cultural events | 250,000 | | | Total, III | | 1,591,100 | |
| (3) Audiovisual equipment | 160,000 | | | IV. Cultural events | | | |
| | | | | (1) Equipment and material | 185,000 | | |
| Total, C | | 1,110,000 | | (2) Established posts (2) | 249,900 | | |
| | | | | (3) Temporary assistance | 208,000 | | |
| D. Charges paid for rental of garage places | | 816,300 | | | | | |
| | | | | Total, IV | | 642,900 | |
| E. Miscellaneous receipts | | 91,600 | | V. Administrative costs | | | |
| | | | | (1) Established posts (9) | 958,500 | | |
| | | | | (2) Temporary assistance | 72,300 | | |
| | | | | | | | |
| | | | | Total, V | | 1,030,800 | |
| | | | | VI. Meeting rooms and other official premises | | | |
| | | | | (1) Costs relating to the refitting, renting and servicing | | | |
| | | | | of meeting rooms and other official premises | 720,000 | | |
| | | | | (2) Established posts (2) | 249,900 | | |
| | | | | | | | |
| | | | | Total, VI | | 969,900 | |
| | | | | VII. Miscellaneous services. Technical equipment and | | | |
| | | | | material | | 60,000 | |
| Grand total | | 5,978,900 | | Grand total | | 5,978,900 | |

(c) Public Information, Liaison and Relations Fund

| INCOME | | | EXPENDITURE | | |
|----------------------------------------|-----------|-------------|----------------------------------------------------|-----------|-------------|
| | \$ | Total \$ | | \$ | Total \$ |
| A. UNESCO Coupons Programme | | | A. UNESCO Coupons Programme | | |
| (1) Commissions | 250,000 | | I. Personnel costs | | |
| (2) Interest | 1,525,000 | | (1) Established posts (10) | 1,317,600 | |
| | | | (2) Temporary assistance | 189,400 | |
| | | | | | |
| Total, A | | 1,775,000 | Total, I | | 1,507,000 |
| | | | II. Administrative costs | | |
| | | | (1) Printing (brochures, coupons, circulars, etc.) | 65,000 | |
| | | | (2) Equipment, supplies | 65,000 | |
| | | | (3) Grant contracts to distributors | 80,000 | |
| | | | (4) Travel and missions | 35,000 | |
| | | | (5) Miscellaneous | 20,000 | |
| | | | (6) Hospitality | 3,000 | |
| | | | | | |
| | | | Total, II | | 268,000 |
| | | | Total, A | | 1,775,000 |
| B. Philatelic and Numismatic Programme | | | B. Philatelic and Numismatic Programme | | |
| Revenue from sales | | 350,000 | I. Personnel costs | | |
| | | | Established posts (2) | | 234,400 |
| | | | II. Administrative costs | | |
| | | | Cost of goods sold | | 115,600 |
| | | | | | |
| | | | Total, B | | 350,000 |
| Grand total | | 2,125,000 | Grand total | | 2,125,000 |

(d) Publications and Auditory and Visual Materials Fund

| INCOME | | | | | EXPENDITURE | | | | |
|---------------------------------------------------|-----------|--------------|---------|-----------|---------------------------------------|-----------|--------------|---------|-----------|
| Item | Courier | Publications | VIM | Total | Item | Courier | Publications | VIM | Total |
| | \$ | \$ | \$ | \$ | | \$ | \$ | \$ | \$ |
| A. Sales (including subscriptions and promotions) | 2,430,000 | 2,700,000 | 73,800 | 5,203,800 | I. Personnel costs | | | | |
| | | | | | (1) Established posts (6) | 634,700 | 145,700 | - | 780,400 |
| B. Ancillary products | 70,000 | - | - | 70,000 | (2) Temporary assistance and overtime | - | 120,000 | - | 120,000 |
| C. Royalties | - | 300,000 | - | 300,000 | II. Production costs | 758,300 | 1,304,300 | - | 2,062,600 |
| D. Rental of premises (studio, cinema, etc.) | - | - | 100,300 | 100,300 | III. Promotion and distribution | 811,000 | 1,040,000 | - | 1,851,000 |
| | | | | | IV. Equipment and supplies | 76,000 | 100,000 | 174,100 | 350,100 |
| | | | | | V. Royalties | 220,000 | 120,000 | - | 340,000 |
| | | | | | VI. Commissions | - | 170,000 | - | 170,000 |
| Grand total | 2,500,000 | 3,000,000 | 174,100 | 5,674,100 | Grand total | 2,500,000 | 3,000,000 | 174,100 | 5,674,100 |

(e) Special Account for Interpretation Services

| INCOME | | EXPENDITURE | |
|-----------------------------------------------------------------|-------------|-------------------------------------------------------|-------------|
| | Total \$ | | Total \$ |
| A. Invoices to: | | I. Personnel costs | |
| (1) UNESCO sectors (regular programme and extrabudgetary funds) | 1,300,000 | (1) Established posts (2) | 356,600 |
| (2) Non-UNESCO users (Delegations, NGOs, etc.) | 950,000 | (2) Temporary assistance (supernumerary interpreters) | 1,893,400 |
| Grand total | 2,250,000 | Grand total | 2,250,000 |

(f) UNESCO Microform Fund

| INCOME | | EXPENDITURE | |
|--------------------------------------------------------------------------|----------------|-------------------------------------------|----------------|
| | Total \$ | | Total \$ |
| A. Contributions of the sectors | | I. Personnel costs - established post (1) | 137,300 |
| (1) Microfilming and on-line access to UNESCO documents and publications | 132,100 | II. Costs for repairs | 6,400 |
| (2) UNESCO Courier | 21,600 | III. Outsourcing | 50,000 |
| | | IV. Equipment | 20,000 |
| B. Sales of microfiches | 60,000 | | |
| Grand total | <u>213,700</u> | Grand total | <u>213,700</u> |

(g) UNESCO Staff Savings and Loan Service

| INCOME | | EXPENDITURE | |
|---------------------------------|-------------------|----------------------------------------------------------------|-------------------|
| | Total \$ | | Total \$ |
| A. Interest on loans to members | 4,780,000 | I. Personnel costs | |
| | | (1) Established posts (10) | 1,476,800 |
| B. Bank and investment interest | 34,808,000 | (2) Temporary assistance, overtime, etc. | <u>58,300</u> |
| | | | 1,535,100 |
| | | II. Administrative expenses | 255,800 |
| | | III. Loan insurance | 289,900 |
| | | IV. Depreciation of equipment | 31,500 |
| | | V. Computer expenses | 289,900 |
| | | VI. Other costs | <u>34,000</u> |
| | | Total, I-VI | 2,436,200 |
| | | VII. Contribution to the costs of fees of the External Auditor | 23,200 |
| | | VIII. Contribution to subscriptions to banking services | <u>68,800</u> |
| | | Total, Expenditure | 2,528,200 |
| | | Interest paid to members | 36,459,800 |
| | | Transfer to personalized reserves | <u>600,000</u> |
| Grand total | <u>39,588,000</u> | Grand total | <u>39,588,000</u> |

Appendix IX

Evaluation Plan for 2000-2001

| Major programme, key issues and problems to be addressed | Period covered | Responsible unit | Estimated cost | Report's submission date |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------|----------------|--------------------------|
| I. Education for all throughout life | | | \$ | |
| <p><i>Reinforcing regional cooperation programmes for basic education</i> The proposed evaluation will focus on the examination of the overall impact of the regional programmes, the efficiency and effectiveness of the strategies and methodologies used, the extent to which they influenced national education for all policies, and their contribution to networking and resource mobilization in the four regions. It will concern in particular the four regional programmes, i.e. APPEAL, ARABUPEAL, the Major Project in Latin America and the Caribbean and the African Programme for the Eradication of Illiteracy, and will deal specifically with their contribution to:</p> <ul style="list-style-type: none"> • the universalization of primary education and improvement of its quality; • the universalization of adult literacy and the provision of adult continuing education; • the implementation of the Plan of Action for the Eradication of Illiteracy by the Year 2000. | Current status | ED Sector and relevant field units | 70,000 | May 2001 |
| <p><i>Science and technology education and related activities</i> The proposed evaluation will focus on UNESCO activities aimed at improving and widening the impact of science and technology education at basic and secondary levels by examining, in particular:</p> <ul style="list-style-type: none"> • the impact of UNESCO resource materials on teachers and teaching practices, on teacher training programmes, on curriculum development, on teaching and learning materials, etc; • the potential role of UNESCO in the renewal, expansion and diversification of delivery systems (open and distance learning), particularly in light of the outcome of the World Conference on Science. | 1996-2000 | ED/STE in cooperation with SC Sector and concerned field offices | 60,000 | October 2001 |

| Major programme, key issues and problems to be addressed | Period covered | Responsible unit | Estimated cost | Report's submission date |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------|----------------|--------------------------|
| | | | \$ | |
| II. The sciences in the service of development | | | | |
| <p><i>The World Solar Programme 1996-2005</i> The evaluation will focus on the efficiency and effectiveness of information, education and training activities aimed at facilitating wider use of renewable energy sources and technologies for creating improved living conditions and promoting sustainable development. It will also examine the coordination of these activities with other UNESCO programmes as well as with the rest of the United Nations action, as stipulated in particular in United Nations General Assembly resolution 53/7 concerning the World Solar Programme for 1996-2005.</p> | 1996-2000 | SC/EST | 50,000 | October 2001 |
| <p><i>Man and the Biosphere (MAB) programme</i> The evaluation would capitalize on the results of the review of the Seville Strategy for Biosphere Reserves (Seville+5) to be undertaken by the special session of the International Coordinating Council of MAB. It will be focused on the following issues:</p> <ul style="list-style-type: none"> • impact on the promotion of conservation policies and biodiversity strategies of the Member States in the framework of the implementation of the Convention on Biological Diversity and Agenda 21; • impact on the establishment of biosphere reserves in vulnerable areas, including ecosystems straddling international frontiers; • the role of the World Network of Biosphere Reserves in promoting basic research and monitoring of biological diversity. | 1995-2000 | SC/ECO | 50,000 | October 2001 |
| <p><i>Environment and development in coastal regions and small islands</i> The evaluation will examine the extent to which the project has enhanced the interdisciplinary character of UNESCO's follow-up action to UNCED and the United Nations Global Conference on Sustainable Development of Small Island Developing States (Barbados, 1994). Its particular focus will be on:</p> <ul style="list-style-type: none"> • taking stock of the project's results with emphasis on intersectoral action; • examining the experience gained in the implementation of pilot projects and the creation of UNESCO Chairs; and in the development and dissemination of innovative experience; • assessing the project's replicability. | 1996-2000 | SC/CSI | 50,000 | October 2001 |

| Major programme, key issues and problems to be addressed | Period covered | Responsible unit | Estimated cost | Report's submission date |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------|----------------|--------------------------|
| | | | \$ | |
| <p><i>Hydrology and water resource development in a vulnerable environment</i></p> <p>The evaluation will be focused on the activities of IHP in Africa. The following key issues will be addressed:</p> <ul style="list-style-type: none"> • groundwater resources at risk; • integrated water resources management for arid and semi-arid zones; • impact of global changes on the hydrological cycles; • capacity-building, education and training. | 1996-2000 | SC/NAI | 15,000 | June 2001 |
| <p><i>UNESCO's information services in social sciences</i></p> <p>The main objective of the evaluation is to provide a basis for further streamlining and developing the Organization's information, documentation and publications in the social and human sciences, including the MOST programme, the Social Sciences Documentation Centre and the publication activities of SHS/SRP.</p> <p>The key issues to be addressed are:</p> <ol style="list-style-type: none"> strengths and weaknesses of the current information and documentation services including an assessment of services provided and feedback from users, as well as the opportunities for further development; assessment of internal factors such as complementarity of services within the Organization, potential synergies, methods for collection, management and diffusion of information, production and diffusion of publications; assessment of external factors such as the development of the Internet, balance between printed and electronic media and cooperation with other organizations. | 1998-2000 | SHS/SRP SHS/PBL | 35,000 | End of 2000 |
| <p><i>Intersectoral project on Cities: Management of social transformation and the environment</i></p> <p>At the launching of the project in 1996, a comparative evaluation of the pilot sites was planned for the 2000-2001 biennium.</p> <p>This evaluation will focus on:</p> <ol style="list-style-type: none"> the project effectiveness (for the whole project and site by site) and the extent to which the action-oriented strategy was successful; | 1996-2000 | SHS/SRP in consultation with SC/SCI, SC/ECO, ED/YTH | 40,000 | June 2001 |

| Major programme, key issues and problems to be addressed | Period covered | Responsible unit | Estimated cost | Report's submission date |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------|----------------|--------------------------|
| <p>(ii) the assessment of its efficiency, in particular the quality of intersectoral cooperation, coordination between Headquarters and the field, and support from beneficiary Member States and cooperating partners (NGOs, local authorities);</p> <p>(iii) replicability of experience for other cities.</p> <p>III. Cultural development: the heritage and creativity</p> <p><i>Creativity, cultural industries and copyright</i> The evaluation will be focused on the analysis of the experience gained in the application of policies, strategies and procedures at regional and national levels designed to strengthen production and distribution capacities in the book and other cultural industries, and to promote reading and other cultural practices. Priority attention will be given to activities concerning children. Its results will contribute, in particular, to the formulation of a more effective implementation policy by the Secretariat.</p> <p><i>Preservation of the cultural heritage</i> The evaluation will be focused on the international safeguard campaigns launched by UNESCO. It will address the following issues:</p> <ul style="list-style-type: none"> • appropriateness and impact on conservation of sites; • effectiveness of cooperation modalities with national authorities and funding agencies; • effectiveness of coordination with other cultural activities of UNESCO. <p>IV. Towards a communication and information society for all</p> <p><i>UNESCO's action for the promotion of freedom of expression, freedom of the press and pluralism of the media</i> It will be evaluated in the framework of the follow-up to the five regional seminars on independent and pluralist media (Windhoek, 1991; Almaty, 1992; Santiago de Chile, 1994; Sana'a, 1996; and Sofia, 1997).</p> | | | \$ | |
| | 1990-1998 | CLT/CIC | 30,000 | Spring 2001 |
| | 1990-1998 | CLT/CH | 20,000 | Spring 2001 |
| | 1991-2000 | CII/FED, UNESCO field units, BPE/CEU | 50,000 | March 2001 |

| Major programme, key issues and problems to be addressed | Period covered | Responsible unit | Estimated cost | Report's submission date |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------|----------------|--------------------------|
| <p>The evaluation will include a survey of activities and projects resulting from the seminars and a case study on enhancing democratization through the media in Indonesia. The following key issues will be addressed:</p> <p><i>Overall evaluation</i></p> <ul style="list-style-type: none"> • The long-term impact of the seminars and their follow-up on the media situation in the respective regions; • Efficiency of the existing mechanisms for the implementation of the seminars' declarations; • Quality of cooperation with various categories of partners: professional associations, freedom of expression NGOs, parliamentarians and civil society; • Persisting obstacles to media independence and measures needed to overcome them; <p><i>Case study</i></p> <ul style="list-style-type: none"> • Efficiency and relevance of UNESCO's action to promote democratization through the media in response to the political changes in the country; • Quality of advisory services and training activities; • Impact of the programme (media legislation, social participation of rural communities, etc.); • Applicability of the adopted approach in other geopolitical situations. <p><i>Communication training activities in Africa</i></p> <p>The evaluation will address the following issues:</p> <ul style="list-style-type: none"> • quality and relevance of the developed model curricula in the three categories: (i) practical on-the-job training, further and occasional training; (ii) formal training at polytechnic, vocational institutes and other pre-university institutions; and (iii) comprehensive education at university level; • adaptability of these curricula to different regions and language groups; • cooperation with regional and national institutional partners; • impact of the project on the training of communication professionals in Africa; | 1996-2000 | CII/COM, UNESCO field units in Africa | 20,000 | March 2001 |

| Major programme, key issues and problems to be addressed | Period covered | Responsible unit | Estimated cost | Report's submission date |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------|-------------------------|--------------------------|
| <ul style="list-style-type: none"> commitment of decision-makers to improving communication training and their readiness to provide the required resources and facilities. | | | \$ | |
| Towards a culture of peace | | | | |
| <i>Education and information materials</i> An evaluation will be made of the principal educational and ancillary training materials for human rights, peace, democracy, tolerance and citizenship produced since the beginning of the Medium-Term Strategy, in order to assess their relevance to the needs of Member States and their impact on national systems of teaching and training, and to identify ways of improving their dissemination and adaptation to local contexts. | 1996-present | ED/ECP SHS/PHD | 25,000 | End of 2001 |
| Thematic evaluations | | | | |
| <i>UNESCO's "special projects" for priority groups</i> Launched in response to the need for special action in favour of women, young people, the least developed countries and Africa designated in the Medium-Term Strategy of UNESCO for 1996-2001 priority groups, the "special projects" were designed as an innovative, result-oriented and limited in time action. The proposed evaluation – which will be cross-cut will focus on: <ul style="list-style-type: none"> the projects' overall impact, in particular in relation to the implementation of the Medium-Term Strategy of UNESCO for 1996-2001; strengths and weaknesses of the "special project" design and implementation; factors conditioning their sustainability and replicability. | 1996-present | BPE/CEU | 50,000 | End of 2001 |
| <i>Evaluation of activities implemented with the use of extrabudgetary resources clustered by theme, programme or geographical region</i> The topic will be chosen following the relevant decisions of the governing bodies or deliberations, or on the Director-General's instructions. | 1996-present | BPE/CEU | 40,000 | End of 2001 |
| <i>UNESCO World Reports</i> The evaluation will examine the relevance and usefulness of the reports | 1989-1999 | BPE/CEU in cooperation with | 5,000 of the regular | October 2000 |

| Major programme, key issues and problems to be addressed | Period covered | Responsible unit | Estimated cost | Report's submission date |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------|
| <p>to their readers, the role attached by UNESCO to these reports, consistency of content and approach, their relationship with similar reports of other United Nations agencies, the extent to which their objectives are attained and resources used efficiently.</p> <p>The evaluation process will comprise two phases, internal and external.</p> <p><i>UNESCO Fellowships Programme</i></p> <p>The evaluation will be focused on the implementation, structure and results of the UNESCO Fellowships Programme. Its main objective is to assess the efficiency and effectiveness of the Programme as one of UNESCO's modalities of action to enhance national capacity-building in the various fields of the Organization's competence.</p> <p>It will deal with all categories of fellowships, i.e. granted under the regular programme or with extrabudgetary support, administered by the programme sectors or by the Fellowships Section. It will deal with the selection criteria, the implementation process, staff resources, role of UNESCO partners, in particular National Commissions, cost-effectiveness and comparative advantage, impact on direct and indirect beneficiaries.</p> | 1994-1999 | <p>programme sectors</p> <p>BPE/CEU in cooperation with BER/PSD/FEL</p> | <p>\$</p> <p>programme supplemented by material support from interested Member States</p> <p>22,000</p> | March 2001 |

Appendix X Summary of extrabudgetary operational projects by source of fund and region

| Part | Region | 2000-2001 | | | | | |
|--------------------------------------------------------------|------------------------------------------------------------------------------|------------|-----------|----------------|----------------------------------------------|--------------------------------|------------|
| | | UN Sources | | Other Sources | | | Total |
| | | UNDP | Others | Funds-in-Trust | Voluntary Contributions and Special Accounts | Other Extrabudgetary Resources | |
| | | \$ | \$ | \$ | \$ | \$ | \$ |
| PART I | General Policy and Direction | | | | | | |
| | Total, PART I - Interregional | – | 80 000 | 1 455 000 | – | – | 1 535 000 |
| PART II | Programme Execution and Services | | | | | | |
| II.A | Major Programmes, Transdisciplinary Project and Transverse Activities | | | | | | |
| Major Programme I - Education for all throughout life | | | | | | | |
| I.1 | | | | | | | |
| I.1.1 | Africa | 2 000 000 | – | 5 000 000 | 500 000 | 1 000 000 | 8 500 000 |
| | Latin America and the Caribbean | 1 000 000 | – | 3 750 000 | 750 000 | 3 000 000 | 8 500 000 |
| | Asia and the Pacific | 900 000 | – | 6 500 000 | 300 000 | 1 000 000 | 8 700 000 |
| | Arab States | 1 000 000 | 500 000 | 2 000 000 | 300 000 | 800 000 | 4 600 000 |
| | Europe and North America | 200 000 | – | 500 000 | 500 000 | 500 000 | 1 700 000 |
| | Interregional | 200 000 | 2 500 000 | 1 500 000 | 500 000 | 300 000 | 5 000 000 |
| | <i>Total, I.1.1</i> | 5 300 000 | 3 000 000 | 19 250 000 | 2 850 000 | 6 600 000 | 37 000 000 |
| I.1.2 | Africa | 1 000 000 | – | 1 000 000 | 500 000 | 500 000 | 3 000 000 |
| | Latin America and the Caribbean | 200 000 | – | 1 500 000 | 200 000 | 2 500 000 | 4 400 000 |
| | Asia and the Pacific | 500 000 | – | 1 000 000 | 200 000 | 200 000 | 1 900 000 |
| | Arab States | 1 000 000 | – | 500 000 | 200 000 | 200 000 | 1 900 000 |
| | Europe and North America | – | – | 300 000 | 100 000 | 100 000 | 500 000 |
| | Interregional | 200 000 | – | 500 000 | 400 000 | 200 000 | 1 300 000 |
| | <i>Total, I.1.2</i> | 2 900 000 | – | 4 800 000 | 1 600 000 | 3 700 000 | 13 000 000 |
| I.1.3 | Africa | 500 000 | – | 800 000 | 250 000 | 300 000 | 1 850 000 |
| | Latin America and the Caribbean | – | – | 1 000 000 | 100 000 | 1 000 000 | 2 100 000 |
| | Asia and the Pacific | 200 000 | – | 1 000 000 | 100 000 | 100 000 | 1 400 000 |
| | Arab States | 500 000 | – | 500 000 | 100 000 | – | 1 100 000 |
| | Europe and North America | – | – | 100 000 | – | – | 100 000 |
| | Interregional | – | 1 000 000 | 1 000 000 | – | 100 000 | 2 100 000 |
| | <i>Total, I.1.3</i> | 1 200 000 | 1 000 000 | 4 400 000 | 550 000 | 1 500 000 | 8 650 000 |
| | Total, I.1 | 9 400 000 | 4 000 000 | 28 450 000 | 5 000 000 | 11 800 000 | 58 650 000 |
| I.2 | | | | | | | |
| I.2.1 | Africa | 2 000 000 | 1 200 000 | 1 500 000 | 300 000 | 800 000 | 5 800 000 |
| | Latin America and the Caribbean | 600 000 | – | 2 000 000 | 200 000 | 500 000 | 3 300 000 |
| | Asia and the Pacific | 2 000 000 | 800 000 | 1 000 000 | 300 000 | 200 000 | 4 300 000 |
| | Arab States | 2 000 000 | 900 000 | 1 000 000 | 300 000 | 300 000 | 4 500 000 |
| | Europe and North America | 100 000 | – | 200 000 | 300 000 | – | 600 000 |
| | Interregional | 200 000 | – | 500 000 | 100 000 | 100 000 | 900 000 |
| | <i>Total, I.2.1</i> | 6 900 000 | 2 900 000 | 6 200 000 | 1 500 000 | 1 900 000 | 19 400 000 |
| I.2.2 | Africa | 1 300 000 | – | 1 300 000 | 200 000 | 300 000 | 3 100 000 |
| | Latin America and the Caribbean | 200 000 | – | 6 100 000 | 100 000 | 1 300 000 | 7 700 000 |
| | Asia and the Pacific | 300 000 | – | 1 300 000 | 200 000 | 50 000 | 1 850 000 |
| | Arab States | 500 000 | 1 000 000 | 500 000 | 100 000 | 50 000 | 2 150 000 |
| | Europe and North America | 100 000 | – | 200 000 | 100 000 | 50 000 | 450 000 |
| | Interregional | 100 000 | – | 500 000 | 100 000 | 50 000 | 750 000 |
| | <i>Total, I.2.2</i> | 2 500 000 | 1 000 000 | 9 900 000 | 800 000 | 1 800 000 | 16 000 000 |

| Part | Region | 2000-2001 | | | | | |
|--------------------------------------------------------------------------|---------------------------------------------------|------------|------------|----------------|----------------------------------------------|--------------------------------|-------------|
| | | UN Sources | | Other Sources | | | Total |
| | | UNDP | Others | Funds-in-Trust | Voluntary Contributions and Special Accounts | Other Extrabudgetary Resources | |
| | | \$ | \$ | \$ | \$ | \$ | \$ |
| I.2.3 | Africa | 400 000 | — | 300 000 | — | 100 000 | 800 000 |
| | Latin America and the Caribbean | 200 000 | — | 200 000 | — | 100 000 | 500 000 |
| | Asia and the Pacific | 200 000 | — | 500 000 | — | 200 000 | 900 000 |
| | Arab States | 600 000 | — | 200 000 | — | 100 000 | 900 000 |
| | Europe and North America | 200 000 | — | 100 000 | — | 100 000 | 400 000 |
| | Interregional | 200 000 | — | 500 000 | — | 100 000 | 800 000 |
| | Total, I.2.3 | 1 800 000 | — | 1 800 000 | — | 700 000 | 4 300 000 |
| The status of teachers and teacher education in the information society: | | | | | | | |
| | Total, Interregional | 900 000 | — | 300 000 | — | 100 000 | 1 300 000 |
| | Total, I.2 | 12 100 000 | 3 900 000 | 18 200 000 | 2 300 000 | 4 500 000 | 41 000 000 |
| EPD | Africa | — | 2 000 000 | — | — | — | 2 000 000 |
| | Latin America and the Caribbean | — | 800 000 | — | — | — | 800 000 |
| | Asia and the Pacific | — | 3 000 000 | — | — | — | 3 000 000 |
| | Arab States | — | 300 000 | — | — | — | 300 000 |
| | Europe and North America | — | 420 000 | — | — | — | 420 000 |
| | Interregional | — | 3 400 000 | — | — | — | 3 400 000 |
| | Total, EPD | — | 9 920 000 | — | — | — | 9 920 000 |
| IBE | Total, IBE - Interregional | — | — | 500 000 | — | — | 500 000 |
| IIEP | Africa | 500 000 | — | 1 300 000 | — | — | 1 800 000 |
| | Latin America and the Caribbean | 200 000 | — | 500 000 | — | — | 700 000 |
| | Asia and the Pacific | 100 000 | — | 180 000 | — | — | 280 000 |
| | Arab States | 300 000 | — | 500 000 | — | — | 800 000 |
| | Europe and North America | — | — | 300 000 | — | — | 300 000 |
| | Interregional | — | — | 200 000 | — | 150 000 | 350 000 |
| | Total, IIEP | 1 100 000 | — | 2 980 000 | — | 150 000 | 4 230 000 |
| UIE | Total, UIE - Interregional | — | — | — | 3 500 000 | — | 3 500 000 |
| IITE | Total, IITE - Interregional | — | — | 2 000 000 | — | 1 000 000 | 3 000 000 |
| Transdisciplinary project: Towards a culture of peace: | | | | | | | |
| | Unit 1 | — | — | — | — | 100 000 | 100 000 |
| | Unit 2 | — | — | — | — | 4 350 000 | 4 350 000 |
| | Unit 3 | — | — | — | — | 750 000 | 750 000 |
| | Total, Towards a culture of peace - Interregional | — | — | — | — | 5 200 000 | 5 200 000 |
| | Total, Major Programme I | 22 600 000 | 17 820 000 | 52 130 000 | 10 800 000 | 22 650 000 | 126 000 000 |
| Major Programme II - The Sciences in the service of development | | | | | | | |
| II.1 | | | | | | | |
| II.1.1 | Africa | 600 000 | 200 000 | 800 000 | 500 000 | — | 2 100 000 |
| | Latin America and the Caribbean | — | — | 800 000 | 300 000 | — | 1 100 000 |
| | Asia and the Pacific | 400 000 | — | 1 000 000 | 600 000 | — | 2 000 000 |
| | Arab States | 500 000 | — | 700 000 | 200 000 | — | 1 400 000 |
| | Europe and North America | — | 200 000 | 900 000 | 10 000 000 | — | 11 100 000 |
| | Interregional | 100 000 | 400 000 | 800 000 | 500 000 | 500 000 | 2 300 000 |
| | Total, II.1.1 | 1 600 000 | 800 000 | 5 000 000 | 12 100 000 | 500 000 | 20 000 000 |
| World Solar Programme, 1996–2005 | | | | | | | |
| | Total, Interregional | — | — | 3 000 000 | 3 000 000 | — | 6 000 000 |
| II.1.2 | Africa | — | — | — | — | — | — |
| | Latin America and the Caribbean | — | — | — | — | — | — |
| | Asia and the Pacific | — | — | — | — | — | — |
| | Arab States | — | — | — | — | — | — |
| | Europe and North America | — | — | — | — | 100 000 | 100 000 |
| | Interregional | — | — | — | 400 000 | 100 000 | 500 000 |
| | Total, II.1.2 | — | — | — | 400 000 | 200 000 | 600 000 |
| | Total II.1 | 1 600 000 | 800 000 | 8 000 000 | 15 500 000 | 700 000 | 26 600 000 |

| Part | Region | 2000-2001 | | | | | Total |
|---------------------------------------------------------------------|---------------------------------------------------|------------|-----------|----------------|----------------------------------------------|--------------------------------|------------|
| | | UN Sources | | Other Sources | | | |
| | | UNDP | Others | Funds-in-Trust | Voluntary Contributions and Special Accounts | Other Extrabudgetary Resources | |
| | | \$ | \$ | \$ | \$ | \$ | \$ |
| II.2 | | | | | | | |
| II.2.1 | Africa | 200 000 | 300 000 | 700 000 | 500 000 | — | 1 700 000 |
| | Latin America and the Caribbean | — | — | 2 000 000 | 500 000 | — | 2 500 000 |
| | Asia and the Pacific | 200 000 | — | 3 000 000 | 300 000 | — | 3 500 000 |
| | Arab States | 450 000 | — | — | 200 000 | — | 650 000 |
| | Europe and North America | — | — | — | — | — | — |
| | Interregional | — | 400 000 | 1 000 000 | 500 000 | 500 000 | 2 400 000 |
| | Total, II.2.1 | 850 000 | 700 000 | 6 700 000 | 2 000 000 | 500 000 | 10 750 000 |
| II.2.2 | Africa | 500 000 | — | 1 800 000 | — | — | 2 300 000 |
| | Latin America and the Caribbean | 200 000 | — | 1 000 000 | 1 500 000 | — | 2 700 000 |
| | Asia and the Pacific | 500 000 | — | 1 000 000 | 500 000 | — | 2 000 000 |
| | Arab States | 650 000 | — | 500 000 | 400 000 | — | 1 550 000 |
| | Europe and North America | — | — | 500 000 | 500 000 | — | 1 000 000 |
| | Interregional | 100 000 | — | 1 000 000 | 500 000 | 200 000 | 1 800 000 |
| | Total, II.2.2 | 1 950 000 | — | 5 800 000 | 3 400 000 | 200 000 | 11 350 000 |
| II.2.3 | Africa | 200 000 | — | 500 000 | — | — | 700 000 |
| | Latin America and the Caribbean | — | — | 700 000 | — | — | 700 000 |
| | Asia and the Pacific | — | — | 500 000 | — | — | 500 000 |
| | Arab States | 260 000 | — | 2 500 000 | — | — | 2 760 000 |
| | Europe and North America | — | — | — | — | — | — |
| | Interregional | — | 200 000 | 1 300 000 | 500 000 | 500 000 | 2 500 000 |
| | Total, II.2.3 | 460 000 | 200 000 | 5 500 000 | 500 000 | 500 000 | 7 160 000 |
| Environment and development in coastal regions and in small islands | | | | | | | |
| | Africa | — | — | 200 000 | — | — | 200 000 |
| | Latin America and the Caribbean | — | — | 200 000 | — | — | 200 000 |
| | Asia and the Pacific | 50 000 | — | 350 000 | — | — | 400 000 |
| | Arab States | 70 000 | — | 600 000 | — | — | 670 000 |
| | Europe and North America | — | — | — | — | — | — |
| | Interregional | — | 1 000 000 | — | — | — | 1 000 000 |
| | Total, CSI | 120 000 | 1 000 000 | 1 350 000 | — | — | 2 470 000 |
| II.2.4 | Africa | — | — | — | — | — | — |
| | Latin America and the Caribbean | — | — | — | — | — | — |
| | Asia and the Pacific | — | — | — | — | — | — |
| | Arab States | — | — | — | — | — | — |
| | Europe and North America | — | — | — | — | — | — |
| | Interregional | — | — | — | — | 3 000 000 | 3 000 000 |
| | Total, II.2.4 | — | — | — | — | 3 000 000 | 3 000 000 |
| II.2.5 | Africa | 500 000 | — | 400 000 | 200 000 | — | 1 100 000 |
| | Latin America and the Caribbean | 250 000 | — | 350 000 | 200 000 | — | 800 000 |
| | Asia and the Pacific | 350 000 | — | 1 000 000 | — | — | 1 350 000 |
| | Arab States | 300 000 | — | — | — | — | 300 000 |
| | Europe and North America | 100 000 | — | — | — | — | 100 000 |
| | Interregional | 120 000 | — | 4 100 000 | 800 000 | 200 000 | 5 220 000 |
| | Total, II.2.5 | 1 620 000 | — | 5 850 000 | 1 200 000 | 200 000 | 8 870 000 |
| | Total, II.2 | 5 000 000 | 1 900 000 | 25 200 000 | 7 100 000 | 4 400 000 | 43 600 000 |
| Transdisciplinary project: Towards a culture of peace: | | | | | | | |
| | Unit 1 | — | — | — | — | 1 500 000 | 1 500 000 |
| | Unit 2 | — | — | — | — | 3 000 000 | 3 000 000 |
| | Unit 3 | — | — | — | — | 500 000 | 500 000 |
| | Total, Towards a culture of peace - Interregional | — | — | — | — | 5 000 000 | 5 000 000 |
| | Total, Major Programme II | 6 600 000 | 2 700 000 | 33 200 000 | 22 600 000 | 10 100 000 | 75 200 000 |

| Part | Region | 2000-2001 | | | | | |
|------------------------------------------------------------------------------|---------------------------------|------------|------------|----------------|----------------------------------------------|--------------------------------|------------|
| | | UN Sources | | Other Sources | | | Total |
| | | UNDP | Others | Funds-in-Trust | Voluntary Contributions and Special Accounts | Other Extrabudgetary Resources | |
| | | \$ | \$ | \$ | \$ | \$ | \$ |
| Major Programme III - Cultural development: the heritage and creativity | | | | | | | |
| III.1 | | | | | | | |
| III.1.1 | Africa | 300 000 | — | 1 200 000 | 100 000 | 350 000 | 1 950 000 |
| | Latin America and the Caribbean | 200 000 | — | 2 500 000 | 300 000 | 400 000 | 3 400 000 |
| | Asia and the Pacific | 1 400 000 | — | 8 750 000 | 2 000 000 | 1 000 000 | 13 150 000 |
| | Arab States | 700 000 | — | 2 200 000 | 450 000 | 100 000 | 3 450 000 |
| | Europe and North America | 1 100 000 | 300 000 | 4 100 000 | 500 000 | 800 000 | 6 800 000 |
| | Interregional | — | 100 000 | 900 000 | 300 000 | 500 000 | 1 800 000 |
| | Total, III.1.1 | 3 700 000 | 400 000 | 19 650 000 | 3 650 000 | 3 150 000 | 30 550 000 |
| III.1.2 | Africa | — | — | — | — | — | — |
| | Latin America and the Caribbean | — | — | — | — | — | — |
| | Asia and the Pacific | — | — | — | — | — | — |
| | Arab States | — | — | — | — | — | — |
| | Europe and North America | — | — | — | — | — | — |
| | Interregional | — | 3 000 000 | 5 000 000 | 7 000 000 | — | 15 000 000 |
| | Total, III.1.2 | — | 3 000 000 | 5 000 000 | 7 000 000 | — | 15 000 000 |
| Total, III.1 | 3 700 000 | 3 400 000 | 24 650 000 | 10 650 000 | 3 150 000 | 45 550 000 | |
| III.2 | Africa | — | — | 300 000 | 100 000 | — | 400 000 |
| | Latin America and the Caribbean | — | — | 850 000 | 450 000 | — | 1 300 000 |
| | Asia and the Pacific | — | — | 200 000 | 250 000 | — | 450 000 |
| | Arab States | — | — | 100 000 | 200 000 | — | 300 000 |
| | Europe and North America | — | — | — | 200 000 | — | 200 000 |
| | Interregional | — | — | 300 000 | 200 000 | 300 000 | 800 000 |
| Reading for all - Interregional | | — | — | 1 000 000 | — | — | 1 000 000 |
| Total, III.2 | | — | — | 2 750 000 | 1 400 000 | 300 000 | 4 450 000 |
| Transdisciplinary project: Towards a culture of peace (Unit 3): | | | | | | | |
| Total, Towards a culture of peace - Interregional | | — | — | — | — | 2 000 000 | 2 000 000 |
| Total, Major Programme III | | 3 700 000 | 3 400 000 | 27 400 000 | 12 050 000 | 5 450 000 | 52 000 000 |
| Major Programme IV - Towards a communication and information society for all | | | | | | | |
| IV.1 | | | | | | | |
| IV.1.1 | Africa | 600 000 | — | 1 000 000 | 500 000 | — | 2 100 000 |
| | Latin America and the Caribbean | — | — | 1 000 000 | — | — | 1 000 000 |
| | Asia and the Pacific | — | — | 500 000 | 500 000 | — | 1 000 000 |
| | Arab States | — | — | 300 000 | — | — | 300 000 |
| | Europe and North America | — | — | — | 200 000 | — | 200 000 |
| | Interregional | — | — | 1 500 000 | — | — | 1 500 000 |
| Total, IV.1.1 | | 600 000 | — | 4 300 000 | 1 200 000 | — | 6 100 000 |
| IV.1.2 | Africa | 2 000 000 | — | 2 000 000 | — | — | 4 000 000 |
| | Latin America and the Caribbean | 1 000 000 | — | 1 700 000 | — | — | 2 700 000 |
| | Asia and the Pacific | 500 000 | — | 600 000 | — | — | 1 100 000 |
| | Arab States | — | — | 500 000 | — | — | 500 000 |
| | Europe and North America | 500 000 | — | 500 000 | — | — | 1 000 000 |
| | Interregional | — | — | 500 000 | — | — | 500 000 |
| Total, IV.1.2 | | 4 000 000 | — | 5 800 000 | — | — | 9 800 000 |
| Ethical, legal and socio-cultural challenges of the information society: | | | | | | | |
| Total, Interregional | | — | — | 1 000 000 | 1 300 000 | — | 2 300 000 |
| Total, IV.1 | | 4 600 000 | — | 11 100 000 | 2 500 000 | — | 18 200 000 |

| Part | Region | 2000-2001 | | | | | |
|------------------------------------------------------------------|---------------------------------------------------|------------|------------|----------------|----------------------------------------------|--------------------------------|-------------|
| | | UN Sources | | Other Sources | | | Total |
| | | UNDP | Others | Funds-in-Trust | Voluntary Contributions and Special Accounts | Other Extrabudgetary Resources | |
| | | \$ | \$ | \$ | \$ | \$ | \$ |
| IV.2 | | | | | | | |
| IV.2.1 | Africa | 700 000 | — | 5 500 000 | 1 500 000 | — | 7 700 000 |
| | Latin America and the Caribbean | 300 000 | — | 1 000 000 | 300 000 | — | 1 600 000 |
| | Asia and the Pacific | 200 000 | — | 1 000 000 | 800 000 | — | 2 000 000 |
| | Arab States | 400 000 | — | 800 000 | 650 000 | — | 1 850 000 |
| | Europe and North America | 600 000 | — | 700 000 | 500 000 | — | 1 800 000 |
| | Interregional | — | — | 1 000 000 | 500 000 | 500 000 | 2 000 000 |
| | Total, IV.2.1 | 2 200 000 | — | 10 000 000 | 4 250 000 | 500 000 | 16 950 000 |
| IV.2.2 | Africa | — | — | 400 000 | 200 000 | — | 600 000 |
| | Latin America and the Caribbean | — | — | 250 000 | 100 000 | — | 350 000 |
| | Asia and the Pacific | — | — | 200 000 | 200 000 | — | 400 000 |
| | Arab States | — | — | 200 000 | 200 000 | — | 400 000 |
| | Europe and North America | — | — | 100 000 | 100 000 | — | 200 000 |
| | Interregional | — | — | 300 000 | 200 000 | — | 500 000 |
| | Total, IV.2.2 | — | — | 1 450 000 | 1 000 000 | — | 2 450 000 |
| Total, IV.2 | 2 200 000 | — | 11 450 000 | 5 250 000 | 500 000 | 19 400 000 | |
| Total, Major Programme IV | | 6 800 000 | — | 22 550 000 | 7 750 000 | 500 000 | 37 600 000 |
| Transverse activities | | | | | | | |
| UNESCO Institute for Statistics | | | | | | | |
| | Africa | — | — | — | — | 1 200 000 | 1 200 000 |
| | Latin America and the Caribbean | — | — | — | — | — | — |
| | Asia and the Pacific | — | — | — | — | — | — |
| | Arab States | — | — | — | — | — | — |
| | Europe and North America | — | — | — | — | — | — |
| | Interregional | 100 000 | — | 1 000 000 | — | 200 000 | 1 300 000 |
| | Total, UIS | 100 000 | — | 1 000 000 | — | 1 400 000 | 2 500 000 |
| Coordination of activities concerning Towards a culture of peace | | | | | | | |
| | Total, Towards a Culture of Peace - Interregional | — | — | — | — | 800 000 | 800 000 |
| | Total, PART II.A | 39 800 000 | 23 920 000 | 136 280 000 | 53 200 000 | 40 900 000 | 294 100 000 |
| PART III - Support for Programme Execution | | | | | | | |
| Bureau for Relations with Extrabudgetary Funding Sources | | | | | | | |
| | Africa | — | — | — | 300 000 | 750 000 | 1 050 000 |
| | Latin America and the Caribbean | — | — | — | — | — | — |
| | Asia and the Pacific | — | — | — | — | — | — |
| | Arab States | — | — | — | — | — | — |
| | Europe and North America | — | — | — | — | — | — |
| | Interregional | 200 000 | — | 1 260 000 | — | 350 000 | 1 810 000 |
| | Total, BER | 200 000 | — | 1 260 000 | 300 000 | 1 100 000 | 2 860 000 |
| | Total, PART III | 200 000 | — | 1 260 000 | 300 000 | 1 100 000 | 2 860 000 |
| PART IV - Management and Administrative Services | | | | | | | |
| | Total, PART IV - Interregional | — | — | 1 505 000 | — | — | 1 505 000 |
| | GRAND TOTAL | 40 000 000 | 24 000 000 | 140 500 000 | 53 500 000 | 42 000 000 | 300 000 000 |
| SUMMARY BY REGION: | | | | | | | |
| | Africa | 13 300 000 | 3 700 000 | 26 000 000 | 5 650 000 | 5 300 000 | 53 950 000 |
| | Latin America and the Caribbean | 4 350 000 | 800 000 | 27 400 000 | 5 000 000 | 8 800 000 | 46 350 000 |
| | Asia and the Pacific | 7 800 000 | 3 800 000 | 29 580 000 | 6 250 000 | 2 750 000 | 50 180 000 |
| | Arab States | 9 230 000 | 2 700 000 | 13 600 000 | 3 300 000 | 1 550 000 | 30 380 000 |
| | Europe and North America | 2 900 000 | 920 000 | 8 500 000 | 13 000 000 | 1 650 000 | 26 970 000 |
| | Interregional | 2 420 000 | 12 080 000 | 35 420 000 | 20 300 000 | 21 950 000 | 92 170 000 |
| | Grand Total | 40 000 000 | 24 000 000 | 140 500 000 | 53 500 000 | 42 000 000 | 300 000 000 |

S E C T I O N 3

Technical Details

Part I

General Policy and Direction

T00001-T00002

| | Regular budget | | | Extrabudgetary resources 2000-2001 |
|---------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------------------------|---------------------------------------|
| | Activities* | Personnel | Total Appropriation 2000-2001 | |
| | \$ | \$ | \$ | \$ |
| I.A Governing bodies | | | | |
| 1. General Conference | | | | |
| - External Audit Fees | 596,800 | - | 596,800 | 103,200 |
| - Interpretation, translation and documentation services | 4,837,100 | - | 4,837,100 | - |
| - Other costs relating to the functioning of the Conference | 57,300 | - | 57,300 | - |
| - Personnel (established posts) | - | 662,500 | 662,500 | 101,000 |
| Total, General Conference | 5,491,200 | 662,500 | 6,153,700 | 204,200 |
| 2. Executive Board | | | | |
| - Travel by Members of the Board | 2,327,700 | - | 2,327,700 | - |
| - Language and documentation services | 3,690,100 | - | 3,690,100 | - |
| - Other costs relating to the functioning of the Board | 514,000 | - | 514,000 | - |
| - Personnel (established posts) | - | 1,083,100 | 1,083,100 | - |
| Total, Executive Board | 6,531,800 | 1,083,100 | 7,614,900 | - |
| Total, I.A | 12,023,000 | 1,745,600 | 13,768,600 | 204,200 |
| I.B Direction | | | | |
| 3. Directorate | 458,500 | 1,272,600 | 1,731,100 | - |
| 4. Services of the Directorate | | | | |
| A. Executive Office of the Director-General | 382,600 | 7,930,700 | 8,313,300 | 714,000 |
| B. Inspectorate General | 67,800 | 1,739,200 | 1,807,000 | - |
| C. Office of the Mediator | 16,900 | 126,100 | 143,000 | - |
| D. Office of International Standards and Legal Affairs | 203,100 | 1,862,600 | 2,065,700 | - |
| E. Bureau of Studies, Programming and Evaluation | 259,200 | 3,726,900 | 3,986,100 | - |
| F. Bureau of the Budget | 70,000 | 4,116,200 | 4,186,200 | 640,000 |
| Total, Chapter 4 | 999,600 | 19,501,700 | 20,501,300 | 1,354,000 |
| Total, I.B | 1,458,100 | 20,774,300 | 22,232,400 | 1,354,000 |
| I.C Participation in the Joint Machinery of the United Nations System | | | | |
| 1. International Civil Service Commission (ICSC) | 469,100 | - | 469,100 | - |
| 2. Consultative Committee on Administrative Questions (CCAQ) | 77,500 | - | 77,500 | - |
| 3. Information Systems Coordination Committee (ISCC) | 61,900 | - | 61,900 | - |
| 4. United Nations Joint Inspection Unit (JIU) | 324,600 | - | 324,600 | - |
| 5. Consultative Committee on Programme and Operating Questions (CCPOQ) | 33,500 | - | 33,500 | - |
| 6. Jointly financed activities relating to United Nations security measures (coordination, evacuation and training) | 49,200 | - | 49,200 | - |
| 7. Security requirements of staff members in the field | 61,500 | - | 61,500 | - |
| 8. Administrative Tribunal of the International Labour Organization (ILO Tribunal) | 30,100 | - | 30,100 | - |
| 9. ACC Sub-Committee on Nutrition (SCN) | 15,500 | - | 15,500 | - |
| Total, I.C | 1,122,900 | - | 1,122,900 | - |
| Total, Part I | 14,604,000 | 22,519,900 | 37,123,900 | 1,558,200 |

* Please see Appendix II for further details.

PART II.A

Major Programmes, Transdisciplinary Project and Transverse Activities

MAJOR PROGRAMME I

Education for all throughout life

Programme I.1 - Basic education for all

I.1.1 Providing basic education for all children (paragraphs 0111-01112)

- T100 *Division/Unit responsible at Headquarters:* Division of Basic Education (ED/BAS).
- T101 *Main meetings:* Regional training workshops.
- T102 *Main publications:* Teacher training packages, basic learning materials, guidebooks for educational counselling, training material, booklets on innovative experiences, website.
- T103 *Main partners include:*

Early childhood education

UNICEF, World Bank, OECD, Consultative Group on Early Childhood Care and Education, UNESCO Early Childhood Cooperating Centres, Korean Educational Development Institute, Averroës European Training Centre for Early Childhood Development and the Family, Centro Internacional de Educación y Desarrollo Humano (Colombia) for Latin America, Caribbean Child Development Centre (University of the West Indies, Jamaica) for the Caribbean, National Institute of Family and Children (Hungary) for Eastern Europe, Mother Child Education Foundation (Turkey) for Central Asia, Community of Learners Foundation (Philippines) for South-East Asia, Bernard Van Leer Foundation, Federation internationale des CEMEA (Réseau Francophone Prime enfance in Africa).

Special needs education

International Institute for Special Needs Education in Asia and the Pacific (New Delhi), FINNIDA, DANIDA, Ministry of Foreign Affairs in Norway, UNICEF, University of Newcastle (United Kingdom), UNISE (Uganda), Enabling Education Network (EENET), World Autism Organization.

Primary education

DANIDA (basic learning materials), FINNIDA (girls' and women's education), Grameen Bank (income generation), ISESCO (girls' and women's education), NORAD (multigrade education), Rockefeller Foundation, UNDP, UNICEF, UNFPA, Commonwealth of Learning (distance education), Federation of Women Associations of Africa, Forum for African Women Educationalists (FAWE), Soros Foundation (basic learning materials).

I.1.2 Fostering literacy and non-formal education among youth and adults (paragraphs 0112-01122)

- T104 *Division/Unit responsible at Headquarters:* Division of Basic Education (ED/BAS).
- T105 *Main meetings:* Subregional and national workshops on selected topics.
- T106 *Main publications:* Reading materials, studies on related topics in the field of literacy and non-formal education; UNESCO will continue to expand the publication and dissemination of learning materials.
- T107 *Main partners include:* ALECSO, Association for the Development of Education in Africa, BMZ (basic education: capacity-building for local NGOs in LDCs in Africa and South Asia), Commonwealth Secretariat (inter-agency collaboration in non-formal education), DANIDA (improving the quality of non-formal education provision), FAWE, Government of the Netherlands (human resources for non-formal education), Guidance and Counselling and Youth Development Centre in Lilongwe (Malawi), International Centre for Girls' and Women's Education in Ouagadougou (Burkina Faso), International Research and Training Centre for Rural Education (Baoding, China), International Literacy Institute (Pennsylvania, United States), ISESCO, NORAD, UNDP, UNICEF, UNFPA, World Bank, German Foundation for International Development (literacy, lifelong learning).
- T108 *Main NGO partners include:* Action Aid (EFA evaluation, community learning, youth), Collective Consultation of NGOs on Literacy and Education for All, CCSVI (Youth), Education International (EFA evaluation), ENDA International (Youth), International Council on Adult Education (EFA evaluation), International Community Education Association (EFA evaluation, community learning), Summer Institute of Linguistics (EFA evaluation, community learning), World Education (EFA evaluation, NGO capacity-building).

I.1.3 Mobilizing commitments and partnerships for education for all (paragraphs 0113-01132)

- T109 *Division/Unit responsible at Headquarters:* Division of Basic Education (ED/BAS).
- T110 *Main meetings:* The World Education Forum (Dakar, 26-28 April 2000). Several regional meetings are foreseen such as a meeting of the Regional Committee in Asia and the Pacific or a meeting to review PROMEDLAC.
- T111 *Main publications:* Special emphasis will be placed on publishing the results of the EFA 2000 Assessment and the Framework for Action adopted in Dakar in a visible and appropriate manner; the Bulletin EFA 2000 (English, French, Arabic, Chinese, Spanish) will remain the Sector's main channel of communication with institutions and specialists working in the field of basic education; reports and technical documents.
- T112 *Main partners include:* African Development Bank, ALECSO, ILO, ISESCO, OAU, OAS, UNICEF, UNDP, UNFPA, WFP, World Bank, DANIDA, DIFID, FINNIDA, France, Holland, Italy, NORAD, SIDA, Germany.
- T113 *Main NGO partners include:* Collective Consultation of NGOs on Literacy and Education for All, OXFAM.

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

I.2.1 Renewal of education systems for the information age (paragraphs 0121-01212)

- T114 *Division/Unit responsible at Headquarters:* Division for Reconstruction and Development of Education Systems (ED/ERD). Certain activities will be implemented by the Bureau for Programme Coordination (ED/BPC).
- T115 *Main meetings:* Global dialogue on “Building learning societies”, Hanover, Germany, 6-8 September 2000 on the occasion of EXPO 2000; meetings of regional committees (e.g. Asia and the Pacific, PROMEDLAC VII).
- T116 *Main publications:* Sixth edition of the World Education Report prepared for publication; several monographs in the series “Educational Studies and Documents”.
- T117 *Main partners include:* OECD (Education Indicators, World Education Report), United Nations Commission on Human Rights (Right to Education), World Bank (World Education Report), ACCT.
- T118 *Main NGO partners include:* International Council on Distance Education, Commonwealth of Learning, Education International.

I.2.2 Renovation of general secondary and vocational education (paragraphs 0122-01223)

- T119 *Division/Unit responsible at Headquarters:* Division of Secondary and Vocational Education (ED/SVE).
- T120 *Main meetings:* Technical meetings and workshops on secondary education, science and technology education, preventive education; technical meetings on technical and vocational education.
- T121 *Main publications:* The newsletter CONNECT will continue to serve as the main instrument for disseminating information and experience; reports and follow-up publication on the Seoul Congress.
- T122 *Main partners include:* World Bank, UNICEF, ILO and Education International. In the field of teacher and vocational education, UNESCO and the Commonwealth of Learning are working closely together. In cooperation with the Agence de la Francophonie (ACCT) an initiative is developed on distance education to reach a larger number of learners.

The Government of Germany will assist and provide a substantial financial contribution to UNESCO in establishing an International Centre for Technical and Vocational Education in Bonn. In the field of technical and vocational education UNESCO works closely with ILO, the World Bank and the European Training Foundation.

The programme in science and technology education is from the outset based on intensive cooperation with professional IGOs (WHO and UNEP) and NGOs (ICASE, WOCATE, IOSTE, GASAT and COMSEC), Education International, Commonwealth of Learning, the Agence Internationale de la Francophonie, the International Council for Educational Media and the Commonwealth Secretariat. Activities on training for educators in science and technology education is promoted in close

collaboration with existing regional and subregional networks (RECSAM, ASE, CEDARE, ABEGS, CARNEID, SADC/NEIDA, PICPEMCE).

In the field of the prevention education programme, actions are planned and implemented with UNAIDS and UNDCP and with substantial support from the European Union.

I.2.3 Higher education and development (paragraphs 0123-01232)

- T123 *Division/Unit responsible at Headquarters:* Division of Higher Education (ED/HEP).
- T124 *Main meetings:* Technical meetings to follow up the World Conference on Higher Education.
- T125 *Main publications:* Proceedings of the World Conference; 32nd edition of “Study Abroad” in print and CD-ROM formats.
- T126 *Main partners include:* This subprogramme is conceived as a cooperative effort involving both governments and the community of higher education, the latter being organized in a great variety of groups, networks and organizations. As UNESCO’s major instrument of communication and cooperation the Collective Consultation of NGOs working in the field of higher education will continue to receive strong support. Cooperation with the International Association of Universities (IAU) will also be continued in particular through support to the joint UNESCO/IAU Documentation Centre and joint programmes with UNU and UNESCO Chairs and UNITWIN Networks. Greater autonomy has been given to regional cooperation in Latin America and the Caribbean through the conversion of CRESALC into an International Institute for Higher Education in Latin America and the Caribbean (IESALC), and UNITWIN Networks (e.g. UNAMAZ, CRE-Colombia). Cooperation in the support of teachers and teacher education will be expanded with ILO and Education International in the framework of the UNESCO-ILO Recommendation on the Status of Teachers, the British Council, ACCT and the SOUL project as well as the International Baccalaureat Organization (IBO).

The status of teachers and teacher education in the information society (paragraphs 0124-01241)

- T127 *Division/Unit responsible at Headquarters:* Section for Teacher Education (HEP/TED).

Educating for a sustainable future (Environment, population and development) (paragraphs 0130-01301)

- T128 *Division/Unit responsible at Headquarters:* Division for Educating for a Sustainable Future (ED/EPD).
- T129 *Main publications:* Guidelines for reorienting teacher education towards sustainability including self-study modules; survey of education in national plans for sustainable development; regional version of the UNESCO map of the “Distribution of the World’s Population”.
- T130 *Main partners include:* This inter-agency cooperation project will seek to forge new forms of cooperation with other United Nations bodies (in particular UNFPA, UNDP, FAO, ILO, WHO and the United Nations), as well as the international financial institutions and the private sector. Associated with this inter-agency partnership will be governments, NGOs, the education and communication communities, the scientific community, business and industry and others.

MAJOR PROGRAMME II

The sciences in the service of development

Programme II.1 - Advancement, transfer and sharing of scientific knowledge

D Follow-up to the World Conference on Science (paragraphs 02101-02103)

- T200 *Division/Unit responsible at Headquarters:* Division for Policy Analysis and Operations; Unit for Publications and Documents; Division of Engineering and Technology (Science Sector).
- T201 *Main meetings:* Regional consultations for the follow-up to the World Conference on Science in the six regions; International expert meeting and five regional training workshops to promote university-industry cooperation; Twenty national and subregional workshops and related activities to promote innovation and commercialization of R&D.
- T202 *Main publications:* Series of publications of the UNISPAR tool kits project to promote innovation and the commercialization of R&D.
- T203 *Principal IGO and United Nations partners include:* FAO, WHO, WMO, UNEP, UNIDO, IAEA, UNU, OECD, regional development banks, regional IGOs with interest in science (e.g. ISESCO), UNIFEM, UNCSTD, ILO, SOPAC, APEC.
- T204 *Principal NGO partners include:* International Council for Science (ICSU), International Social Science Council (ISSC), Third World Academy of Sciences (TWAS), International Federation of Associations for the Advancement of Science and Technology (IFAAST), regional networks for the popularization of science (e.g. Red-POP in Latin America); World Federation of Engineering Organizations (WFEO/MOI), International Union of Technical Associations and Organizations (UITA), regional and national engineering associations and organizations such as STEPAN, STEMARN, FEISEAP, AEESEAP.
- T205 *NGOs under cooperative framework agreements:* International Council for Science (ICSU).

II.1.1 Advancement, transfer and sharing of knowledge in the basic and engineering sciences (paragraphs 02111-02114)

- T206 *Division/Unit responsible at Headquarters:* Division of Life Sciences; Division of Mathematics, Physical and Chemical Sciences; Unit for Publications and Documents; Division of Engineering and Technology; (Science Sector).

- T207 *Main meetings:* International Conference on Development of Continuing Engineering Education (in cooperation with IACEE and China); technical seminars in conjunction with consultative meetings with international and regional NGOs specializing in the life sciences; Inter-agency United Nations consultative meetings (UNAIDS); consultative programming and monitoring meetings with ICSU; award ceremony of seven UNESCO prizes and medals; consultative and specialized meetings with professional NGOs for women; ad hoc editorial advisory board meeting for the *World Science Report*.
- T208 *Main publications:* *African Journal of Science and Technology*; a few learning materials; professional and specialized journals and reports sharing scientific results resulting from programme implementation; *World Science Report*; professional and specialized reports resulting from programme implementation.
- T209 *Main partners in the basic sciences:* the International Atomic Energy Agency (IAEA), Abdus Salam International Centre for Theoretical Physics (ICTP), the International Institute for Theoretical and Applied Physics (IITAP), the European Organization for Nuclear Research (CERN), the Joint Institute for Nuclear Research (JINR), the Sozopol International Centre for Training of Young Scientists, the International Institute for Molecular and Cell Biology, the Arab League Educational, Cultural and Scientific Organization (ALECSO), UNIDO/FAO/WHO/UNICEF/UNFPA/World Bank (UNAIDS programme), UNEP, FAO, UNU, the European Union, the Organization of American States (OAS), the Asia Pacific Economic Countries (APEC), and ACCT.
- T210 *The main NGO partners include:* the International Mathematical Union (IMU), the “Centre international de mathématiques pures et appliquées” (CIMPA), the International Union of Pure and Applied Physics (IUPAP), International Centre for Relativistic Astrophysics (ICRA), the Association of Asia Pacific Physical Societies (AAPPS), the European Physical Society (EPS), the International Union of Pure and Applied Chemistry (IUPAC), the International Organization for Chemical Sciences in Development (IOCD), the African Chemical Society, the International Cell Research Organization (ICRO), the South-East Asian Mathematical Society (SEAMS), the African Network of Scientific and Technological Institutions (ANSTI), the Asian Physics Education Network (ASPEN), the Federation of Latin American Physical Societies (FELASOFI), the Arab Network on Physics Education (ARAPEN), UNESCO International Centre on Engineering Education, the Pan-African Union for Science and Technology, the Third World Organization of Women Scientists, the Latin American Basic Sciences Network, the Euro-Asian Physical Society (EAPS), the International Centre for Genetic Engineering Biotechnology (ICGEB), the International Brain Research Organization (IBRO), the International Council for Science (ICSU), the Third World Academy of Sciences (TWAS), the International Foundation for Science (IFS), the European Academy of Arts, Sciences and Humanities (ICGPH), and the World Foundation for AIDS Research and Prevention.
- T211 *Principal partners in the engineering sciences include:* the International Council for Engineering and Technology (ICET), the International Union of Technical Associations and Organizations (UITA), the World Federation of Engineering Organizations (WFEO), the International Commission on Engineering (ICEE), the European Association for Engineering Education (SEFI), the UNESCO International Centre on Engineering Education, the World Association of Industrial and Technological Research Organizations (WAITRO), the International Association for Continuing Engineering Education (IACEE), the World Technological University (WTU), and the Regional and National Engineering Organizations (STEPAN, STERMAN, FEISEAP, AEESEEP).
- T212 *IGO partners:* the United Nations Specialized Agencies (in particular UNIDO, ILO, UNIFEM, UNCSTD), the Organization of African Unity (OAU), the European Union, OECD, the Latin American Energy Organization (OLADE) and SOPAC.
- T213 *NGOs under cooperative framework agreements:* In partnership with ICSU, three major projects dealing with the strengthening of science and technology in the developing countries, the promotion of

interregional cooperation in fundamental and environmental research in the exact and natural sciences, and the global observation research programmes will be co-implemented. A matching contribution will be made by ICSU to complement \$729,900 provided by UNESCO through a framework agreement.

D The World Solar Programme 1996-2005

(paragraphs 02117-02119)

- T214 *Division/Unit responsible at Headquarters:* Division of Engineering and Technology (Science Sector).
- T215 *Main meetings:* World Solar Forums (Asia, Latin America).
- T216 *Main publication:* *World Solar Report*.
- T217 *Main partners include:* Competent government institutions in the UNESCO Member States, the European Commission, the E7 Network of Expertise for the Global Environment, the World Solar Academy, the World Solar Business and Investment Council, the International Solar Energy Society, the European Bank for Reconstruction and Development, the United Nations Development Programme, and the United Nations Secretariat.

II.1.2 Advancement, transfer and sharing of knowledge in the social and human sciences (paragraphs 0212-02122)

- T218 *Division/Unit responsible at Headquarters:* Division of Social Sciences, Research and Policy (Social and Human Sciences Sector); Office for Cooperation for Peace Research.
- T219 *Main meeting:* UNITWIN Meeting on Forced Migration 2000 (Casablanca, Morocco).
- T220 *Main publications:* *Forced Migration 2000; International Social Science Journal* - Nos. 159-162.
- T221 *Main partners include:* International Social Science Council (ISSC), Members of UNITWIN Networks, Universities with UNESCO Chairs, World Health Organization (WHO), UNHCR, PRELUDE, Institut de sciences mathématiques et économiques appliquées (ISMEA), CIHEAM, Association des universités partiellement ou entièrement de langue française (AUPELF), International Union of Architects (IUA), International Federation of Landscape Architects (IFLA), International Society of City and Regional Planners (ISOCARP), Prevision mutual architectores y apareilladores tecnica (PREMAAT), and Conseil d'architecture, d'urbanisme et d'environnement (CAUE).
- T222 *NGOs under cooperative framework agreements:* International Social Science Council (ISSC): \$720,000 provided by UNESCO through a framework agreement. Under the agreement, ISSC assists in the implementation of many activities provided for under UNESCO's programme in the human and social sciences.

Programme II.2 - Sciences, environment and socio-economic development

Promoting integrated approaches to environment and development

(paragraphs 02201-02203)

- T223 *Division/Unit responsible at Headquarters:* Bureau for Coordination of Environmental Programmes (Science Sector)
- T224 *Main meetings:* Two joint meetings of the five chairpersons. Joint meetings of representatives of National Committees of the five intergovernmental programmes at the regional level; ad hoc inter-agency meeting on science for sustainable development to follow up WCS.
- T225 *Main publications:* Model information/training materials on holistic multisectoral approaches to complexity in environment/development issues (three brochures and CD-ROMs).
- T226 *Main partners include:* National Committees/Focal points in Member States of IGCP, IHP, IOC, MAB and MOST as well as UNESCO National Commissions. National focal points for follow-up to global conferences and environment conventions.
- T227 *Principal United Nations partners include:* UN-DESA, UNEP, UNDP, WMO, FAO, IAEA, the World Bank, the secretariats of the conventions on desertification, biological diversity and climate change and of the Global Environment Facility (GEF).
- T228 *Principal NGO partners include:* ICSU, its environmental programmes (IGBP, IHDP), committees (SCOPE, ACE) and Unions (e.g. IGU), ISSC, the International Union for Conservation of Nature and Natural Resources (IUCN), World Resources Institute (WRI), Earth Council, Green Cross International and the Globally Oriented Education Network Initiative (GENIE)

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

(paragraphs 0221-02212)

- T229 *Division/Unit responsible at Headquarters:* Division of Earth Sciences (Science Sector).
- T230 *Main meetings:* Annual meeting of the IGCP Scientific Board and the International Geoparks expert group; International Commission for the Geological Map of the world; International Geological Congress, Rio de Janeiro, Brazil, August 2000; STRIM/Earsel/UNESCO-space technics for the management of major risks and their consequences; International Geological Congress (IGC) and associated meetings of GARS, DMP and SANGIS.
- T231 *Main publications:* Geological Correlation Nos. 27 and 28 (English and French); Geoparks newsletters; Bibliographical Bulletin on African Geology; Bulletin on Geology for Sustainable Development; GARS leaflets.
- T232 *Main partners include:* Intergovernmental organizations and agencies of the United Nations system such as: WMO, UNEP-Earthwatch, the United Nations Commission on Sustainable Development, the United Nations Office of Outer Space Affairs, FAO, the follow-up body of the United Nations International

Decade for Natural Disaster Reduction, UNDP, UNEP, regional organizations like CERESIS and CEPREDENAC, and national Geological Surveys.

- T233 *The main international NGOs include:* the International Council for Science (ICSU), notably its International Union of Geological Sciences (IUGS), the International Union of Geodesy and Geophysics (IUGG), the Inter-Union Commission of the Lithosphere (ICL), and the International Geographical Union (IGU).

II.2.2 *Ecological sciences and the Man and the Biosphere (MAB) programme* (paragraphs 0222-02222)

- T234 *Division/Unit responsible at Headquarters:* Division of Ecological Sciences (Science Sector).
- T235 *Main meetings:* XVIth session of the MAB International Coordinating Council and Seville+5 conferences; one MAB Bureau meeting; six regional networks meetings; one Advisory Committee meeting; workshops on DIVERSITAS; two interregional meetings on South-South cooperation; two regional UCEP meetings.
- T236 *Main publications:* Reports of the above-mentioned meetings; *Biosphere Reserves Bulletin* (four issues, English, French, Spanish); four issues of the *South-South Bulletin* (English and French); six volumes of MAB books series; two MAB digests; training material on biodiversity.
- T237 *Main partners include:* MAB National Committees in over 120 countries: UNESCO National Commissions, in particular in those Member States where MAB National Committees do not yet exist, universities and research centres, the secretariats of the conventions on biological diversity and desertification.
- T238 *Principal IGO and United Nations partners include:* UNU, the Third World Academy of Sciences (TWAS), FAO, UNEP, the joint UNDP-World Bank GEF secretariat, the European Union, and the Council of Europe.
- T239 *Principal NGO partners include:* the World Conservation Union (IUCN), Conservation International (CI), the Smithsonian Institute, UNAMAZ, the Swaminathan Foundation, the World Wide Fund for Nature (WWF), the Royal Botanical Gardens at Kew, the Sahara and Sahel Observatory network in Africa, ICSU and its Unions and Committees - IUBS, SCOPE, IGBP-GCTE, IUMS, and INSULA.
- T240 The Global Terrestrial Observing System (GTOS) will be continued as a joint endeavour of UNEP, FAO, WMO, ICSU and UNESCO.
- T241 *NGOs under cooperative framework agreements:* Cooperative framework agreements will be pursued with the International Union for the Conservation of Nature (IUCN) and Conservation International: \$50,000.

II.2.3 *Hydrology and water resources development in a vulnerable environment* (paragraphs 0223-02232)

- T242 *Division/Unit responsible at Headquarters:* Division of Water Sciences (Science Sector).

- T243 *Main meetings:* 14th session of the Intergovernmental Council of the International Hydrological Programme; 29th and 30th sessions of the Bureau of the Intergovernmental Council of IHP; Second World Water Forum; Fifth Kovacs Colloquium; Fourth Hydro-GIS International Conference; Fourth FRIEND International Conference; role of erosion and sediment transport in nutrient and contaminant transfer; International Conference on Groundwater Research (“Groundwater 2000”); final symposium on integrated urban water management; international conference on structural water resources management.
- T244 *Main publications:* *World Development Report*; Proceedings of the Fourth FRIEND International Conference; Impacts of climate variability during the Holocene on society, civilization and water resources; review of the results of the IHP-V ecohydrology programme; guidebook on groundwater resources at risk; guidebook on integrated water resources management in arid and semi-arid areas; monographs on urban drainage in specific climates: tropical, arid and semi-arid, and cold; regional water vision for the Aral Sea basin - Conference proceedings; computer-aided and Internet-based training material.
- T245 *Main national partners include:* National Committees (or focal points) for IHP in 160 countries.
- T246 *Principal IGO and United Nations partners include:* United Nations/Department of Economic and Social Affairs (UN/DESA), the World Meteorological Organization (WMO), the International Atomic Energy Agency (IAEA), the Food and Agriculture Organization of the United Nations (FAO), the Arab Centre for Studies of Arid Zones and Dry Lands (ACSAD), and the Sahara and Sahel Observatory (OSS).
- T247 *Principal NGO partners include:* the International Association of Hydrological Sciences (IASH), the International Association of Hydrogeologists (IAH), the International Association for Hydraulic Research (IAHR), and the International Water Resources Association (IWRA).
- T248 The Water Centre for the Humid Tropics of Latin America and the Caribbean (CATHALAC), the World Water Council (WWC), the International Research and Training Centre on Erosion and Sedimentation (IRTCS), and the International Research and Training Centre on Urban Drainage (IRTCUD).

D ***Environment and development in coastal regions and in small islands***
(paragraphs 02234-02236)

- T249 *Division/Unit responsible at Headquarters:* Environment and Development in Coastal Regions and Small Islands Unit (Science Sector).
- T250 *Main meetings:* Meetings of UNESCO chairholders, pilot project practitioners and stakeholders; regional and interregional “Wise practices” workshops.
- T251 *Main publications:* CSI Website; coastal management sources books; coastal region and small island papers; CSI information.

D ***Human development for sustainable living conditions in the Pacific***
(paragraphs 02237-02239)

- T252 *Division/Unit responsible at Headquarters:* Environment and Development in Coastal Regions and Small Islands Unit (Science Sector).
- T253 *Main partners include:* Universities: Papua New Guinea, South Pacific, Samoa National University, South Pacific Regional Environment Programme (SPREP), and South Pacific Geoscience Commission.

II.2.4 *UNESCO Intergovernmental Oceanographic Commission* (paragraphs 0224-02242)

- T254 *Division/Unit responsible at Headquarters:* Secretariat, Intergovernmental Oceanographic Commission (Science Sector).
- T255 *Main meetings:* General Assembly of IOC; Executive Council of IOC.
- T256 *Main partners include:* the major IOC partners are the national oceanographic committees, where they exist. Main IGO and United Nations bodies: WMO, UNEP Regional Seas bodies, IMO, UNIDO, the South Pacific Applied Geoscience Commission (SOPAC), the South Pacific Regional Environment Programme (SPREP), and the Regional Organization for the Protection of the Marine Environment (ROPME).
- T257 *Main NGOs include:* the International Council for Science (ICSU), Scientific Committee on Oceanographic Research (SCOR), World Conservation Union (IUCN), International Coral Reef Initiative (ICRI), and International Ocean Institute (IOI).

II.2.5 *Social transformations and development* (paragraphs 0225-02252)

- T258 *Division/Unit responsible at Headquarters:* Division of Social Sciences, Research and Policy (Social and Human Sciences Sector).
- T259 *Main meetings:* Two statutory meetings of the Scientific Steering Committee (MOST programme) (2000 and 2001); meeting of the MOST Intergovernmental Council (2001); project and network meetings under MOST themes; joint action for social development forum; Mediterranean network of small coastal cities; micro-finance forum.
- T260 *Main publications:* Policy briefs, discussion papers, policy fact sheets within MOST themes; books, training packages, CD-ROM, tool kits; education and development; training material and tool kits; discussion and policy papers.
- T261 *Main partners include:* UNDP, UNICEF, MOST networks, the Asia Pacific Centre for the Study of Social Transformations (CAPSTRANS), ILO, the World Bank, the National Federation of Councils for Architecture, Land Planning and Environment (NFCAL), the International Federation of Landscape Architects (IFLA), and the International Society of City and Regional Planners (ISOCARP).

D *Cities: Management of social transformations and the environment* (paragraphs 02255-02257)

- T262 *Division/Unit responsible at Headquarters:* Division of Social Sciences Policy and Research (Social and Human Sciences Sector).
- T263 *Main publications:* Policy fact sheets; training modules; guidelines for projects building development.
- T264 *Main partners include:* ENDA, local associations, European Union, French Cooperation Mission, University of Dakar, Council for the Development of Economic and Social Research in Africa (CODESRIA), Fondation d'appui aux quartiers (Senegal) and local authorities.

Programme II.3 - Philosophy, ethics and human sciences

(paragraphs 0230-02302)

- T265 *Division/Unit responsible at Headquarters:* Division of Ethics of Science and Technology and Division of Philosophy and Ethics (Social and Human Sciences Sector).
- T266 *Main meetings:* Seventh and eighth sessions of the International Bioethics Committee (IBC); second session of the Intergovernmental Committee; second joint session of the two bodies; meetings of IBC working groups; workshop to prepare examples of legislation implementing the principles set out in the Universal Declaration; second COMEST session; regional consultative meetings on universal ethics; transdisciplinary meetings on “Transformations” and “Ideals of UNESCO”.
- T268 *Main publications:* proceedings of the seventh and eighth sessions of the International Bioethics Committee (IBC); publication of the newsletter *Spotlight on Ethics*; publication of at least two works in the “Ethics” collection; possible publication of a World Bioethics Report; report of the second session of COMEST and publication of at least three works in the “Ethics” collection; studies on universal ethics; studies on transdisciplinarity.
- T268 *Main partners include:* Member States and National Commissions concerned, the five intergovernmental scientific programmes.
- T269 *Main United Nations agencies and IGO partners:* ALECSO, Commission on Human Rights, FAO, WHO, UNEP, European Space Agency, Council of Europe, Organization of African Unity (OAU), Pan-American Health Organization (PAHO) so on.
- T270 *Main NGO partners:* UNESCO Associations, Centres and Clubs, International Association of Bioethics, Associated Schools, International Council for Philosophy and Humanistic Studies (ICPHS), International Social Science Council (ISSC), International Committee of Historical Sciences (ICHS), European Federation of European Coordination Networks of Scientific and Technical Cooperation (FER), World Federation for Mental Health (WFMH), World Federation of Scientific Workers (WFSW), International Council for Science (ICSU), Inclusion International, Institute of International Law, International Union of Anthropological and Ethnological Sciences, International Union of Psychological Science, and Interparliamentary Union.
- T271 *Other partners:* academies of science, national ethics committees and similar bodies, and scientific and university circles: Institute for Global Ethics (United States), Institute for Global Ethics (Germany), Millennium Project (United Nations University) and Korean Society for Future Studies (Korea).
- T272 *NGOs under cooperative framework agreements:* International Council for Philosophy and Humanistic Studies (ICPHS): \$350,000 to be provided through a framework agreement. In addition to the activities it carries out in its various branches with UNESCO’s backing, ICPHS will be the Organization’s main partner in the launch of a new research effort in the human sciences. The journal *Diogenes* will be one of the vectors of this renewal.

MAJOR PROGRAMME III

Cultural development: the heritage and creativity

Culture and development

(paragraphs 03010-03012)

- T300 *Division/Unit responsible at Headquarters:* Cultural Policies for Development Unit, World Culture Report Unit, Publications and Documentation Unit, Book and Cultural Industries Section (CLT Sector).
- T301 *Main meetings:* Round tables of Ministers of Culture in 2000 and 2001; Interregional Forum on Cultural Policies for Development (2001); two meetings of the Scientific Committee of the World Culture Report.
- T302 *Main publication:* World Culture Report.
- T303 *Main partners include:* National Commissions, ministries of culture and culture-related departments in other ministries, universities, research institutes, private foundations and other “third” sector bodies. The United Nations as well as Specialized Agencies of the United Nations system, in particular UNDP and UNRISD, the World Bank, the Organization of African Unity, the Council of Europe and ASEAN, universities, research institutes and training centres for the development of the UNESCO Chairs network in cultural policy and management. Bodies such as CULTURELINK working as networks or as observatories of cultural policies.

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

III.1.1 *Safeguard and revitalization of the tangible and intangible heritage* (paragraphs 0311-03114)

- T304 *Division/Unit responsible at Headquarters:* Division of Cultural Heritage (CLT Sector).
- T305 *Main meetings:* International Conference on Cultural Heritage at Risk; 11th session of the Restitution and Return Committee; fifth meeting of Parties to the Hague Convention, 1954; three meetings of governmental experts on underwater convention; four workshops on illicit traffic; subregional sessions on the implementation of existing normative instruments; Tyre: four meetings of the international scientific committee; Saida, Lebanon: International seminar on urban development and freshwater resources (with SC and SHS); 11th and 12th sessions of Executive Committee/Egyptian Museums; official closing ceremonies for two international safeguarding campaigns (Paharpur Vihara in Bangladesh and Kathmandu Valley in Nepal); two meetings of the jury for the project on “Proclamation by UNESCO of the masterpieces of the oral and intangible heritage of humanity”; awarding of the

Sharjah Prize for Arab Culture; Angkor: four meetings of the International Coordination Committee for the safeguarding and development of the historic site of Angkor: two plenary and two technical sessions; two international symposiums on the Temple of Bayon; Palestine: International Congress “2,000 years of structures in the history of architecture”; Jerusalem: International workshop on safeguarding manuscripts in the year 2000.

- T306 *Main publications:* Commentary on the 1970 UNESCO Convention (English and French); revision of Export Control Manual and publication; directories and databases (the Internet) of national emergency plans and their implementation; two brochures on Bangladesh and Nepal; Museum International; Code de conduite sur le tourisme au Sahara; Guidelines for Tourism Management in Heritage Cities; Handbook for the collection of traditional architecture (E); Angkor: “Khmer Architecture”; Jerusalem: Catalogue of the manuscripts of al Haram al Sharif in Jerusalem - a UNESCO co-publication.
- T307 *Main partners include:* UNESCO National Commissions and secretariats of cultural agreements (i.e. the Organization of American States (OAS)), agencies within the United Nations system (UNDP, UNV, DOALOS, IMO), the World Bank, principal IGOs like ICCROM, UNIDROIT, INTERPOL, WTO, ICRC, principal NGOs like ICOM, ICOMOS, ICA, IFLA, IFAR, ICBS, Getty Trust, regional organizations (ALECSO, ISESCO, ASEAN, SAARC), regional funding agencies (Asian, Inter-American, African Development Banks), specialized institutions (such as the European Centre for Traditional Cultures), universities and private partners.
- T308 *NGOs under cooperative framework agreements:*
- | | |
|----------------------------|-----------|
| ICOMOS framework agreement | \$107,000 |
| ICOM framework agreement | \$165,000 |

III.1.2 *Promotion of the Convention for the Protection of the World Cultural and Natural Heritage* (paragraphs 0312-03121)

- T309 *Division/Unit responsible at Headquarters:* UNESCO World Heritage Centre.
- T310 *Main meetings:* Two sessions of the World Heritage Committee and four sessions of its Bureau; 13th General Assembly of States Parties to the Convention; one extraordinary meeting of the Committee and the Bureau.
- T311 *Main publications:* World Heritage Fund webpages, and electronic documentation concerning heritage sites; The World Heritage Newsletter; the World Heritage Review; a manual on implementation of the World Heritage Convention; a manual on procedures for periodic reports; the World Heritage Education Kit and a series of World Heritage Books; and various information brochures (maps, explanatory texts, etc.)
- T312 *Main partners include:* Advisory bodies (ICOMOS, ICCROM, IUCN, WCMC, RAMSAR, CITES and ICSU); National Commissions; the Nordic World Heritage Office (NWHO) in Oslo, Norway, which will support implementation and promotion of the Convention in the Nordic countries; the Organization of World Heritage Cities; the United Towns Organization; CITYNET; the World Conservation Monitoring Group; the World Bank; regional development banks; the European Union; WTO; IFLA; universities and private partners.

T313 *NGOs under cooperative framework agreements:*

| | |
|----------------------------------|-----------|
| ICOMOS framework agreement | \$934,000 |
| IUCN framework agreement | \$800,000 |
| ICCROM (IGO) framework agreement | \$550,000 |

Programme III.2 - Promotion of living cultures

(paragraphs 0320-03203)

T314 *Division/Unit responsible at Headquarters:* Division of Creativity, Cultural Industries and Copyright (CLT Sector).

T315 *Main meetings:* Three regional meetings for the promotion of art education in Africa, Latin America and the Caribbean, and the Arab States; meeting of the editorial committees of the UNESCO/International Society for Education through Art (INSEA) website on artistic education and of the UNESCO/International Society for Music Education (ISME) (website on musical education; 13th session of the Intergovernmental Committee of the Universal Copyright Convention; 18th session of the Intergovernmental Committee of the Rome Convention; regional meetings on crafts for the twenty-first century; Exhibition “Chinese Chic” Design Award in Paris (March 2000); second “Festival International de la Mode Africaine” (FIMA) (2000); biannual meetings of APPREB and the Council of CERLALC and annual meetings of the Executive Committee of CERLALC; meetings on the diversity of cultural goods in the five regions; book fairs and film festivals aimed at promoting cultural diversity.

T316 *Main publications:* INSEA website on artistic education; ISME website on musical education; the *Copyright Bulletin* (quarterly: English, French, Spanish, Russian and Chinese); revision of the UNESCO manual on copyright and neighbouring rights at university, and publication of a supplement for the Spanish, French and English versions; publication of the manual in Arabic and Chinese; updating of the English version of *Copyright Laws and Treaties of the World* (in cooperation with BNA) (hard copy and website); updating of the *Laws and Treaties of Latin America and the Caribbean* (in cooperation with CERLALC) (database and CD-ROM); *Laws and Treaties on Copyright and Neighbouring Rights* in English (website); *Creative Craftworkers* - Catalogue of the winners of the UNESCO Crafts Prize (1995-1999); CD-ROM on the “Design 21” project (1995-1999); Guide to craft fairs and exhibitions; Index Translationum (multilingual); Portfolio of translation rights available; reference tools for book trade professionals, in collaboration with CERLALC and ACCU; translation into Arabic of the practical guide on the Florence Agreement; a question-and-answer document on “Culture, the market and globalization” in English, French and Spanish.

T317 *Main partners include:* National Commissions for UNESCO; ministries of culture and ministries of trade; Associated Schools, UNESCO Clubs, universities with UNESCO Chairs and departments of education and literature, biennial art festivals, entertainment markets and municipalities.

T318 *NGOs under cooperative framework agreements:* The framework agreements will be renewed with the International Dance Council (\$120,000), the International Theatre Institute (\$120,000) and International PEN (\$105,000).

T319 *Main NGO partners include:* African Publishers’ Network (APNET), Aid to Artisans, Asia-Pacific Cooperative Programme for Reading Promotion and Book Development (APPREB), BELLAGIO GROUP; European Broadcasting Union (EBU), International Association of Art (IAA), International Association of Art Critics (AICA), International Board on Books for Young People (IBBY), International Centre for Traditional Cultures - Budapest (ICTC), International Confederation of Societies of Authors

and Composers (CISAC), International Council for Film, Television and Audiovisual Communication (IFTC), International Council of Societies of Industrial Design (ICSID), International Dance Council (CIDD), International Federation of Actors (FIA), International Federation of Film Archives (FIAF), International Federation of Library Associations (IFLA), International Federation of Musicians (FIM), International Federation of the Phonographic Industry (IFPI), International Labour Office, International Literary and Artistic Association, International Music Council (IMC), International PEN, International Publishers Association (IPA), International Reading Association (IRA), International Society for Education through Art (INSEA), International Society for Music Education (ISME), International Theatre Institute (ITI), Jeunesses musicales internationales, Professional organizations with or without regional federation, World Crafts Council (WCC).

- T320 *Main IGO and United Nations partners include:* Arab League Educational, Cultural and Scientific Organization (ALECSO), Asia-Pacific Cultural Centre for UNESCO (ACCU), Association of South-East Asian Nations (ASEAN), Commonwealth Secretariat, Council of Europe, European Union, International Arts and Crafts Trade Show of Ouagadougou (SIAO), Agence de la francophonie (Agency for Cultural and Technical Cooperation (ACCT)), International Trade Centre UNCTAD/WTO (ITC), Islamic Educational, Scientific and Cultural Organization (ISESCO), Latin American Economic System (SELA), Latin American Integration Association (ALADI), League of Arab States, Organization of African Unity (OAU), Organization of American States (OAS), Regional Centre for Book Development in Latin America and the Caribbean (CERLALC), Research Centre for Islamic History, Art and Culture (IRCICA), Union douanière, World Bank, World Intellectual Property Organization (WIPO).

Reading for All
(paragraphs 0330-03301)

- T321 *Division/Unit responsible at Headquarters:* Book and Cultural Industries Section (CLT Sector), in cooperation with the Unit for Special Projects and the Information and Informatics Division (CII Sector) and the Divisions for Basic Education and for Higher Education (ED/HEP).
- T322 *Main meeting:* Biannual meeting of the Jury of the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance.
- T323 *Main publications:* KAWI series (in English and French); "World Book and Copyright Day" website; Kitâb fî Jarîda.

**Caribbean People:
Tapestry of the Past – Fabric for the Future**
(paragraphs 0340-03401)

- T324 *Division/Unit responsible at Headquarters:* Creativity and Copyright Section (CLT Sector).
- T325 *Main partners include:* Secretariat of the Focus on the Caribbean initiative, National Commissions of the Caribbean region, ministers responsible for UNESCO affairs, CARICOM secretariat.

MAJOR PROGRAMME IV

Towards a communication and information society for all

Programme IV.1 - Free flow of ideas

IV.1.1 Freedom of expression, democracy and peace (paragraphs 0411-04112)

- T400 *Division/Unit responsible at Headquarters:* Programme for Freedom of Expression and Democracy (CII Sector).
- T401 *Main meetings:* World Press Freedom Day ceremonies and workshops; two meetings of the Advisory Group on Press Freedom; inauguration seminars of Chairs in freedom of expression; Windhoek follow-up seminar; training workshops for independent media in conflict zones; subregional and regional meetings of media practitioners on the culture of peace.
- T402 *Main publications:* World Press Freedom Day Kits; compilation of media laws; reports on unpunished crimes against journalists; co-production of the “Practical Guide for Journalists”; brochure “UNESCO SOS Media”; Media Newsletter.
- T403 *Main partners include:* Professional media community and freedom of expression organizations, National Commissions for UNESCO, members of parliament, universities and other members of civil society.
- T404 *Principal IGO and United Nations partners include:* United Nations High Commission for Human Rights, Council of Europe, Organization of American States, United Nations peacekeeping forces.
- T405 *Principal NGO partners include:* International Federation of Journalists (IFJ), World Association of Newspapers (WAN), International Press Institute (IPI), World Press Freedom Committee, Inter-American Press Association (IAPA), Reporters Sans Frontières (RSF), Article 19, Inter-American Association of Broadcasters (AIR/IAB), Index on Censorship, Committee to Protect Journalists (CPJ), Commonwealth Press Union (CPU), Media Institute of Southern Africa (MISA), as well as all members of the IFEX Network.

IV.1.2 Media, information and society (paragraphs 0412-04122)

- T406 *Division/Unit responsible at Headquarters:* Communication Division, Information and Informatics Division (CII Sector).

- T407 *Main meetings:* INFOYOUTH regional and interregional meetings; support to Forum 2000 (Sydney); two meetings of the International Advisory Committee for the “Memory of the World” programme; second Memory of the World Conference.
- T408 *Main publications:* WOMMED/FEMMED publications and web pages; new model curriculum for media education; CD-ROMs on youth-related activities; policy guide for digitizing public sector information; world courseware index; selection of technical standards, legal frameworks, marketing and fund-raising strategies for the “Memory of the World” programme; global audiovisual heritage preservation and access charter.
- T409 *Main partners include:* women’s and youth NGOs, information and research centres, ministries of youth and sports and all other members of the INFOYOUTH network, UNESCO Association Schools and UNESCO Clubs, television industries and researchers, regional broadcasting unions, foundations, municipalities and rural communities, grass-roots development organizations and micro-financing institutions, libraries and archives and related professional associations. National Commissions will continue to be privileged partners to be entrusted with the implementation of an increasing number of activities.
- T410 *Principal IGO and United Nations partners include:* United Nations Youth Unit, UNDP, ITU, the World Bank.
- T411 *Principal NGO partners include:* the International Centre for Research on Youth and the Media, the International Council for Educational Media, Society for International Development (SID).

**D Ethical, legal and sociocultural challenges
of the information society**
(paragraphs 04125-04127)

- T412 *Division/Unit responsible at Headquarters:* Information and Informatics Division, Communication Division, Unit for Special Projects (CII Sector); Division of the Ethics of Scientific Knowledge and Technology, Division of Social Science, Research and Policies (Social and Human Sciences Sector); Division of Languages, Learning Without Frontiers Coordination Unit (Education Sector); Division of Creativity, Cultural Industries and Copyright, Division of Cultural Pluralism (Culture Sector).
- T413 *Main meetings:* Third INFOethics Congress and four regional INFOethics consultations.
- T414 *Main publications:* *World Communication and Information Report*; UNESCO Information Society Observatory (on-line); proceedings of the third INFOethics Congress and regional consultations; transdisciplinary studies on ethical, legal and sociocultural aspects of cyberspace.
- T415 *Main partners include:* Concerned international agencies, both within and outside the United Nations system, intergovernmental organizations, foundations and NGOs. Special attention will be paid to cooperation with the private sector as a major actor of the information society. Cooperation with all members of civil society will be sought.
- T416 *Principal IGO and United Nations partners include:* ITU, UNICEF, ILO, UNHCR, WTO, European Commission, Council of Europe and INTERPOL.
- T417 *Principal NGO partners include:* International Council on Archives (ICA), International Federation of Library Associations and Institutions (IFLA), International Federation for Information and Documentation (FID), International Federation of Journalists (IFJ), World Association of Newspapers (WAN), International Press Institute (IPI), World Press Freedom Committee, Inter-American Press

Association (IAPA), Reporters Sans Frontières (RSF), Article 19, Inter-American Association of Broadcasters (AIR/IAB), Index on Censorship, Committee to Protect Journalists (CPJ), Commonwealth Press Union (CPU), Media Institute of Southern Africa (MISA), Internet Watch Foundation, International Centre for Research on Youth and the Media, World Organization of the Scout Movement, International Clearing House on Children and Violence on the Screen.

Programme IV.2 - Bridging the communication and information gap

IV.2.1 Development of communication (paragraphs 0421-04212)

- T418 *Division/Unit responsible at Headquarters:* Communication Division (CII Sector).
- T419 *Main meetings:* Two sessions of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC) and four IPDC Bureau meetings; United Nations Inter-Agency Round Table on Communication for Development; Pan-African Broadcasting Seminar; support to INPUT international conferences and regional workshops.
- T420 *Main publications:* IPDC sessions final reports; updated version of the document on “Ongoing extrabudgetary projects”; model curricula for communication training in Africa; Report of the Pan-African Broadcasting Seminar; Screens Without Frontiers Database (on-line).
- T421 *Main partners include:* interested bodies in Member States, UNESCO National Commissions, competent national, regional and international organizations within and outside the United Nations system, and the private sector.
- T422 *Principal IGO and United Nations partners include:* UNDP, UNFPA, UNICEF, FAO and ITU.
- T423 *Principal NGO partners include:* the Union of National Radio and Television Organization of Africa (URTNA), the European Broadcasting Union (EBU), Asia-Pacific (ABU), Arab States (ASBU), Caribbean (CBU) Broadcasting Unions; the International Council of French-Speaking Radio and Television Organizations (CIRTEF), the World Radio and Television Council (WRTC), the International Radio and Television University (URTI), and International Public Television (INPUT).

IV.2.2 Development of “infostructure” (paragraphs 0422-04222)

- T424 *Division/Unit responsible at Headquarters:* Information and Informatics Division, Unit for Special Projects (CII Sector).
- T425 *Main meetings:* Meetings of the intergovernmental body on information and informatics; regional consultations of public and private sector organizations on reduction of economic obstacles to electronic information technologies and services; international round table on the role of national libraries in the twenty-first century.
- T426 *Main publications:* Guidelines for public service sector telematics and informatics use; International Directories of Institutions and Experts Specializing in Information Technology; guide to tools, methods and applications required for the establishment of virtual communities and laboratories (on-line).

publication); training packages for undergraduate and postgraduate studies; UNESCO School Library Manifesto; updated guidelines on the setting up of public and school libraries; training programme for librarians and archivists in the information society; Records and Archives Management Programme studies.

- T427 *Main partners include:* professional library, archival information and informatics organizations, individual institutions and centres of excellence, other United Nations agencies and international organizations, as well as national agencies, such as DANIDA, International Development Research Centre (IDRC) and the British Council.
- T428 *Principal IGO and United Nations partners include:* ITU, UNDP, European Commission, World Bank and Agence de la Francophonie.
- T429 *Principal NGO partners include:* International Council on Archives (ICA), International Federation of Library Associations and Institutions (IFLA), International Federation for Information and Documentation (FID), International Federation for Information Processing (IFIP), and International Council for Scientific and Technical Information (ICSTI).
- T430 *NGOs under cooperative framework agreements:* International Council on Archives (ICA), International Federation of Library Associations and Institutions (IFLA), International Federation for Information and Documentation (FID).

TRANSDISCIPLINARY PROJECT

Towards a culture of peace

Recapitulation

Unit 1 Culture of peace: raising awareness and building partnerships (paragraphs 0510-05102)

- T500 *Division/Unit responsible at Headquarters:* Department for Peace, Human rights, Democracy and Tolerance (Social and Human Sciences Sector); Department of Education for a Culture of Peace (Education Sector); Culture of Peace Unit (CPP).
- T501 *Main meetings:* Meeting of Directors of Peace Research and Training Institutes; meeting of experts on the right to education.
- T502 *Main publications:* One issue of *Peace and Conflict Studies*, monograph on the right to education: content, problems, challenges, perspectives; *La lutte contre la discrimination raciale*.
- T503 *Main partners include:* United Nations system; Human Rights and Peace Research and Training Institutes; NGOs; regional intergovernmental organizations; national institutions in the field of human rights, peace, democracy, tolerance, etc.

Unit 2 Educating for a culture of peace (paragraphs 0520-05204)

- T504 *Division/Unit responsible at Headquarters:* Department of Education for a Culture of Peace (Education Sector); Department for Peace, Human Rights, Democracy and Tolerance (Social and Human Sciences Sector).
- T505 *Main meetings:* Regional Conference on Education for Human Rights in Latin America and the Caribbean; two meetings of the Advisory Committee on Education for Human Rights, Peace, Democracy, Tolerance and International Understanding; meeting of experts on the elaboration of guidelines and criteria for implementation of culture of peace projects in pre- and post-conflict situations; meetings of Jury of UNESCO Prizes for Human Rights Education, Peace Education and Madanjeet Singh Prize on Promotion of Tolerance and Non-Violence; four meetings of CIGEPS (category II); second meeting of representatives of UNESCO Chairs in Human Rights, Peace, Democracy and Tolerance; international meeting of United Nations agencies and relevant organizations with a view to elaborating a common conceptual framework on education for human rights; international workshop of Outstanding ASP Coordinators and selected ASP field staff.
- T506 *Main publications:* Case studies on good practices on human rights education; Report of MINEPS III; various promotional information, and educational materials on human rights, peace, democracy, tolerance, conflict resolution, non-violence, etc.; UNESCO's Report on the World Languages; Peace

Package for Elementary School Teachers; elaboration of a publication “Educating for a Culture of Peace through ASPnet”.

- T507 *Main partners include:* Ministries of Education; National Commissions; Human Rights and Peace Research and Training Institutes; teacher training institutions; Associated Schools; UNESCO Chairs; UNESCO Clubs and Associations; academic communities and NGOs (in particular CIVITAS, Education International, International Olympic Committee); Office of the High Commissioner for Human Rights and other bodies and institutions of the United Nations system; University for Peace; regional intergovernmental organizations.

Unit 3 From interculturality to cultural pluralism

(paragraphs 0530-05302)

- T508 *Division/Unit responsible at Headquarters:* Department of Intercultural Dialogue and Pluralism for a Culture of Peace (Culture Sector); Department for Peace, Human Rights, Democracy and Tolerance (Social and Human Sciences Sector); Department of Education for a Culture of Peace (Education Sector).
- T509 *Main meetings:* Meeting of the International Scientific Committee of the Slave Route (Palermo, Italy); annual meeting of the International Commission for the Gorée Memorial; meeting of the International Consultative Committee for the Iron Roads in Africa; International Colloquium on the Dialogue of Civilizations; International Colloquium on Interreligious Issues in Central Asia (Uzbekistan); International Colloquium on Intercultural Dialogue and Cultural Tourism; International Colloquium on Bantu Culture in the Americas and the Caribbean (Gabon); Forum of Mediterranean Women; Thessalonica Festival (in cooperation with the Centre for Women and Peace in the Balkan Countries); International Conference on Civic Education and History in the Middle East; symposium on the curricula of the “National Subjects in Bosnia and Herzegovina”; award of the UNESCO Cities for Peace Prize; meeting of the coordinators of the “Culture in the Neighbourhood” project; meeting of the coordinators of the “Intercultural dialogue in everyday life” project; award of the Simón Bolívar and José Martí Prizes.
- T510 *Main publications:* *The City - A User's Guide*; “Urban Culture” youth integration factor (book + CD-ROM).
- T511 *Main partners include:* National Commissions; the relevant United Nations agencies; regional and international intergovernmental organizations; local and international NGOs (in particular the International Council for Historical Sciences); youth associations; mayors and cities; foundations, universities, research centres; institutes established with the help of UNESCO; bilateral and multilateral agencies.

TRANSVERSE ACTIVITIES

T06001-T09501

| | Regular budget | | | | Extra-budgetary resources 2000-2001 |
|--------------------------------------------------------------------|----------------|-----------|----------------|----------------------------------|----------------------------------------|
| | Activities* | Personnel | Indirect costs | Total Appropriation 2000-2001 | |
| | \$ | \$ | \$ | \$ | \$ |
| UNESCO Institute for Statistics | 6,820,000 | - | - | 6,820,000 | 2,500,000 |
| Anticipation and future-oriented studies | 701,600 | 815,800 | - | 1,517,400 | - |
| Fellowships and procurement services and related programme support | 1,117,700 | 2,972,700 | - | 4,090,400 | - |
| Coordination of activities in favour of priority groups | | | | | |
| Coordination of activities concerning women | 379,500 | 774,100 | - | 1,153,600 | - |
| Coordination of activities concerning youth | 379,500 | 1,048,600 | - | 1,428,100 | - |
| Coordination of activities concerning Africa | 419,600 | 3,000,900 | - | 3,420,500 | - |
| Coordination of activities concerning least developed countries** | - | - | - | - | - |
| Total, Coordination of activities in favour of priority groups | 1,178,600 | 4,823,600 | - | 6,002,200 | - |
| Coordination of activities concerning Towards a culture of peace | 557,300 | 711,000 | 139,800 | 1,408,100 | 800,000 |
| Total, Transverse activities | 10,375,200 | 9,323,100 | 139,800 | 19,838,100 | 3,300,000 |

* Please see Appendix II for further details.

** The corresponding provisions for activities relating to the Unit for Least Developed Countries are included under Part III of the Budget (Bureau for External Relations).

Part II.B

Information and Dissemination Services

T12001-T12002

| | Regular budget | | | Extrabudgetary resources 2000-2001 |
|-----------------------------------------|----------------|------------|----------------------------------|---------------------------------------|
| | Activities* | Personnel | Total Appropriation 2000-2001 | |
| | \$ | \$ | \$ | \$ |
| Chapter 1 Clearing House | 812,300 | 3,753,400 | 4,565,700 | 213,700 |
| Chapter 2 UNESCO Publishing Office | 1,409,000 | 5,848,100 | 7,257,100 | 3,427,000 |
| Chapter 3 Office of Monthly Periodicals | 2,333,800 | 2,545,900 | 4,879,700 | 2,500,000 |
| Chapter 4 Office of Public Information | 1,820,000 | 3,359,600 | 5,179,600 | - |
| Total, Part II.B | 6,375,100 | 15,507,000 | 21,882,100 | 6,140,700 |

* Please see Appendix II for further details.

Part III

Support for Programme Execution

T13001-T13003

| | | Regular budget | | | Extrabudgetary resources 2000-2001 |
|-----------|-------------------------------------------------------------------------------------------|----------------|------------|----------------------------------|---------------------------------------|
| | | Activities* | Personnel | Total Appropriation 2000-2001 | |
| | | \$ | \$ | \$ | \$ |
| Chapter 1 | Bureau for External Relations | | | | |
| | I. Relations with Member States | | | | |
| | - Arab States | 39,500 | 630,000 | 669,500 | - |
| | - Asia and the Pacific | 50,100 | 918,700 | 968,800 | - |
| | - Europe and North America (including PROCEED) | 326,200 | 1,240,400 | 1,566,600 | - |
| | - Latin America and the Caribbean | 48,200 | 696,500 | 744,700 | - |
| | - Relations with Least Developed Countries | 84,200 | 555,600 | 639,800 | - |
| | - Relations with Small Member States | 40,000 | 596,500 | 636,500 | - |
| | Total, I | 588,200 | 4,637,700 | 5,225,900 | - |
| | II. Cooperation with National Commissions and with UNESCO Clubs, Centres and Associations | | | | |
| | - Cooperation with National Commissions | 1,530,000 | 1,561,700 | 3,091,700 | - |
| | - Cooperation with UNESCO Clubs, Centres and Associations | 617,000 | 560,700 | 1,177,700 | - |
| | Total, II | 2,147,000 | 2,122,400 | 4,269,400 | - |
| | III. Relations and cooperation with international organizations | | | | |
| | - Relations with intergovernmental organizations | 76,500 | 1,088,300 | 1,164,800 | - |
| | - Relations with international non-governmental organizations and foundations | 183,500 | 855,500 | 1,039,000 | - |
| | Total, III | 260,000 | 1,943,800 | 2,203,800 | - |
| | IV. Relations with established offices away from Headquarters and decentralization | 265,800 | 860,400 | 1,126,200 | - |
| | V. Operation of the Office of the Assistant Director-General | | | | |
| | - Office of the Assistant Director-General | 317,900 | 4,650,700 | 4,968,600 | 97,100 |
| | - UNESCO Liaison Offices | 316,100 | 3,329,100 | 3,645,200 | - |
| | VI. Partnerships for the Twenty-first Century | 234,100 | 153,300 | 387,400 | - |
| | VII. Relations with UNESCO honorary goodwill ambassadors | 46,200 | - | 46,200 | - |
| | Total, V-VII | 914,300 | 8,133,100 | 9,047,400 | 97,100 |
| | Adjustment to personnel costs (ref. 159 EX/Decision 3.1.3) | - | (200,000) | (200,000) | - |
| | Total, Chapter 1 | 4,175,300 | 17,497,400 | 21,672,700 | 97,100 |
| Chapter 2 | Bureau for Relations with Extrabudgetary Funding Sources | 876,400 | 2,906,600 | 3,783,000 | 2,860,000 |
| | Adjustment to personnel costs (ref. 159 EX/Decision 3.1.3) | - | (200,000) | (200,000) | - |
| | Total, Chapter 2 | 876,400 | 2,706,600 | 3,583,000 | 2,860,000 |
| Chapter 3 | Bureau of Conferences, Languages and Documents | 3,770,900 | 26,805,900 | 30,576,800 | 2,499,900 |
| | Total, Part III | 8,822,600 | 47,009,900 | 55,832,500 | 5,457,000 |

* Please see Appendix II for further details.

Part IV

Management and Administrative Services

T14001-T14002

| | | Regular budget | | | Extra-budgetary resources 2000-2001 |
|----------------|------------------------------------------------------------------------------|----------------|------------|----------------------------------|----------------------------------------|
| | | Activities* | Personnel | Total Appropriation 2000-2001 | |
| | | \$ | \$ | \$ | \$ |
| Chapter 1 | Office of the Assistant Director-General for Management and Administration | 213,400 | 2,418,200 | 2,631,600 | 642,900 |
| Chapter 2 | Bureau of the Comptroller | | | | |
| | I. Expenditure directly attributable to the Bureau | 271,700 | - | 271,700 | - |
| | II. Sums administered by the Bureau on behalf of the Organization as a whole | 750,300 | - | 750,300 | 581,200 |
| | III. Personnel (established posts) | - | 7,384,100 | 7,384,100 | 2,043,400 |
| | Total, 2 | 1,022,000 | 7,384,100 | 8,406,100 | 2,624,600 |
| Chapter 3 | Bureau of Human Resources Management | | | | |
| | I. Young Professionals Programme and recruitment activities relating thereto | 1,561,700 | - | 1,561,700 | - |
| | II. Human resources development (including staff training) | 447,200 | - | 447,200 | - |
| | III. Social services | 78,100 | - | 78,100 | - |
| | IV. General operating expenses | 352,800 | - | 352,800 | - |
| | V. Personnel (established posts) | - | 11,940,800 | 11,940,800 | - |
| | Total, 3 | 2,439,800 | 11,940,800 | 14,380,600 | - |
| Chapter 4 | Bureau of Documentation, Informatics Services and Telecommunications | 8,459,800 | 6,166,200 | 14,626,000 | 972,000 |
| Chapter 5 | Bureau for Support and Services | | | | |
| | I. Expenditure directly attributable to the Bureau | 60,600 | - | 60,600 | - |
| | II. Sums administered by the Bureau on behalf of the Organization as a whole | 4,516,500 | - | 4,516,500 | - |
| | III. Personnel (established posts) | - | 7,720,500 | 7,720,500 | 582,600 |
| | Total, 5 | 4,577,100 | 7,720,500 | 12,297,600 | 582,600 |
| Total, Part IV | | 16,712,100 | 35,629,800 | 52,341,900 | 4,822,100 |

* Please see Appendix II for further details.

Part V

Common Services; Maintenance and Security

T15001-T15002

| | Regular budget | | | Extrabudgetary resources 2000-2001 |
|-------------------------------------------------------------------|----------------|------------|-------------------------------------|------------------------------------------|
| | Activities* | Personnel | Total Appropriation 2000-2001 | |
| | \$ | \$ | \$ | \$ |
| Common Services; Maintenance and Security | | | | |
| Supplies and materials | 745,600 | - | 745,600 | - |
| Furniture and equipment | 153,000 | - | 153,000 | - |
| Communications and freight | 1,183,300 | - | 1,183,300 | - |
| Rental and maintenance of premises | 9,784,500 | - | 9,784,500 | 1,699,400 |
| Temporary assistance and overtime | 41,600 | - | 41,600 | 72,300 |
| Maintenance of furniture and equipment | 1,312,500 | - | 1,312,500 | 720,000 |
| Training and miscellaneous | 15,400 | - | 15,400 | 60,000 |
| Public relations and cultural events | 60,000 | - | 60,000 | - |
| Personnel for maintenance services (established posts) | - | 9,506,000 | 9,506,000 | 932,600 |
| Personnel for safety and security services (established posts) | - | 5,946,400 | 5,946,400 | 591,700 |
| Total, Part V | 13,295,900 | 15,452,400 | 28,748,300 | 4,076,000 |

* Please see Appendix II for further details.

Part VI

Renovation of Headquarters Premises

T16001-T16002

| | Regular budget | | | Extrabudgetary resources 2000-2001 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------|----------------------------------|---------------------------------------|
| | Activities* | Personnel | Total Appropriation 2000-2001 | |
| | \$ | \$ | \$ | \$ |
| I. Renovation of Headquarters premises | 6,403,300 | - | 6,403,300 | 179,700 |
| Less: <i>The amount to be paid by Permanent Delegations as their contribution to the cost of renovation of the Headquarters premises for offices occupied by them</i> | (179,700) | - | (179,700) | - |
| Total, I | 6,223,600 | - | 6,223,600 | 179,700 |
| II. Amortization of the construction costs of the premises for the UNESCO International Bureau of Education | 275,900 | - | 275,900 | - |
| Total, Part VI | 6,499,500 | - | 6,499,500 | 179,700 |

* Please see Appendix II for further details.

Anticipated cost increases

| Item of expenditure | 30 C/5 Approved Parts I-VI | Anticipated cost increases 2000-2001 | | | |
|-------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------|--------------------|------------|-----|
| | | Professional | General Service | Total | |
| | \$ | \$ | \$ | \$ | % |
| <i>(a) Staff costs</i> | | | | | |
| Net remuneration | 224,799,300 | 4,358,100 | 2,786,800 | 7,144,900 | 2.1 |
| Pension Fund contributions | 46,041,700 | 1,167,200 | 718,000 | 1,885,200 | 2.7 |
| Contributions to the MBF | 8,111,200 | 160,600 | 84,900 | 245,500 | 2.0 |
| Family allowance | 6,916,300 | 57,500 | 119,900 | 177,400 | 1.7 |
| Separation payments and mobility and hardship allowance | 12,447,900 | 327,700 | 87,600 | 415,300 | 2.2 |
| Travel and transportation | 3,742,700 | 124,400 | - | 124,400 | 2.2 |
| Other allowances (assignment grant, education grant, housing subsidy, language allowance, etc.) | 9,709,100 | 247,050 | 76,000 | 323,050 | 2.2 |
| Total (a), Staff costs | 311,768,200 | 6,442,550 | 3,873,200 | 10,315,750 | 2.2 |

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Alphabetical list of abbreviations of the units responsible for executing the Programme and Budget for 2000–2001

| | |
|-----|-----------------------------------------------------------------------------------------|
| ABI | Abidjan (Côte d'Ivoire) |
| ABU | Abuja (Nigeria) |
| ACR | Accra (Ghana) |
| ACU | Relations with UNESCO Clubs, Centres and Associations (BRX) |
| ADI | Addis Ababa (Ethiopia) |
| AEU | Emergency Educational Assistance Unit |
| AFO | Analysis and Forecasting Unit |
| AFR | Priority Africa Department |
| AMN | Amman (Jordan) |
| API | Apia (Western Samoa) |
| ASU | Asunción (Paraguay) |
| ATA | Almaty (Kazakhstan) |
| AUD | Audiovisual Division |
| BAM | Bamako (Mali) |
| BAN | Bangui (Central African Republic) |
| BAS | Division of Basic Education |
| BB | Bureau of the Budget |
| BEI | Beirut (Lebanon) |
| BEJ | Beijing (China) |
| BER | Bureau for Relations with Extrabudgetary Funding Sources |
| BGK | Bangkok (Thailand) |
| BGT | Bogotá (Colombia) |
| BOC | Bureau of the Comptroller |
| BP | Division of Studies and Programming |
| BPC | Bureau for Programme Coordination (ED) |
| BPE | Bureau of Studies, Programming and Evaluation |
| BRI | Bridgetown (Barbados) |
| BRV | Brazzaville (Congo) |
| BRX | Bureau for External Relations |
| BRZ | Brasília (Brazil) |
| BSS | Bureau for Support and Services |
| BUA | Buenos Aires (Argentina) |
| BUC | Bucharest (Romania) |
| BUJ | Bujumbura (Burundi) |
| CAI | Cairo (Egypt) |
| CAR | Caracas (Venezuela) |
| CDG | Unit for Democratic Culture and Governance |
| CED | Programme for Central and Eastern European Development Unit (PROCEED) |
| CEU | Central Programme Evaluation Unit |
| CFD | Cooperation for Development Unit |
| CH | Cultural Heritage Division |
| CIC | Division of Creativity, Cultural Industries and Copyright |
| CIG | Office of the Assistant Director-General for Communication, Information and Informatics |

| | |
|-----|-------------------------------------------------------------------------------------------------------------|
| CKY | Conakry (Guinea) |
| CLD | Bureau of Conferences, Languages and Documents |
| CLG | Office of the Assistant Director-General for Culture |
| CLH | Clearing House |
| COM | Communication Division |
| CPD | Cultural Policies for Development Unit |
| CPL | Division of Cultural Pluralism |
| CPP | Culture of Peace Unit |
| CRM | Unit of Cultural Analysis and Management |
| CRP | Office for Cooperation for Peace Research |
| CSI | Coastal Regions and Small Islands Unit |
| DAK | Dakar (Senegal) |
| DAR | Dar es Salaam (United Republic of Tanzania) |
| DCP | Department of Intercultural Dialogue and Pluralism for a Culture of Peace |
| DFC | Decentralization and Field Coordination Division |
| DHA | Dhaka (Bangladesh) |
| DIT | Bureau of Documentation, Informatics Services and Telecommunications |
| DOH | Doha (Qatar) |
| ECO | Division of Ecological Sciences (Secretariat of the Man and the Biosphere (MAB) Programme) |
| ECP | Department of Education for a Culture of Peace |
| EDC | Task Force on Education for the 21st Century |
| EDG | Office of the Assistant Director-General for Education |
| EFA | Global Action Programme on Education for All |
| ENV | Bureau for Coordination of Environmental Programmes |
| EPD | Educating for a sustainable future (environment, population and development) |
| ERD | Division for the Reconstruction and Development of Education Systems |
| EST | Engineering and Technology Division |
| ETH | Division of Ethics of Science and Technology |
| FED | Unit for Freedom of Expression and Democracy |
| GEO | Division of Earth Sciences (Secretariat of the International Geological Correlation Programme (IGCP)) |
| GLO | Liaison Office, Geneva (Switzerland) |
| GUC | Guatemala City (Guatemala) |
| HAN | Hanoi (Viet Nam) |
| HAR | Harare (Zimbabwe) |
| HAV | Havana (Cuba) |
| HEP | Division of Higher Education |
| HRM | Bureau of Human Resources Management |
| HYD | Division of Water Sciences (Secretariat of the International Hydrological Programme (IHP)) |
| IBE | UNESCO International Bureau of Education, Geneva (Switzerland) |
| ICB | UNESCO International Institute for Capacity-Building in Africa, Addis Ababa (Ethiopia) |
| ICI | Division for Educational Innovation, Communication and Information |
| ICP | Division of Intercultural Projects |
| IEP | UNESCO International Institute for Educational Planning (Paris) |
| IES | UNESCO International Institute for Higher Education in Latin America and the Caribbean, Caracas (Venezuela) |
| INF | Division of Information and Informatics |
| IOC | UNESCO Intergovernmental Oceanographic Commission |
| IOM | Inspectorate General |
| ISB | Islamabad (Pakistan) |
| ITE | UNESCO Institute for Information Technologies in Education, Moscow (Russia) |
| JAK | Jakarta (Indonesia) |
| KAT | Kathmandu (Nepal) |
| KIG | Kigali (Rwanda) |
| KNG | Kingston (Jamaica) |
| KNS | Kinshasa (Democratic Republic of the Congo) |
| KUA | Kuala Lumpur (Malaysia) |

| | |
|-----|----------------------------------------------------------------------------------------|
| LA | Office of International Standards and Legal Affairs |
| LAP | La Paz (Bolivia) |
| LBV | Libreville (Gabon) |
| LIM | Lima (Peru) |
| LSC | Division of Life Sciences |
| LUA | Luanda (Angola) |
| LUS | Lusaka (Zambia) |
| LWF | Learning Without Frontiers Coordination Unit |
| MA | Office of the Assistant Director-General for Management and Administration |
| MAP | Maputo (Mozambique) |
| MDT | Mediterranean Unit (CLT/DCP) |
| MED | Office of the Mediator |
| MFU | Coordination Unit for Activities related to Microfinance |
| MOS | Moscow (Russian Federation) |
| MPC | Division of Mathematics, Physical and Chemical Sciences |
| MTD | Montevideo (Uruguay) |
| MXC | Mexico City (Mexico) |
| NAC | Division for Relations with National Commissions |
| NAI | Nairobi (Kenya) |
| NDL | New Delhi (India) |
| NYO | Liaison Office, New York |
| OAI | Office for Administration and Information (ED) |
| ODG | Office of the Director-General |
| OPI | Office of Public Information |
| OPM | Office of Monthly Periodicals |
| OUA | Ouagadougou (Burkina Faso) |
| PAL | Coordination Unit for Assistance to the Palestinian People |
| PAC | Panama City (Panama) |
| PAO | Policy Analysis and Operations Division (SC) |
| PBD | Publications and Documentation Unit |
| PDC | Secretariat of the International Programme for the Development of Communication (IPDC) |
| PHD | Department for Peace, Human Rights, Democracy and Tolerance |
| PHE | Division of Philosophy and Ethics |
| PNP | Phnom Penh (Cambodia) |
| PON | Porto Novo (Benin) |
| POP | Port au Prince (Haiti) |
| POS | Port of Spain (Trinidad and Tobago) |
| PPE | Participation Programme and Emergency Assistance Coordination Unit |
| PRA | UNESCO Regional Programme for Emergency Education and the Culture of Peace |
| PRC | Division of Public Relations and Cultural Events |
| PRT | Pretoria (South Africa) |
| PSD | Fellowships and Procurement Services and Related Programme Support |
| PTC | Partnerships for the Twenty-First Century |
| QUE | Quebec (Canada) |
| QUI | Quito (Ecuador) |
| RAB | Rabat (Morocco) |
| RAM | Ramallah (Palestine) |
| REP | Representative Works Unit |
| RIO | Division of Relations with International Organizations |
| RMS | Relations with Member States (BRX) |
| SAR | Sarajevo (Bosnia and Herzegovina) |
| SAS | San Salvador (El Salvador) |
| SCA | Office of the Assistant Director-General for Natural Sciences |
| SCG | Secretariat of the General Conference |
| SCX | Secretariat of the Executive Board |
| SDI | Documentation and Information Service |

| | |
|-----|------------------------------------------------------------------------|
| SJO | San José (Costa Rica) |
| SRP | Division of Social Science, Research and Policy |
| SSG | Office of the Assistant Director-General for Social and Human Sciences |
| STD | Santo Domingo (Dominican Republic) |
| STG | Santiago (Chile) |
| SVE | Division of Secondary and Vocational Education |
| TAS | Tashkent (Uzbekistan) |
| TEH | Teheran (Islamic Republic of Iran) |
| TOL | Unit for Tolerance |
| TUN | Tunis (Tunisia) |
| UCE | Coordination and Evaluation Unit |
| UCJ | Youth Coordination Unit |
| UIE | UNESCO Institute for Education, Hamburg (Germany) |
| UIS | UNESCO Institute for Statistics |
| UPO | UNESCO Publishing Office |
| USP | Unit for Special Projects |
| VLO | Liaison Office, Vienna (Austria) |
| VNI | Venice (Italy) |
| WCR | World Culture Report Unit |
| WER | World Education Report Unit |
| WGE | Status of Women and Gender Equality |
| WHC | UNESCO World Heritage Centre |
| WIN | Windhoek (Namibia) |
| YAO | Yaoundé (Cameroon) |
| YSA | Division of Youth and Sports Activities |
| ZAG | Zagreb (Croatia) |