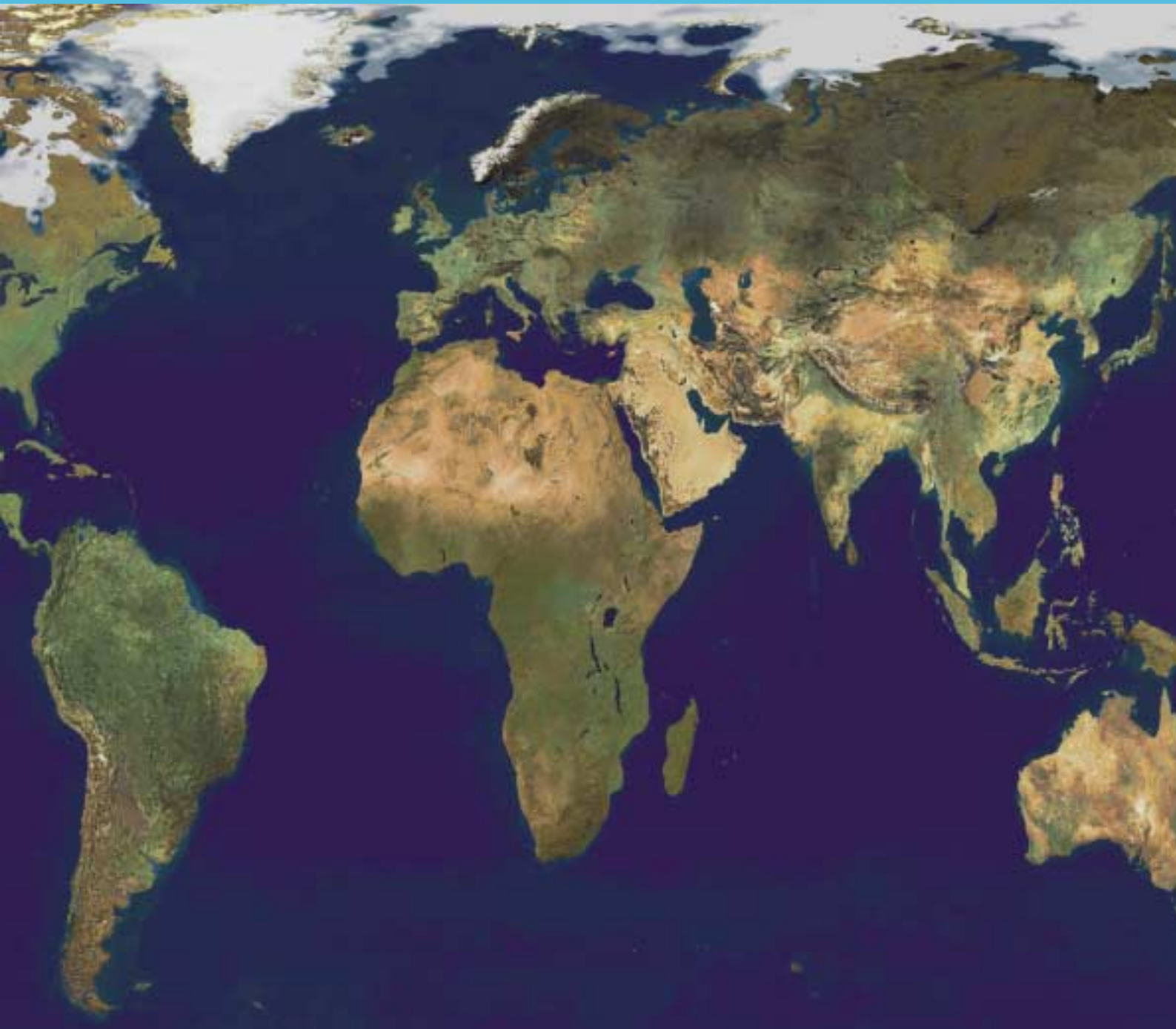


Working in Partnership with

The United Nations Educational, Scientific and Cultural Organisation (UNESCO)



Department for International Development

The Department for International Development (DFID) is the UK government department responsible for promoting development and the reduction of poverty. The government first elected in 1997 has increased its commitment to development by strengthening the department and increasing its budget.

The central focus of the Government's policy, set out in the 1997 White Paper on International Development, is a commitment to the internationally agreed target to halve the proportion of people living in extreme poverty by 2015, together with the associated targets including basic health care provision and universal access to primary education by the same date. The second White Paper on International Development, published in December 2000, reaffirmed this commitment, while focusing specifically on how to manage the process of globalisation to benefit poor people.

DFID seeks to work in partnership with governments which are committed to the international targets, and seeks to work with business, civil society and the research community to this end. We also work with multilateral institutions including the World Bank, United Nations agencies and the European Community.

The bulk of our assistance is concentrated on the poorest countries in Asia and sub-Saharan Africa. We are also contributing to poverty elimination and sustainable development in middle income countries in Latin America, the Caribbean and elsewhere. DFID is also helping the transition countries in central and eastern Europe to try to ensure that the process of change brings benefits to all people and particularly to the poorest.

As well as its headquarters in London and East Kilbride, DFID has offices in many developing countries. In others, DFID works through staff based in British embassies and high commissions.

Institutional Strategy Papers

Institutional Strategy Papers (ISPs) are prepared for the main multilateral development institutions with which DFID works, and are normally produced every three years. ISPs set out how we aim to contribute to achieving our White Paper objectives in partnership with each of the institutions concerned. The preparation of ISPs is a consultative process involving the institutions themselves and a range of civil society and other contacts.

Department for International Development
October 2001

Working in Partnership with the United Nations Educational, Scientific and Cultural Organisation (UNESCO): Institutional Strategy Paper

Contents	Page
A Summary	
The UK Government's Goal for UNESCO	1
B UNESCO and International Development	2
UNESCO's Role	2
Strengths and Weaknesses	2
DFID's involvement with UNESCO	2
C DFID's Objectives	3
Integrating UNESCO's Poverty Elimination Strategy	3
Achieving the Millennium Development Goals for Education	3
Using Statistics to Make Decisions and Measure Results	4
Using Science for Peace and Sustainable Development	5
Addressing the information and communications dimensions of poverty	6
Reform Process	6
D The Means for change	7
UNESCO's Governing Bodies	7
The UK National Commission for UNESCO	7
The Role of Financial and Technical Co-operation	7
Achieving Results	8
Annex 1 UNESCO's Medium Term Strategy	9
Annex 2 The Reform Process	10
Annex 3 UNESCO's Autonomous Education Institutes	11
Annex 4 Consultation Process	12

This Institutional Strategy Paper is one of a series on DFID's partnership with the United Nations and its agencies. It links with DFID's overarching paper *Working in Partnership with the United Nations*. Copies of this and other papers in the series are available from our Public Enquiry Point or on our website (for contact details turn to the back cover).

A. Summary

The UK Government's Goal for UNESCO

A1 The United Nations Educational, Scientific and Cultural Organisation (UNESCO) was established in 1945 because – in the words of its Constitution – “since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”. The organisation was mandated to promote universal respect for justice, the rule of law and human rights through international collaboration in education, science and culture. From the beginning education has been the keystone of UNESCO's mission.

A2 While the organisation has traditionally covered a wide range of important issues, the breadth of its activities and a certain resistance to reform have hindered it from reaching its full potential. The reforms set in train by the new Director-General promise to refocus and reinvigorate UNESCO, but the organisation will need to guard against dispersing its efforts. UNESCO can forge a solid reputation if it concentrates, within its educational, scientific, cultural and communications mandate, on the promotion of greater social justice and progress towards the Millennium Development Goals.

A3 The UK Government's goal is to see UNESCO transformed into an effective organisation with clear, focused objectives and strategies. Our key objective is the achievement of the Millennium Development Goals. Of those, the education goals are particularly relevant to UNESCO. We believe that the main thrust of UNESCO's work should be a commitment to spread education opportunities to the 113 million children now without access to primary school and to the 880 million adults in the world who are illiterate. This objective is more important than ever at a time when information technology is driving the spread of knowledge and information, which are essential for development and for access to the benefits of the globalising world economy. In order to achieve a clearer focus for its work, and to make a more effective contribution to meeting the Millennium Development Goals, we believe that UNESCO should:

- fulfill its mandate within a well-defined poverty and sustainable development strategy;
- give top priority to achieving the Millennium Development Goals for education;
- seek to improve the production of policy-relevant and internationally comparable statistics on education in developing countries and countries in transition;
- ensure that all programmes incorporate systems for monitoring and show clear evidence of impact and assessment of outcomes;
- participate more fully in the wider UN reform agenda and seek effective partnerships with other agencies.

A4 The UK Government will seek to achieve this goal through the governing bodies of which it is a member, and by providing appropriate technical co-operation and financial assistance.

B. UNESCO and International Development

UNESCO's Role

B1 UNESCO was established in the aftermath of the Second World War, with a constitution that reflects overriding concerns at that time for world peace and security. Article 1 of the 1945 Constitution states that:

“The purpose of the Organisation is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.”

Strengths and Weaknesses

B2 UNESCO, with 188 member states, has virtually universal membership, with the notable exception of the United States.

B3 UNESCO's comparative advantage lies in functions which can only be undertaken by an organisation with a global mandate. It is able to provide a forum for: international debate, the establishment of global standards and indicators, sharing of ideas, analysis and experience, and assessment of results. It is not a funding agency and has limited capability for playing an effective role at the country level. Education has from the start been the major part of UNESCO's mission. Its very broadly-based mandate carries with it risks of diffusion of effort and overlap with other international organisations – but also opportunities to develop interdisciplinary approaches.

B4 UNESCO has headquarters in Paris, a network of field offices, six autonomous educational institutes, and an institute for statistics. It has an approved establishment of 2,118 staff. Its biennial budget for 2000–2001, based on the UN scale of assessment, is \$544 million of contributions plus an anticipated \$316 million voluntary contributions, both of which vary widely between members. UNESCO needs to ensure that, despite its dependence on voluntary resources, it does not allow individual donor preferences to divert it from its strategic objectives.

B5 In the past UNESCO has had difficulty in capitalising on the potential strengths of its international position and mission. It now has a new Director-General determined to make UNESCO a more effective and sharply focused organisation, who has strengthened the top management, developed new strategies (see Annex 1) and a reform plan (Annex 2), and set in train a process of change.

DFID's involvement with UNESCO

B6 The sponsoring department for UK relations with UNESCO is the Department for International Development (DFID). The UK's 7.336% percent share of UNESCO's assessed contributions (£12.4 million annually) is paid by DFID.

B7 UK involvement in UNESCO was brought under the aegis of the Ministry of Overseas Development (later the Overseas Development Administration) in 1964 because, as the 1965 White Paper *Overseas Development: The Work of the New Ministry* made clear, the main thrust of UNESCO's programme was devoted to education in developing countries, and the appropriate sponsoring department was therefore the Ministry dedicated to international development.

B8 The UK left UNESCO in 1985 and rejoined in 1997. Again the sponsoring department was the newly-strengthened Department for International Development. The new government's 1997 White Paper *Eliminating World Poverty: A Challenge for the 21st Century* stated that the decision to rejoin demonstrated the UK's strong commitment to the UN, and its desire to work from within to strengthen the system. The 1997 White Paper also made clear that the UK wished to build new alliances for change, and to work more closely with its developing country partners to increase the effectiveness of UN agencies in meeting the needs of poor countries.

B9 Other UK Government departments, such as the Department for Education and Skills, the Department for Culture, Media and Sports, the Office of Science and Technology, and the parallel Departments in Scotland, Wales and Northern Ireland, also have an interest in UNESCO's work.

C. DFID's objectives

Integrating UNESCO's Poverty Elimination Strategy

C1 The challenge for UNESCO is to fulfil its mandate within a well-defined poverty strategy. Its medium-term strategy for 2002–2007 includes the eradication of poverty, especially extreme poverty, as a cross-cutting theme. The strategy will be implemented through a new, dedicated, joint management structure of Assistant Directors-General led by the Assistant Director-General for Social Sciences, and with the technical support of UNESCO's Bureau of Strategic Planning. The strategy will be integrated into all UNESCO sectoral activities, and there will be intersectoral and inter-agency work programmes, together with specific research projects to support it.

C2 DFID has worked with UNESCO to develop this cross-cutting strategy on poverty, together with the World Bank and the United Nations Development Programme. There is scope for DFID to continue to work with UNESCO and its partners to generate a poverty strategy that supports the Millennium Development Goals:

- ensuring the impact of the poverty strategy across all UNESCO's programmes;
- building effective links with the poverty and sustainable development strategies of other UN agencies;
- pursuing the research and information goals on poverty that have been already identified.

Achieving the Millennium Development Goals for Education

C3 UNESCO has the mandate from the World Education Forum in Dakar to co-ordinate Education for All partners for the achievement of the *Dakar Framework for Action*, and to maintain their collective momentum. This is UNESCO's top priority for education.

C4 Our key objective for UNESCO'S role in education is:

- to support UNESCO in making a strong and distinctive contribution to the achievement of the Millennium Development Goals for education. DFID's Target Strategy Paper *The Challenge of Universal Primary Education* provides the basis for our dialogue on achieving the internationally-agreed educational development goals.

C5 UNESCO's international political and technical role in education involves providing international leadership and technical guidance on how to achieve the Millennium

Development Goals for education and the goals of the *Dakar Framework for Action*:

- identifying and focusing international attention, on the educational needs of the most disadvantaged, including those affected by gender inequalities, disability, HIV/AIDS and conflict;
- facilitating and contributing to dialogue and better international co-ordination to achieve the mobilisation of resources that enables individual countries to achieve their own education targets;
- acting as an internationally-respected centre of knowledge and advice on strategies for improving the quality of education in developing countries;
- being the major international observatory of progress towards universal primary education and other Education for All goals.

C6 Our specific objectives are to:

- encourage UNESCO in giving priority to the Millennium Development Goals, within its medium term framework, programme allocations and staffing deployment, and especially by supporting UNESCO in the strengthening and development of its technical, specialist and observatory Education for All functions at the international and regional level;
- encourage UNESCO in implementing its mandate from the *Dakar Framework for Action* to promote partnerships between agencies with different strengths, and to facilitate the best possible resource mobilisation that ensures that developing countries are able to respond to the educational needs of people living in poverty;
- ensure that the work of UNESCO's autonomous education institutes (see Annex 3) have a specific technical focus that enable UNESCO to achieve its core education objectives;
- encourage UNESCO in defining the priorities and the strategies for the inter-agency initiative on Education in Emergency Situations, and the educational responses to HIV/AIDS.

C7 DFID's priorities for working with UNESCO are:

- pursuit of the agreement reached at Dakar that all countries should commit themselves to achieving Universal Primary Education and to the implementation of the commitment that no country committed to Education for All shall be denied the international resources necessary to support progress;

- willingness to work jointly with UNESCO and its institutes (Annex 3) on technical programmes designed to contribute to the achievement of the education development goals, where there is clear evidence that UNESCO offers leadership and comparative advantage at the international level. Among the areas in which UNESCO has the potential to undertake work internationally in education, those of highest interest to DFID are the planning and management of education systems; improving the inclusiveness and quality of primary education; education and HIV/AIDS, and education in conflict and emergency situations;
- continued willingness to strengthen the UNESCO Institute of Statistics observatory function (see paragraphs 20 and 21).
- a normative role in developing the concepts, methods and standards for internationally comparable statistics and indicators;
- collecting up-to-date global statistics, according to these agreed quality procedures, and disseminating them in a form appropriate to needs, including to monitor progress towards international targets (UNESCO has the only system-wide obligation to provide data and provided the bedrock data for the *Dakar Framework for Action*);
- working with countries to improve their capacities to collate and analyse education statistics and indicators through advocacy, mobilisation of political will and commitment. This includes the development of communication skills of statisticians and their relationships with policy makers;
- analysing data in partnership with policy makers and researchers;
- promoting improved policy and user links leading to wider and more informed use of statistics and indicators for policy purposes both within UNESCO and generally.

Using Statistics to Make Decisions and Measure Results

C8 Our vision for world education statistics, which is shared by UNESCO, is that:

- national and international policy development and resource decisions need to be informed by good quality and coherent statistics and analyses, which are responsive to changing needs ;
- progress towards key policy goals (such as the Millennium Development Goals) must be monitored effectively through a set of indicators agreed internationally.

C9 The challenge is that :

- internationally comparable statistics are lacking, out of date or of poor quality in most developing countries, including key indicators in areas such as literacy, and there are conflicting international sets;
- there are weak relationships between users and producers, both in developing countries and internationally – such that the basic motivation for educational practitioners to record and provide data is often lacking – and there is limited use of statistics in policy and resource decisions;
- there is inadequate co-ordination of statistical capacity-building and data collection, both internationally and nationally (including the relationship between central statistical offices and statisticians in line ministries, and the career development of the latter) and there is inadequate recognition of need for methodological development.

C10 The role, comparative advantage and value-added of the recently established UNESCO Institute for Statistics (UIS) is as follows :

C11 DFID will support UIS to:

- develop statistical capacity including to collect, analyse and use data in poor countries, both bilaterally and through international initiatives such as Partnerships in Statistics for Development in the 21st Century (PARIS 21);
- collect and analyse policy-relevant and internationally comparable statistics on education, including the five indicators which monitor progress towards the education-based Millennium Development Goals and Education for All indicators;
- improve information we collect on socially excluded/marginalised people, looking at inequalities within as well as between countries, in order to focus on the poorest (e.g. through data on children not in school, and on illiteracy);
- explore ways in which statisticians can collect data to analyse the impact of HIV/AIDS on education (in partnership with International Institute for Educational Planning (IIEP)).

C12 DFID is ready to help by:

- placing professional advisers in positions jointly identified by UIS and DFID as priorities for external assistance;
- awarding bursaries for attachments to UIS from developing countries;
- providing financial support for activities of joint interest.

Using Science for Peace and Sustainable Development

C13 Many of UNESCO's science sector programmes are clearly development-linked. They focus on local capacity-building, through support to international networks for training and research collaboration; on the application of scientific knowledge to environmental problems; and on stimulating broad-based discussion of the ethical implications of scientific knowledge. Their input on sustainable development should be enhanced through giving greater emphasis to north-south and south-south institutional partnerships and by greater use of new information and communications technology.

C14 UNESCO is a member of the Administrative Committee on Co-ordination (ACC) Sub-Committee on Water Resources, which co-ordinates this work across the UN system, and also hosts the secretariat for the UN-wide World Water Assessment Programme (WWAP), which is responsible for the biennial World Water Development Report. Water resources and related ecosystems are UNESCO's top priority for science for 2002–2003.

C15 The International Hydrology Programme (IHP) was established in 1975 with the mandate "to improve the scientific and technological basis for the development of methods and human resources, to rationally manage and develop water resources, while protecting the environment". The proposed sixth IHP programme (2002–2007) *Water Interactions: Systems at Risk and Social Challenges* will focus on policy relevant research, emphasising interactions between water and social issues. It will include research on water ethics, the prevention and resolution of water conflicts and raising public awareness of water issues.

C16 The Intergovernmental Oceanographic Commission (IOC) is an autonomous organisation within UNESCO that is the UN body responsible for our understanding of the ocean and how it affects people. This area of science is directly related to world climate problems and to sustainable livelihoods in coastal economies.

C17 We believe UNESCO's objectives for science should be to:

- have comprehensive policies and strategies for integrated water resources management in the process of implementation in all countries, as endorsed by the Commission on Sustainable Development and the Millennium Summit;
- encourage dialogue on sharing water and coastal resources for peace and security at regional, and national and local levels;

- address the poverty and vulnerability of coastal communities, particularly those dependent on fisheries and tourism.

C18 The challenges for UNESCO are to:

- focus its water related activities on the contribution of hydrology to conflict resolution and poverty eradication;
- rationalise the hydrology programmes of UNESCO and the World Meteorological Organisation (WMO);
- look in detail at the links between coral reefs and the livelihoods of the people who depend, directly or indirectly, on them;
- give priority to activities that directly support access to information and capacity-building in developing countries (e.g. through the proposed UNESCO Institute for Water Education in Delft);
- set quantifiable objectives based on development outcomes.

C19 DFID's contribution to IHP has been through the FRIEND programme which focuses the collection and sharing of hydrological information on a regional basis. It has proved successful in acting as a catalyst in developing co-operation rather than conflict over shared water resources. IHP has established an impressive network of world renowned hydrologists in 100 countries. Through IHP, UNESCO should seek to improve the integration between environmental sciences – including hydrology – and their application to support sustainable development. DFID is currently undertaking an evaluation of our support to the FRIEND programme which will inform future funding.

C20 DFID was a founder member of the International Coral Reef initiative. Its support for IOC has been for coordination and training activities of the Global Coral Reef Monitoring Network in South Asia, for the production of a Manual of Coastal Management and for research into mechanisms for conflict management in coastal resource use. Continuing support for IOC needs to focus on:

- effective application of the outcomes of scientific research
- working with developing countries to understand better the context in which knowledge is gained and applied;
- identifying potential partnerships.

Addressing the information and communications dimensions of poverty

C21 UNESCO's second cross-cutting theme for its medium-term strategy is the contribution of new information and communications technologies to its mandate and the construction of a knowledge society.

C22 Our approach to information and communications technologies is to realise their potential to address the information and communications aspects of poverty. Used appropriately, these technologies are powerful tools but are not the end in themselves – the international community should stay focused on tackling poverty rather than on bridging the 'digital divide'. We have identified several issues to be addressed by the international community and developing countries including: addressing information and communication issues in the context of poverty reduction strategies; helping to create an enabling environment for the spread of information and communication technologies, local innovation and entrepreneurship and free flow of information; focusing on the needs of the poorest; promoting better co-ordination and division of labour in the international community, and strengthening developing country voice in international negotiations.

C23 UNESCO's approach has been:

- to focus on the ethical, legal and societal issues surrounding the digital divide and it has carried out an extensive consultation process. This has been effective in bringing some of the key people together and has prepared the ground for a new UNESCO programme, *Information for All*;
- bring the benefits of the global information age down to the community level through its Information for All programme. The programme has five distinctive components including a strong emphasis on community information centres and community radio.

C24 We will encourage UNESCO to concentrate its efforts on a narrower range of activities, focusing on the policy and capacity constraints on use of the full range of technologies to address the information and communication needs of poor people. Specific areas that we will encourage UNESCO to work on are:

- ways to address the information and communication needs of the poorest, through combining old and new technologies (such as internet and radio) to exchange information, using intermediaries such as NGOs or health workers, or by traditional forms of communication;

- supporting efforts to develop locally-relevant applications and content for use in developing countries, and relevant to poor people;
- work with policy-makers to address key constraints to improving the policy environment for information flows and media in developing countries.

Reform Process

C25 The ongoing reform process (see Annex 2) will address the immediate problems, but there remains a need for :

- UNESCO to work more closely with other agencies, in support of the UN Development Assistance Frameworks, taking account of Poverty Reduction Strategies and Comprehensive Development Frameworks Strategies;
- a systematic examination of the overlap of UNESCO's historic interpretation of its mandate (e.g. in human rights, environmental science and copyright) with newly created UN bodies such as the United Nations Commission on Human Rights (UNCHR) the United Nations Environment Programme (UNEP) and the World Intellectual Property Organisation (WIPO);
- UNESCO to demonstrate where and how it can make a difference and communicate this effectively through governments, the media and civil society in member states;
- a longer-term vision for human resources in terms of the overall number of staff, the balance between core staff and professionals on short-term contracts, and between staff at headquarters and in the field;
- more effective management of voluntary funds, in co-operation with the donors;
- a systematic examination of the contribution of UNESCO's field offices to the impact of its work;
- incremental targets for efficiency savings to increase the proportion of the budget devoted to the programme;
- the Governing Bodies to reform their methods of working so that they are more effective and efficient.

C26 DFID has already provided assistance to UNESCO to establish results-based programming through sharing DFID's experience of project cycle management. There is likely to be scope for assisting with the development of the new management information system, and revitalising human resources, envisaged as part of the reform plan.

D. The means for change

UNESCO's Governing Bodies

D1 The UK is a member of UNESCO's Executive Board and its key subsidiary bodies. UNESCO's biennial General Conference of all member states is the supreme governing body, deciding such matters as the biennial Programme and Budget. The core work on governance is undertaken by the Permanent Delegation, headed by a DFID staff member, with participation from other government departments. DFID technical advisory groups contribute to particular areas of UNESCO's work. The National Commission (see paragraphs 40–43) will promote and develop the advisory role of civil society at future General Conferences.

D2 Other government departments have an interest in the work of UNESCO, including areas of the organisation's work of direct relevance to poverty eradication and sustainable development. For example, the Department of Culture, Media and Sport is concerned with one of UNESCO's best-known programmes, the designation and monitoring of World Heritage Sites, which has shown that effective management of built and natural heritage, where informed by cultural diversity and inclusiveness, can make an important contribution to development. The UK is a member of the Intergovernmental Oceanographic Commission (represented by National Environmental Research Council), and of the Intergovernmental Committee on Bioethics (represented by the Department of Health).

The UK National Commission for UNESCO

D3 UNESCO is unique among UN organisations in requiring each member state to set up a national co-ordinating body to support communication between UNESCO and civil society. The British Council is contracted by DFID to provide the Secretariat for the National Commission. The Secretariat receives grant funding from DFID and other government departments.

D4 The functions of the Commission are to:

- Facilitate links between UK civil society and UNESCO, and through UNESCO with civil society in countries around the world;
- Disseminate information on UNESCO's objectives, programme and activities, so as to encourage civil society awareness of UNESCO's work;

- Provide independent sources of advice on UNESCO matters to the relevant government departments;
- Facilitate the management of UNESCO activities in UK.

D5 One of the key tasks for the new National Commission is to stimulate interest in the work of UNESCO through appropriate links with civil society. This includes professional bodies, NGOs and pressure groups operating nationally and internationally. To release energy and enthusiasm from this highly differentiated resource, the National Commission now has five sector committees to examine UNESCO's key themes and programmes and to identify points of contact with UK civil society expertise. Such activities include the preparation of detailed critiques on specific areas of UNESCO's work and recommendations for practical action.

D6 The UK National Commission may pursue its specific activities in partnership with National Commissions and civil society in other countries, as well as with UNESCO's headquarters and field offices. It will make full use of new information and communications technology to develop relations with selected National Commissions in different parts of the world, so helping to increase the value of this distinctive UNESCO network.

The Role of Financial and Technical Co-operation

D7 DFID is ready to provide financial and technical support for UNESCO, in line with UNESCO's comparative advantage as an organisation with a global mandate. DFID is ready to place professional advisers (for education and statistics in particular) in key positions on the staff.

D8 UNESCO is looking to its members to provide voluntary support for the upfront costs of essential reforms (e.g. the restructuring of the organisation and installing a new management information system to support UNESCO's integrated planning, budgeting and monitoring system). In principle, DFID is ready to support the reform process in terms of technical assistance and upfront financial costs, provided that there are clear timebound and measurable benefits.

Achieving Results

D9 Changes are afoot to make UNESCO more effective and relevant to the aspirations of its member states. The process will take time – perhaps five years to achieve a fully modernised and reformed organisation. The important thing is to have set clearly-focused objectives, to have benchmarks against which to measure incremental change, and for UNESCO to continue to achieve significant and recognisable progress towards defined objectives.

Annex 1: UNESCO's Medium Term Strategy

Unifying Theme

UNESCO contributing to peace and human development in an era of globalisation through education, the sciences, culture and communication.

Two Cross-cutting Themes

- Eradication of poverty, especially extreme poverty;
- The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society.

Three Main Strategic Thrusts

- Developing and promoting universal principles and norms, based on shared values, in order to meet emerging challenges in education, science, culture and communication and to protect and strengthen the “common public good”;
- Promoting pluralism, through recognition and safeguarding of diversity together with the observance of human rights;
- Promoting empowerment and participation in the emerging knowledge society through equitable access, capacity-building and sharing of knowledge.

Twelve Strategic Objectives

Education

- Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights;
- Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values;
- Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education.

Sciences

- Promoting principles and ethical norms to guide scientific and technological development and social transformation;
- Improving human security by better management of the environment and social change;
- Enhancing scientific, technical and human capacities to participate in the emerging knowledge societies.

Culture

- Promoting the drafting and implementation of standard-setting instruments in the cultural field;
- Protecting cultural diversity and encouraging pluralism and dialogue between cultures and civilisation;
- Enhancing the linkages between culture and development, through capacity-building and sharing of knowledge.

Communication and Information

- Promoting the free flow of ideas and universal access to information;
- Promoting the expression of pluralism and cultural diversity in the media and world information networks;
- Access for all to information and communication technologies, especially in the public domain.

This strategy was recommended by UNESCO's Executive Board for adoption by the General Conference meeting in October/November 2001.

Annex 2: The reform process

1. UNESCO has already developed a results-based format for the programme and budget approved for 2000–2001. To support this approach UNESCO has developed an integrated planning, budgeting and monitoring system (SISTER). It is well served by its external auditor (the Auditor General of Canada).

2. During his first year the Director-General has taken decisive action to ensure respect for rules and procedures; to introduce transparent systems for staff recruitment and transfer and an agreed staff separation scheme, and to rationalise the structure of the staff at headquarters. He has recruited a new top management team by international competitive process. He has now established a timetable for achieving the following reforms :

a. New Staff Policy

- Development of a proactive recruitment policy, with particular emphasis on effective human resources planning. Recruitment plans will be developed. Structured interviews will become the norm and competency-based assessments will be introduced for both external and internal candidates in 2002. A framework of UNESCO-specific core and managerial competencies will be developed and a new performance appraisal system will be designed;
- A dynamic career development policy will be developed and UNESCO will liaise closely with other agencies to find ways of overcoming the rigidities in the present UN common system;
- There will be a significant increase in expenditure on targeted training in management methods and specific skills, making use of external training where necessary; new contractual arrangements will be introduced to facilitate fixed term appointments.

b. Modern Management Systems

- Introduction of new software for financial and accounting procedures (FABS) linked to the SISTER planning and budgeting system. These new management tools are needed to ensure effective delegation of authority and accountability in the Secretariat;
- Establishment of a new internal oversight system combining internal audit and evaluation functions under an independent Director of Internal Oversight appointed in consultation with the Executive Board;
- A new decentralisation strategy which will close around 25 of the current 69 field offices. It will be based on 27 overseas offices serving 'clusters' of several countries. National offices will only be maintained in exceptional circumstances (e.g. for E-9 countries) and for a limited period. There will be a review in 2005.

Annex 3: UNESCO's autonomous Education Institutes

1. The *UNESCO International Bureau of Education* (IBE), Geneva, has a recognised reputation as a professional resource for national education systems. It focuses on capacity-building for the qualitative improvement of curriculum content, methods and structures. It publishes *World Data on Education*, which complements the work of UNESCO's Institute for Statistics, and it promotes dialogue on educational policies through the International Conference on Education. It receives \$4.9 million from UNESCO's biennial assessed budget (including provision for 18 staff) and \$0.5million from voluntary contributions.

2. The *UNESCO International Institute for Educational Planning* (IIEP), Paris, with a branch in Buenos Aires, has a strong and deserved international reputation as a centre for management administration. Recent work has concentrated on improving the quality of basic education; secondary education policies; meeting the needs of the disadvantaged, and promoting efficient educational organisation management and financing. It has an important documentation centre. UNESCO has given this Institute a key role in addressing the impact of HIV/AIDS on the Education Sector. It has \$5.4million from UNESCO's biennial assessed budget (including provision for 39 staff) and \$4.2million voluntary contributions.

3. The *UNESCO Institute for Education* (UIE), Hamburg, focuses on adult education. It has been influential in raising the profile of literacy issues in the field of adult education, particularly in Asia. It is now addressing the issue of HIV/AIDS within literacy programmes. It has \$2.1million from UNESCO's biennial assessed budget (including provision for 5 staff) and \$3.5million voluntary contributions. There is some uncertainty about the funding by the German Foreign Ministry, and therefore about the future of the Institute.

4. The following three institutes do not yet have a track record. The *UNESCO Institute for Information Technologies in Education* (IITE), Moscow, has \$1.2million from UNESCO's biennial assessed budget (including provision for 3 staff) and voluntary contributions of \$3 million. The *UNESCO International Institute for Higher Education in Latin America and the Caribbean* (IESALC), Caracas, has \$2.4million from UNESCO's biennial assessed budget (including provision for 13 staff). The *UNESCO International Institute for Capacity-Building in Africa* (IICBA), Addis Ababa, has \$1.3million from UNESCO's biennial assessed budget (including provision for 1 staff). There is potential overlap between IICBA and the other UNESCO institutes concerned with capacity-building, in particular IBE and IIEP.

5. There are several non-autonomous UNESCO centres, in particular the European Centre for Higher Education (CEPES) in Bucharest which assists countries in transition. There is also a new *International Centre for Technical and Vocational Education and Training* in Bonn, to implement UNESCO's programme of Technical and Vocational Education and Training (TVET). There is a proposal to establish a *UNESCO Institute for Water Education* based on the International Institute for Infrastructural, Hydraulic and Environmental Engineering in Delft.

Note: Additional staff may be financed from voluntary contributions.

Annex 4: Consultation process

DFID consulted both UNESCO and UK civil society about this paper. The draft was discussed with, and commented upon by UNESCO's Director-General, Koichiro Matsuura, and his senior management team. The UK National Commission for UNESCO submitted comments, after consulting civil society, and making the draft paper available on their website. DFID also consulted other interested government departments.

