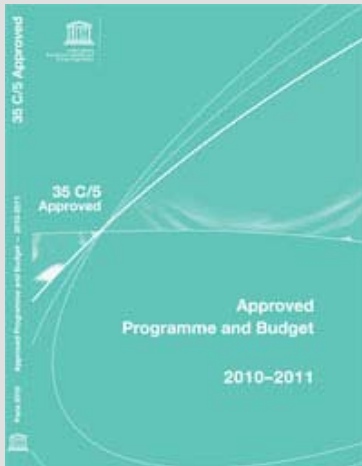




## UNESCO 2010-11 Programme and Budget

This Fact Sheet provides an **extended summary of UNESCO's 2010-2011 Programme and Budget and its programmatic focus.**



### Other Relevant Fact Sheets:

- Overview of UNESCO
- UNESCO's Medium Term Strategy 2008-2013 (34 C/4)
- Regional Consultation with National Commissions for UNESCO

UK National Commission for UNESCO  
Secretariat  
Suite 98  
3 Whitehall Court  
London SW1A 2EL  
[www.unesco.org.uk](http://www.unesco.org.uk)  
Tel: 020 7766 3491

### 2010-2011 PROGRAMME AND BUDGET (35 C/5)

UNESCO's 2010-2011 Programme and Budget (presented as document 35 C/5 Approved) represents the operational translation of the Organization's Medium-Term Strategy for 2008-2013 (document 34 C/4 Approved) in the second two-year cycle (referred to as a "biennium") of its six-year strategic planning cycle.

	US\$ million (2010-11)
Regular Budget:	653.0
<u>Extra-budgetary Resources:</u>	<u>462.8</u>
Total	1115.8

In the UNESCO Director-General's introduction to the 35 C/5, the following salient programmatic features of the document are highlighted:

- The 2010-11 budget ceiling of US \$653 million is a zero-real growth budget (taking into account statutory and inflationary factors). The \$22 million nominal increase from the 2008-09 budget has been mostly allocated to the five programme sectors, including \$9.5 million to education (representing a real increase of \$4.4 million in the education budget).
- In 2010-11 UNESCO will continue to position itself in the context of UN reform, both globally and at country level. The 35 C/5 integrates UNESCO's response to the UN reform process, particularly on enhancing coherence and "delivering as one".
- With respect to EFA – which is UNESCO's first priority – UNESCO must and will pursue its role much more vigorously – as global advocate, coordinator and also in terms of the technical assistance UNESCO provides at country level.
- Intersectorality and interdisciplinarity have been given particular emphasis. UNESCO's ability to combine the contributions of different sectors and disciplines in a strategic manner will increase the relevance, sustainability and impact of its action. It is the Director General's expectation that the scope and depth of intersectoral and interdisciplinary engagement will increase gradually in the course of the Medium-Term Strategy, building on lessons learnt.
- Africa as a whole will continue to be a significant priority, with action responding to national development needs and regional integration articulated by the African Union. Special attention in 2010-11 will be given to the outcomes and recommendations of the African Union Summits, especially on culture, education and science and technology.
- Gender equality has been identified as a global priority. Particular attention will be paid to this by ensuring the full implementation of the gender mainstreaming strategy in all programmes, and ensuring the special needs of women and girls are addressed through gender-specific initiatives, especially at country level.
- Member States have called for strengthened intervention in favour of youth in LDCs and SIDS, concentrating especially on groups in need, together with an increasing focus on South-South and North-South-South cooperation in all fields.
- Partnerships will be vitally important for UNESCO's action and its relevance, meaning foremost collaboration with members of the "UNESCO family". The full potential of collaboration with civil society and NGOs needs to be realised, including our growing partnerships with the private sector.
- UNESCO's lead role during the 2010 International Year of Rapprochement among Cultures will enhance our international profile. Similarly by playing an important role in the 2010 Year of Biodiversity and International Year of Youth will mark and set out new avenues for meaningful future action.

The 35 C/5 identifies two sectoral priorities for each of UNESCO's five programme sectors. These **biennial sectoral priorities** contribute to the corresponding overarching objective for that sector as set out in UNESCO's Medium Term Strategy for 2008-2013 (C4 C/5).

Each biennial sectoral priority is associated with one to three **Main Lines of Action (MLAs)** which identify the expected outcomes of the programme over the next two years.

### Additional Information

To download the 2010-2011 Programme and Budget (35 C/5 Approved), visit:

<http://unesdoc.unesco.org/images/0018/001870/187028e.pdf> ( 2.89 Mb, 309 pgs)

## SUMMARY BY SECTOR/UNIT OF REGULAR PROGRAMME AND EXTRA-BUDGETARY ACTIVITIES

(All figures in US \$)		Regular Budget			Extra-Budgetary Resources
		Activities	Staff	Total	
<b>Part I – General Policy and Direction</b>					
A	<b>Governing Bodies</b>				
1	General Conference	4 443 200	1 038 000	5 481 200	-
2	Executive Board	6 127 600	1 696 000	7 824 000	-
	<b>Total I.A -</b>	<b>10 570 800</b>	<b>2 734 600</b>	<b>13 305 400</b>	-
B	<b>Direction (ODG etc)</b>	2 175 700	18 180 400	20 356 100	1 437 000
C	<b>Participation in the UN system</b>	10 965 200	-	10 965 200	-
	<b>TOTAL, PART I -</b>	<b>23 711 700</b>	<b>20 915 000</b>	<b>44 626 700</b>	<b>1 437 000</b>
<b>Part II – Programme and Programme-Related Services</b>					
A	<b>Programmes</b>				
1	Education	56 175 700	62 360 000	118 535 700	62 008 300
2	Natural Sciences <i>(of which International Oceanographic Commission)</i>	20 499 600 3 449 900	38 574 400 6 037 300	59 074 000 9 487 200	185 122 100 8 683 600
3	Social and Human Sciences	9 671 800	19 982 300	29 654 100	27 024 700
4	Culture <i>(of which World Heritage Centre)</i>	17 201 000 4 573 200	36 548 700 7 759 100	53 749 700 12 332 300	71 376 700 21 106 400
5	Communication and Information	13 108 800	20 049 200	33 158 000	83 323 700
6	UNESCO Institute for Statistics	9 128 600	-	9 128 600	-
7	Field Management of Decentralized Programmes	-	56 189 400	56 189 400	1 312 900
	<b>Total II.A -</b>	<b>125 785 500</b>	<b>233 704 000</b>	<b>359 489 500</b>	<b>430 168 400</b>
B	<b>Programme-Related Services</b>				
1	Coordination and monitoring of action to benefit Africa	1 044 400	3 631 900	4 676 300	2 861 300
2	Public Information	2 083 700	11 588 100	13 671 800	1 283 200
3	Strategic Planning and Programme Monitoring	1 435 000	6 345 000	7 780 000	558 400
4	Budget Planning and Programme Monitoring	507 700	4 332 200	4 839 900	3 106 800
	<b>Total II.B -</b>	<b>5 070 800</b>	<b>25 897 200</b>	<b>30 968 000</b>	<b>7 809 700</b>
C	<b>Participation Programme and Fellowships</b>				
1	Participation Programme	19 050 000	930 200	19 980 200	-
2	Fellowship Programme	1 165 500	695 500	1 861 000	3 424 900
	<b>Total II.C -</b>	<b>20 215 500</b>	<b>1 625 700</b>	<b>21 841 200</b>	<b>3 424 900</b>
	<b>TOTAL, PART II -</b>	<b>151 071 800</b>	<b>261 226 900</b>	<b>412 298 700</b>	<b>441 403 000</b>
<b>Part III – Support for Programme Execution and Administration</b>					
A	<b>External Relations</b>	3 076 700	14 590 300	17 667 000	5 945 600
B	<b>Field Management and Coordination</b>				
1	Headquarters	388 200	4 305 000	4 693 200	219 800
2	Field Offices: Operating Costs	19 865 200	-	19 865 200	450 000
C	<b>Human Resource Management</b>	16 018 200	16 715 700	32 734 200	500 000
D	<b>Accounting, treasury management &amp; financial control</b>	1 429 400	9 107 400	10 536 800	1 827 200
E	<b>Administration</b>	38 341 100	59 586 700	97 927 800	10 968 800
	<b>TOTAL, PART III -</b>	<b>79 119 100</b>	<b>104 305 100</b>	<b>183 424 200</b>	<b>19 911 400</b>
	<b>TOTAL, PART I – III</b>	<b>253 902 600</b>	<b>386 447 000</b>	<b>640 349 600</b>	<b>462 751 400</b>
	<b>Reserve for reclassifications / merit-based promotions</b>	-	2 000 000	2 000 000	-
	<b>Part IV – Anticipated Cost Increases</b>	852 700	9 797 700	10 650 400	-
	<b>TOTAL, PARTS I - IV</b>	<b>254 755 300</b>	<b>398 244 700</b>	<b>653 000 000</b>	<b>462 751 400</b>

## Major Programme I: Education

Main Line of Action		Regular Budget (US \$)			Extra-Budgetary Resources
		Activities	Staff	Total	
<b>MLA 1</b>	Building blocks for EFA : literacy, teachers and work skills.	14 447 500	17 448 000	31 895 500	17 136 700
<b>MLA 2</b>	From early childhood to the adult years: building effective education systems.	7 758 300	18 796 200	26 554 500	4 127 100
<b>MLA 3</b>	Sector-wide frameworks: helping governments to plan and manage the education sector.	11 596 200	17 819 300	29 415 500	15 216 500
<b>MLA 4</b>	Leading the education agenda: coordinating international efforts in leading education and tracking trends.	4 873 700	8 296 500	13 170 200	25 528 000
<b>UNESCO Education Institutes</b>					
	UNESCO International Bureau of Education (IBE)	4 800 000	-	4 800 000	-
	UNESCO International Institute for Educational Planning (IIEP)	5 300 000	-	5 300 000	-
	UNESCO Institute for Lifelong Learning (UIL)	2 000 000	-	2 000 000	-
	UNESCO Institute for Information Technologies in Education (IITE)	900 000	-	900 000	-
	UNESCO International Institute for Capacity Building in Africa (IICBA)	2 500 000	-	2 500 000	-
	UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2 000 000	-	2 000 000	-
	Total, UNESCO Education Institutes	17 500 000	-	17 500 000	-
<b>TOTAL, MAJOR PROGRAMME I -</b>		<b>56 175 700</b>	<b>62 360 000</b>	<b>118 535 700</b>	<b>62 008 300</b>

**The General Conference****1. Authorizes** the Director-General

- (a) to implement the plan of action for Major Programme I, structured around the following two biennial sectoral priorities and four main lines of action, with special emphasis on the needs of Africa, gender equality, youth, LDCs and SIDS, as well as the most vulnerable segments of society, including indigenous peoples, and by focusing on the key areas of literacy, teachers, skills development for the world of work, and sector-wide education plans and policies, paying particular attention to education for sustainable development and fostering South-South cooperation as a key modality of action, in order to:

**Biennial sectoral priority 1:****Supporting the achievement of Education for All (EFA)**

- (i) focus on three fundamental areas for achieving EFA – literacy, teachers, and skills for the world of work – with the potential to impact significantly the lives of learners and their communities and to advance human development. As lead agency for the United Nations Literacy Decade (2003-2012), UNESCO will support Member States in boosting their functional literacy rates, particularly through its Literacy Initiative for Empowerment (LIFE), and promote literacy on the education agenda. It will support Member States in the design and implementation of effective policies and systems for training and retaining teachers so as to meet current and future demand, in particular through the Teacher Training Initiative for Sub-Saharan Africa (TTISSA). As a third building block, the Organization will promote relevant technical and vocational education and training (TVET) and skills development for the world of work within a broader framework of lifelong learning while putting a strong emphasis on secondary technical education, especially for young people. It will concentrate its actions on upstream policy work, in particular by assisting in reforming TVET systems in targeted countries, as well as on promoting UNESCO's normative instruments in technical and vocational education and improving national statistical capacities for better monitoring of TVET systems. In each of these priority areas, particular emphasis will be placed on equity and gender issues;
- (ii) provide capacity development, technical support and global leadership in the different stages of education from early childhood to the adult years, so as to support Member States in building, strengthening and managing effective education systems. Thus, UNESCO will support Member States both in improving their policies and systems in educational levels identified as national priorities for action, from early childhood care and education (ECCE) to higher education, and in enhancing the linkages between these different levels. Particular emphasis will be placed on improving access to and the quality of education, including through open educational resources. Through the Associated Schools Project Network (ASPnet), UNESCO will identify and promote examples of good practice, including in the area of education for sustainable development, and enhance the visibility of UNESCO in the area of education;

- (iii) support the development of sector-wide education frameworks by strengthening national capacities to plan and manage the education sector as a whole and to ensure that their education systems are of quality and equitable. Thus, UNESCO will directly support targeted Member States in preparing, renewing and managing the implementation of national sector-wide plans and inclusive policies in education using cutting-edge tools, with particular emphasis on gender, while at the same time supporting them to coordinate EFA at the country level. The Organization will also support Member States in integrating the principles of education for sustainable development in their policies and plans, and address transversal issues, such as HIV and AIDS, which impact on the whole education sector;

**MLA 1:** Building blocks for EFA: literacy, teachers and work skills

- National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through the Literacy Initiative for Empowerment (LIFE), building on an enhanced international coordination role of UNESCO for the United Nations Literacy Decade
- National capacities strengthened to train and retain quality teachers, particularly in Africa through the Teacher Training Initiative in Sub-Saharan Africa (TTISSA)
- TVET systems reformed and capacity of Member States developed to equip youth and adults with knowledge, competences and skills for the world of work

**MLA 2:** From early childhood to the adult years: building effective education systems

- National capacities strengthened in developing policies for early childhood care and education
- National capacities strengthened to plan, implement and manage basic education, mainly in Africa
- Secondary education systems renewed, in particular and as appropriate, through curricular reform and improved learning assessment of students
- National capacities strengthened in higher education policy formulation and reform, promotion of research and quality assurance

**MLA 3:** Sector-wide frameworks: helping governments to plan and manage the education sector

- National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations
- National capacities developed to integrate the principles, values and practices of sustainable development into education sector policies and plans as part of global efforts to strengthen education for sustainable development (ESD)
- National capacities strengthened to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts

**Biennial sectoral priority 2:**

**Providing global and regional leadership in education, including through the implementation of recommendations of major international education conferences**

- (iv) continue to ensure global leadership and coordination of international efforts in education, including through the tracking of educational trends. UNESCO will coordinate international EFA partners in order to bring governments together to take decisions on major international policy issues in education and raise awareness on educational priorities defined by the United Nations. These will include, in particular, the coordination of the EFA process, the United Nations Literacy Decade (2003-2012) and the United Nations Decade of Education for Sustainable Development (2005-2014). In order to ensure that decisions are based on solid evidence, the Organization will provide governments and the international community with reports on trends regarding the status of legislation, policies, systems and participation in education around the world, in particular concerning progress as measured against internationally agreed development goals. This will include the continued promotion and monitoring of existing normative and standard-setting instruments in the field of education;

**MLA 4:** Leading the education agenda, including education for sustainable development (ESD), and tracking trends

- Political and financial commitment mobilized to achieve the EFA goals through strengthened coordinated action of EFA partners and continued support to the regional initiatives/networks that serve as policy platforms
- Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies and reports such as the EFA Global Monitoring Report
- International coordination and partnership in support of the United Nations Decade of Education for Sustainable Development (DESD) strengthened and the Bonn Declaration of the UNESCO World Conference on Education for Sustainable Development followed up
- Member States aware of the normative instruments in education and actively reporting on their implementation

**Global Priority Africa**

**Note:** *These expected outcomes mirror those already identified in the above MLAs.*

- National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through LIFE, building on an enhanced international coordination role of UNESCO for the UNLD (expected result 1)
- National capacities strengthened to train and retain quality teachers through TTISSA (expected result 2)
- National capacities strengthened to plan, implement and manage basic education in Africa (expected result 5)
- National capacities strengthened to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts, particularly in Africa (expected result 10)

**Global priority gender equality**

- National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls
- Gender-sensitive teacher policies developed in Member States
- National capacities strengthened to formulate policies that promote equitable access of girls and boys to secondary general and technical and vocational education
- National capacities strengthened to prepare and manage sector-wide inclusive education plans and policies that are gender-sensitive and assure equitable access to education

## Major Programme II: Natural Sciences

Main Line of Action		Regular Budget (US\$)			Extra-Budgetary
		Activities	Staff	Total	Resources (US\$)
<b>MLA 1</b>	Enhancing the leverage of science through integrated science, technology and innovation (STI) policy.	2 976 500	7 070 800	10 047 300	19 342 800
<b>MLA 2</b>	Strengthening science education and capacity building in the sciences.	2 454 200	5 594 500	8 048 700	5 810 000
<b>MLA 3</b>	Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity as well as disaster resilience.	10 604 000	19 063 800	29 667 800	23 199 300
<b>MLA 4</b>	Improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones.	3 449 900	6 845 300	10 295 200	8 683 600
<b>UNESCO Science Institutes</b>					
	UNESCO-IHE Institute for Water Education (UNESCO-IHE)	-	-	-	73 000 000
	The International Centre for Theoretical Physics (ICTP)	1 015 000	-	1 015 000	55 086 400
<b>TOTAL, MAJOR PROGRAMME II -</b>		<b>20 499 600</b>	<b>38 574 400</b>	<b>59 074 000</b>	<b>185 122 100</b>

**The General Conference**

1. **Authorizes** the Director-General:

(a) to implement the plan of action for Major Programme II, structured around the following two biennial sectoral priorities and four main lines of action, with special emphasis on the needs of Africa, gender equality, youth, LDCs and SIDS, as well as the most vulnerable segments of society, including indigenous people, in order to:

**Biennial sectoral priority 1:****Policies and capacity-building in science, technology and innovation for sustainable development and poverty eradication**

- (i) support Member States in the formulation and implementation of science, technology and innovation policies, the building of related capacities, and the establishment of mechanisms linking the various sectors, drawing, as appropriate, on the contribution of local and indigenous knowledge; and promote access to scientific and technical knowledge and basic services through cutting-edge technologies, especially in developing countries;
- (ii) strengthen science and technology education as well as human and institutional capacity-building and associated policies in the basic sciences and engineering, including through the International Basic Sciences Programme (IBSP), in close cooperation with the Education Sector, the International Centre for Theoretical Physics (ICTP), the International Bureau of Education (IBE) and educational and scientific networks, centres of excellence and non-governmental organizations, with emphasis on encouraging curriculum development, quality science and engineering teaching, fostering the use of space technologies for promoting science education and enhancing public awareness of science and its services for development, the use of science to respond to contemporary challenges, the sharing of scientific and research capacities, and South-South and triangular North-South-South cooperation;
- (iii) leverage the contribution of science and technology applications for poverty eradication, sustainable development and other internationally agreed development goals, including the MDGs, and for addressing global climate change, integrating gender equality considerations and targeting under-represented groups, particularly through the promotion of linkages between education, research and development, and the strengthening of cooperation between Major Programmes II and III;

- MLA 1:** Enhancing the leverage of science through integrated science, technology and innovation policy (STI) policy
- Existing national STI policies and strategies reviewed, with particular emphasis on Africa and LDCs
  - Regional STI strategies developed and existing strategies effectively promoted
  - Science policy database improved and knowledge exchange enhanced
  - Sustainable development in SIDS and LDCs advanced, with emphasis on climate change adaption as well as recognition and promotion of local and indigenous knowledge

- MLA 2:** Reinforcing capacity-building in the sciences and strengthening science education, especially in Africa
- Science education at various levels strengthened through IBSP and its action in promoting the use of satellites for innovative science education, science education policies promoted and quality of science teaching improved, with special focus on Africa and on participation of girls and women
  - Human and institutional capacity-building in the basic sciences strengthened to foster applications for societal needs and encourage careers in science, with emphasis on Africa and on gender equality
  - Member States supported in engineering capacity-building and innovation as well as the development of relevant policies
  - South-South and North-South-South cooperation reinforced in the context of capacity-building for Africa

### **Biennial sectoral priority 2:**

#### **Sustainable management of freshwater, ocean and terrestrial resources as well as disaster preparedness and mitigation**

- (iv) support the execution of the seventh phase of the International Hydrological Programme (IHP), including through its global and regional programmes, cross-cutting and specialized projects (HELP, FRIEND, G-WADI, ISARM, PCCP and IFI), as well as working groups, and enhanced coordination with the IHP National Committees and focal points, the category 1 UNESCO-IHE Institute for Water Education, the water-related institutes and centres under UNESCO auspices (category 2) and UNESCO Chairs; strengthen scientific approaches for improved water management policies and governance, particularly in arid and semi-arid zones and in urban systems; enhance water-related technical capacity-building and education at all levels; provide approaches for adapting to the impacts of global changes on river basins and aquifers; and actively contribute to and strengthen global monitoring, reporting and assessment of freshwater resources through the World Water Assessment Programme (WWAP), paying particular attention to sub-Saharan Africa;
- (v) improve the performance and impact of the Man and the Biosphere (MAB) Programme and the World Network of Biosphere Reserves, in particular through the implementation of the Madrid Action Plan (2008-2013) for the development of biosphere reserves as learning platforms for sustainable development, by encouraging the production and sharing of knowledge concerning biodiversity and ecosystem management, leveraging resources, improving coordination and promoting cross-cutting activities through a variety of partnerships; consolidate and reinforce UNESCO's role within the United Nations system for building capacity for Earth sciences in support of sustainable development through the International Geoscience Programme (IGCP); expand partnerships with space agencies and other partners for tracking changes in land, water and oceans within the context of UNESCO and United Nations-sponsored Earth systems observation and monitoring initiatives, including those concerned with risk management; and promote the use of UNESCO-inscribed sites for raising awareness and understanding of climate change and other Earth system processes;
- (vi) support national and regional efforts to develop, integrate and complement capacities to prevent, tackle and reduce the risks arising from natural and human-induced disasters with a focus on policy advice, knowledge sharing, awareness-raising, and education for disaster preparedness, paying particular attention to integrating a gender perspective and to youth, and strengthen human and institutional capacity-building and associated policies in the area of renewable energy;
- (vii) strengthen the lead work of the UNESCO Intergovernmental Oceanographic Commission (IOC), as the specialized intergovernmental body within the United Nations system, in improving ocean governance and fostering intergovernmental cooperation through ocean sciences and services; improve scientific knowledge and understanding of oceanic and coastal processes with a view to supporting Member States, especially small island developing States and least developed countries, in the design and implementation of sustainable policies and approaches for prevention and reduction of the impacts of natural hazards, mitigation of the impacts of and adaptation to climate change and variability, and safeguarding the health of oceans and coastal ecosystems, as well as in the development of management procedures and policies leading to the sustainability of coastal and ocean environment and resources; and support Member States in developing capacities in ocean sciences, services and observations;

- MLA 3:** Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity
- Knowledge base of the processes of the hydrological cycle, including river basins, aquifer systems and ecosystems strengthened
  - Member States assisted in strengthening policies for water governance and management in river basins, urban systems, arid and semi-arid zones, including groundwater and shared waters
  - Water-related capacities reinforced, including through education at all levels, with an emphasis on Africa and gender mainstreaming.
  - Integrated management of biological and mineral resources promoted, drawing on the knowledge base, networks and institutional capacity
  - The use of participatory approaches for biodiversity conservation, climate change adaptation and mitigation promoted through the World Network of Biosphere Reserves (WNBR)
  - Geosciences capacities for Earth systems observations and monitoring with particular emphasis on geosystems, geohazard prediction and climate change adaptation strengthened, with a special focus on Africa
  - Capacities built for mitigation of natural disasters, paying particular attention to gender equality and youth, through networking, partnerships and policy support
  - Member States supported in policies for renewable and alternative sources of energy and related capacity-building

- MLA 4:** Strengthening the UNESCO Intergovernmental Oceanographic Commission (IOC) and broadening the scope of its activities for the benefit of all Member States: Improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones
- Ocean observing systems and data exchange standards enhanced
  - Enhanced coordination of research on ocean ecosystems, marine habitats and biodiversity, and best practices promoted in the management of marine and coastal ecosystems
  - Risks from tsunami and other ocean and coastal-related hazards reduced, with special emphasis on particularly vulnerable regions in Africa, LDCs and SIDS
  - Member State requests for policy and capacity development responded to by integrating knowledge and experience available from all relevant IOC programmes, with special attention given to particularly vulnerable regions in Africa, LDCs and SIDS

**Global priority Africa:**

- Science and technology policies and planning capacities of selected African Member States, including SIDS, strengthened
- UNESCO Action Plan, addressing the AU CPA on Science and Technology, focused on the implementation of its flagship projects
- Education and networking strengthened in basic and applied sciences
- Knowledge base and capacities in formulating national energy policies strengthened
- Knowledge base and capacities in formulating national and regional freshwater management strengthened
- University-level Earth sciences education revitalized
- Adaptation strategies to manage coastal changes in West Africa provided

**Global priority gender equality:**

- Professional education of women from developing countries in various natural sciences and engineering enhanced and promoted
- Participation by women in UNESCO-sponsored scientific networks and activities increased
- Inclusion of women in STI policy decision-making increased, and the reasons for their inclusion understood by policy makers
- The gender dimension of biodiversity conservation highlighted internationally

## Major Programme III: Social and human sciences

Main Line of Action		Regular Budget (US \$)			Extra-Budgetary Resources
		Activities	Staff	Total	
<b>MLA 1</b>	Promoting human rights in UNESCO's domains and fostering dialogue on emerging social issues.	3 414 800	6 294 600	9 709 400	6 513 400
<b>MLA 2</b>	Strengthening research-policy linkages for the management of social transformations.	3 026 500	7 884 400	10 910 900	20 431 200
<b>MLA 3</b>	Promoting policies on physical education, sports and anti-doping.	590 800	1 070 200	1 661 000	-
<b>MLA 4</b>	Assisting Member States in developing policies in the ethics of science and technology, especially bioethics.	2 639 700	4 733 100	7 372 800	80 100
<b>TOTAL, MAJOR PROGRAMME III -</b>		<b>9 671 800</b>	<b>19 982 300</b>	<b>29 654 100</b>	<b>27 024 700</b>

**The General Conference**1. **Authorizes** the Director-General:

- (a) to implement the plan of action for Major Programme III, structured around the following two biennial sectoral priorities and four main lines of action, with special emphasis on the needs of Africa, gender equality, youth, LDCs and SIDS, as well as the most vulnerable segments of society, including indigenous peoples, in order to:

**Biennial sectoral priority 1:****Responding to critical global social challenges and the exigency of building a culture of peace and promoting intercultural dialogue, on the basis of human rights and philosophy**

- (i) promote policy-oriented research on the main obstacles and challenges to the implementation of human rights in the domains of UNESCO, including through the establishment of the rule of law
- (ii) pursue the research-policy work on the human rights-based approach to respond to the evolving global financial, economic and social crisis, strengthen poverty eradication and promote gender equality
- (iii) pursue the implementation of UNESCO's Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance, in particular through the development of research-policy linkages on fighting racism and discrimination, encouraging initiatives to combat all forms of racial and/or religious intolerance, reinforcing regional coalitions of cities against racism and discrimination, and combating HIV/AIDS-related discrimination
- (iv) support the Management of Social Transformations (MOST) Programme with a view to responding to the current global crisis, in the development of policy-oriented research and related capacity-building in such fields as poverty eradication, migration, regional integration and urban issues, SIDS, youth, sport and gender equality policies, in close cooperation with existing international and regional research networks, through support for and strengthening of networks of both government (including the fora of ministers of social development) and civil society experts and research institutions
- (v) disseminate cutting-edge research results and improved methodologies through publications and online databases
- (vi) foster dialogue in the field of youth between policy-makers, researchers and youth organizations, with particular focus on empowering young women and men to participate fully in policy development and implementation at all levels and supporting Member States to develop effective youth policies, by promoting research, dialogue, exchange of best practices and capacity-building measures on emerging challenges such as the economic crisis, social cohesion, intercultural dialogue and youth violence, in cooperation with organizations of the United Nations system, intergovernmental organisations, researchers and youth organizations and networks
- (vii) contribute to the elaboration and improvement of physical education and sports policies, monitor the implementation of the International Convention against Doping in Sport (2005), in close cooperation with States Parties thereto and the World Anti-Doping Agency (WADA)
- (viii) contribute to the elaboration of national and regional policies for the social and human sciences, within the framework of UNESCO's intersectoral platform on strengthening national research systems, with emphasis on the contribution of national research systems and science policies to overall national strategies for sustainable development and with an initial focus on Africa

- (ix) strengthen the contribution of research in the human sciences to a culture of peace through fostering dialogue (including the Greater Horn Horizon Forum of Intellectuals for the Horn of Africa; the civil society dialogue between Israel and Palestine), linking it to relevant initiatives of the Alliance of Civilizations and with special emphasis on the promotion of South-South and North-South-South cooperation, within the framework of the intersectoral platform on contributing to the dialogue among civilizations and cultures and to a culture of peace
- (x) pursue the implementation of the Integrated Strategy on Democracy, through initiatives including the Arab and Asian philosophical dialogue on democracy and social justice, the dialogue on democracy and human rights between the Arab world and Africa as well as through the research of the International Centre for Human Sciences in Byblos, Lebanon
- (xi) pursue the implementation of the three pillars of UNESCO's intersectoral strategy on philosophy, with emphasis on the promotion of philosophy teaching at all levels, and the contribution of philosophy to debate on key contemporary issues relating in particular to the dialogue among civilizations and cultures and the promotion of a culture of peace; promote the international and national celebrations of World Philosophy Day in coordination with National Commissions for UNESCO, relevant international and regional NGOs, as well as academic networks, the interregional philosophical dialogues and the activities of international networks, with particular emphasis on the International Network of Women Philosophers and on identification, preservation, appreciation and promotion of the philosophical heritage of each region.

**MLA 1:** Promoting human rights within UNESCO's fields of competence, philosophy and philosophical dialogue on emerging social and human issues, as well as intercultural dialogue

- Evidence-based policy recommendations to empower people deprived of their basic human rights formulated and disseminated
- Philosophical exchanges reinforced with a view to addressing new challenges to democracy and a culture of peace

**MLA 2:** Enhancing research-policy linkages in the field of social development and the management of social transformations, including emerging issues relating to youth

- Member States assisted in the development of policies in fields related to social transformations, such as regional integration, migration, SIDS, urban development and youth
- Research policies and capacities in the social and human sciences in Member States supported

**MLA 3:** Ensuring the effective implementation and monitoring of the International Convention against Doping in Sport, as well as providing upstream policy orientations on physical education and sport

- Member States supported in the development of policies for physical education and sports and in the implementation of the International Convention against Doping in Sport

## **Biennial sectoral priority 2:**

### **Addressing emerging global ethical issues**

- (i) foster international, regional and national debate on ethical issues relating to the development of science and technology, in particular through:
  - the work of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST);
  - support to national ethics committees;
  - awareness-raising and study of key ethical issues, including social responsibility and more equitable sharing of the benefits of science and technology, environmental ethics and the ethical principles contained in the Recommendation on the Status of Scientific Researchers, as well as in the Declaration on Science and the Use of Scientific Knowledge;
  - the availability of teaching expertise and teaching materials and of capacity-building, including training in developing countries, as well as of updated databases on ethical principles;
- (ii) enhance national and international debate and action in the field of bioethics, in close cooperation with the International Bioethics Committee (IBC) and the Intergovernmental Bioethics Committee (IGBC), including through:
  - support to national bioethics committees and to international networks for exchange of experiences and best practices;
  - support to the creation of national bioethics committees;
  - dissemination and promotion of UNESCO declarations in the field of bioethics;
  - the development of the Global Ethics Observatory and the availability of teaching expertise and teaching materials, in close cooperation with COMEST;

- regional and international cooperation in the field of bioethics and strengthened cooperation with the relevant regional centres and intergovernmental institutions active in the field of bioethics, for example the Pan-American Health Organization (PAHO) through its Regional Bioethics Programme based in Santiago, Chile, and the UNESCO REDBIOETICA;

(iii) ensure interdisciplinary cooperation through the intersectoral platforms, in particular for climate change, science education, education for sustainable development and strengthening of national research systems, with emphasis on the elaboration and dissemination of educational materials for the teaching of the ethics of science and technology at all educational levels from secondary education to higher education, in close cooperation with the UNESCO International Bureau of Education (IBE), on the ethical dimensions and components of education for sustainable development, and on the reinforcement of the ethics of science and technology in national research systems

**MLA 4:** Supporting Member States in developing policies in the ethics of science and technology, especially bioethics and disseminating the existing declarations in the field of bioethics

- Policy advice provided and bioethics programmes strengthened
- Ethics infrastructures in Member States developed and reinforced
- Overarching framework for an ethical approach to the use of science and technology and other scientific activities that respect human dignity and human rights further developed.

**Global priority Africa:**

- African Member States assisted in the development of policies through dialogues at various levels in fields related to social transformations, including in human rights, poverty eradication, the fight against racism and discrimination, gender equality, youth empowerment, migration and regional integration

**Global priority gender equality:**

- Gender specific information included in all policy briefs

## Major Programme IV: Culture

Main Line of Action		Regular Budget (US \$)			Extra-Budgetary Resources (US\$)
		Activities	Staff	Total	
<b>MLA 1</b>	Protecting and conserving immovable, cultural and natural properties in particular through the effective implementation of the World Heritage Convention.	4 573 200	11 400 300	15 973 500	34 376 700
<b>MLA 2</b>	Safeguarding living heritage, particularly through the promotion of the 2003 Convention.	3 841 200	6 496 800	10 338 000	9 142 400
<b>MLA 3</b>	Enhancing the protection of cultural objects and the fight against their illicit traffic, notably through the promotion and the implementation of the 1970 and 2001 Conventions, as well as the development of museums.	2 789 100	5 713 000	8 502 100	5 110 300
<b>MLA 4</b>	Protecting and promoting the diversity of cultural expressions through the implementation of the 2005 Convention and the development of cultural and creative industries.	3 512 000	6 538 700	10 050 700	13 018 300
<b>MLA 5</b>	Integrating intercultural dialogue and cultural diversity into national policies.	2 485 500	6 399 900	8 885 400	9 729 000
<b>TOTAL, MAJOR PROGRAMME IV -</b>		<b>17 201 000</b>	<b>36 548 700</b>	<b>53 749 700</b>	<b>71 376 700</b>

**The General Conference****1. Authorizes** the Director-General:

- (a) to implement the plan of action for Major Programme IV, structured around the following two biennial sectoral priorities and five main lines of action, with special emphasis on the needs of Africa, gender equality, youth, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples, in order to:

**Biennial sectoral priority 1:****Protecting, safeguarding and managing the tangible and intangible heritage**

- (i) service States Parties to the 1972 World Heritage Convention through the organization of statutory meetings of the World Heritage Committee and General Assembly of States Parties with a view to ensuring the proper implementation of the decisions of its governing bodies, notably the establishment of a fully credible, balanced and representative World Heritage List that reflects all cultures and civilizations
- (ii) implement the key priorities approved by the governing bodies of the 1972 Convention to address global strategic issues and challenges, particularly climate change, tourism and urbanization, notably by focusing on the conservation, management and monitoring of World Heritage for sustainable development
- (iii) strengthen heritage conservation and capacity-building, particularly in Africa, in close cooperation with the African World Heritage Fund, notably for sites on the World Heritage in Danger List and sites in post-conflict and post-disaster countries, paying particular attention to promoting and implementing the Convention in SIDS and LDCs
- (iv) increase awareness on heritage protection and conservation through the development of the World Heritage Centre's information and knowledge management system related to the Convention's processes, notably with a view to expanding its partnerships
- (v) ensure a smooth start to the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, in particular through the development of the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, the Representative List of the Intangible Cultural Heritage of Humanity and the register of programmes pursuant to the Operational Directives by coordinating the consultation process and requests for assistance made under the Intangible Cultural Heritage Fund, with particular attention paid to developing countries, in particular in Africa
- (vi) promote better protection and transmission of the intangible heritage, in particular by assisting Member States through policy advice, capacity-building for the identification of the intangible cultural heritage – with special emphasis on endangered languages – through the promotion of identification and safeguarding measures, and the gathering, analysis and dissemination of good practices in this respect
- (vii) launch and develop communication activities through appropriate partnerships in order to ensure that the intangible heritage is understood, known and appreciated, in particular by young people, through formal and informal education systems and the new communication media

- (viii) promote standard-setting and operational activities for the protection of cultural objects and the fight against illicit traffic, particularly through the effective implementation of the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict (the Hague Convention) and its two Protocols, the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and the 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects, as well as support to the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation, and dialogue and cooperation between States Parties for the identification of cultural property, the sharing of information and experience thereon, and processes for the restitution of such property
- (ix) develop capacities and institutions for the protection of underwater cultural heritage in UNESCO Member States and the effective implementation of the 2001 Convention on the Protection of the Underwater Cultural Heritage
- (x) sustain the development of high-visibility and high-impact projects in the area of museum development at the national and local levels, in particular in Africa and LDCs, focusing on capacity-building and the reinforcement of existing infrastructures, as well as the production of educational tools for the protection and conservation of cultural objects and the strengthening of museum institutions.

**MLA 1:** Protecting and conserving immovable, cultural and natural properties, in particular through the effective implementation of the World Heritage Convention

- Implementation of the World Heritage Convention strengthened through the effective functioning of its governing bodies
- World Heritage properties more effectively protected against new global challenges and threats
- Conservation for sustainable development strengthened, notably through capacity-building and training activities
- World Heritage education, communication and knowledge management tools developed and network of partners expanded

**MLA 2:** Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

- Implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage ensured through the effective functioning of its governing bodies
- Members State's capacities to safeguard intangible cultural heritage for the development of the concerned communities strengthened
- Awareness of the importance of safeguarding intangible cultural heritage increased

**MLA 3:** Enhancing the protection of cultural objects and the fight against illicit trafficking in them, notably through the promotion and the implementation of the 1954 Convention and its two Protocols, and the 1970 and 2001 Conventions, as well as the development of museums

- Reconciliation, social cohesion and international cooperation promoted through the effective implementation of the 1954 Hague Convention and its two Protocols, and of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property
- Implementation of measures necessary to safeguard and preserve cultural heritage in countries in conflict situations, particularly in occupied territories
- Implementation of the 2001 Convention on the Protection of the Underwater Cultural Heritage and international cooperation for the preservation of underwater cultural heritage strengthened
- Capacities of LDCs for the protection and conservation of movable cultural property enhanced as an integral part of national development efforts

### **Biennial sectoral priority 2:**

#### **Promoting the diversity of cultural expressions, languages and multilingualism, the dialogue of cultures and civilization, and a culture of peace**

- (xi) ensure the effective implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, in particular through the continuation of the preparation of operational guidelines, the smooth functioning of its operational mechanisms and the following up of requests for international assistance under the International Fund for Cultural Diversity
- (xii) promote North-South, South-South and North-South-South public-private partnerships for the development of creative industries through capacity-building, monitoring and support to regional and subregional integration initiatives in the areas of the book industry, translation, crafts and design, notably by the development of the award of

excellence in crafts, the social design network Design 21 and the DREAM (dance, read, express, art, music) Centers, the expansion of the Creative Cities network; with the aim of fostering their development and knowledge-sharing, through the organization on a yearly basis, subject to the availability of sufficient extrabudgetary resources, of the Forum on Culture and the Cultural Industries; and ensure assistance to Member States in the implementation of the Revised International Framework for Cultural Statistics produced in cooperation with the UNESCO Institute for Statistics (UIS) and national statistical institutes

- (xiii) encourage initiatives designed to develop arts education at the national level with a view to promoting quality education as a means of enhancing the cognitive and creative capacities of the individual, and organize the second World Conference on Arts Education to be held in Seoul in 2010
- (xiv) expand the integration of culture into national development policies and regional processes, in particular in Africa and the LDCs, including through the “Delivering as One” approach for the Common Country Assessment/United Nations Development Assistance Frameworks (CCA/ UNDAFs), poverty reduction strategies (PRSs), the implementation of the UNDP/Spain MDG Achievement Fund (MDG-F) projects, and other modalities, notably through policy advice and capacity-building, identification of good practices, skill transfer and the application of tools, such as the cultural diversity programming lens
- (xv) expand knowledge of African history, and in particular of the slave trade and the related cultural interaction processes such as the Slave Route, including action to counter prejudices and stereotypes through the pedagogical use of the UNESCO *General History of Africa*
- (xvi) consolidate efforts to promote intercultural dialogue, in particular in the context of the cooperation with the Alliance of Civilizations and of UNESCO’s lead role for the International Year for the Rapprochement of Cultures (2010), as well as through programmes for indigenous peoples, the building of intercultural skills, and the creation of new spaces involving youth and women
- (xvii) promote the place, role and participation of women in society and in the development of culture, while fully respecting the principle of gender equality
- (xviii) continue supporting and/or engaging in national and regional cultural policy processes, notably by providing advice, developing training tools and building the capacity of policy-makers, programmers and leading actors with responsibilities in the area of culture and innovative cultural policy formulation, especially in Africa and Latin America and the Caribbean.

- MLA 4:** Protecting and promoting the diversity of cultural expressions, particularly through the implementation of the 2005 Convention and the development of cultural and creative industries
- The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions and the Universal Copyright Convention implemented and related operational mechanisms strengthened
  - The contribution of cultural and creative industries to development strengthened and highlighted, *inter alia* by holding the Forum on Culture and Cultural Industries, with the help of public-private partnerships
  - Multilingualism and linguistic diversity promoted through publishing and translation, in particular with regard to content on the Internet
  - The creative, productive and managerial capacities of craftspeople and designers supported
  - Member States supported in promoting and protecting endangered and indigenous languages

- MLA 5:** Integrating intercultural dialogue and cultural diversity into national policies
- Culture mainstreamed in national development policy frameworks and common country programming exercises in the context of United Nations country teams
  - Knowledge of African history and of the tragedy of the slave trade and its various routes in different regions of the world reinforced and disseminated and the Slave Route project reinforced
  - Conditions, capacities and modalities of intercultural dialogue and interreligious dialogue strengthened at the local, national and regional levels

**Global priority Africa:**

- New challenges of cultural diversity and intercultural dialogue addressed in cultural policies in Africa, in collaboration with the African Union
- Culture mainstreamed in national development policies in Africa, notably through common country programming exercises in the context of UNCTs
- Conservation of World Heritage properties in Africa strengthened, notably through capacity-building and training in cooperation with the African World Heritage Fund
- Knowledge on Africa and on the tragedy of the slave trade reinforced
- Promotion of African languages through publishing and translation
- Promotion of African regional integration through the staging of cultural events
- Strengthening of local African music and crafts markets

**Global priority gender equality:**

- Women's active and visible participation in cultural and creative industries increased
- States Parties to the 1972 Convention encouraged to increase women's active participation in World Heritage Committees and related management and conservation initiatives for World Heritage
- Gender equality integrated into the development and implementation of capacity-building activities for museums
- Opportunities increased for women to gain managerial experience in museums
- Understanding among UNESCO stakeholders of the gender dimensions of intangible cultural heritage improved

## Major Programme V: Communication &amp; Information

Main Line of Action		Regular Budget (US \$)			Extra-Budgetary Resources (US\$)
		Activities	Staff	Total	
MLA 1	Promoting freedom of expression and access to information	4 326 000	5 750 600	10 076 600	8 132 500
MLA 2	Strengthening free, independent and pluralistic media and communications for sustainable development	4 391 400	6 483 900	10 875 300	7 079 900
MLA 3	Fostering universal access to information and knowledge and the development of infostructures	4 391 400	7 814 700	12 206 100	68 111 300
<b>TOTAL, MAJOR PROGRAMME V -</b>		<b>13 108 800</b>	<b>20 049 200</b>	<b>33 158 000</b>	<b>83 323 700</b>

**The General Conference****1. Authorizes** the Director-General:

- (a) to implement the plan of action for Major Programme V, structured around the following two biennial sectoral priorities and three main lines of action, with special emphasis on the needs of Africa, gender equality, youth, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples, in order to:

**Biennial sectoral priority 1:****Promoting freedom of expression and information**

- (i) sensitize governments, public institutions and civil society to the importance of freedom of expression and freedom of the press, in particular through the annual celebration of World Press Freedom Day and the awarding of the UNESCO-Guillermo Cano World Press Freedom Prize, and raise awareness of the importance of freedom of information, including on the internet, for development, democracy and dialogue; monitor the situation of press freedom and the safety of journalists, with special emphasis on cases of impunity for violence against journalists
- (ii) assist Member States in building capacity for the establishment and application of internationally recognized legal and regulatory standards for freedom of expression, freedom of information and free and independent media; assist Member States in the establishment of an enabling environment for freedom of expression and freedom of information; promote Internet governance based on the principles of openness, diversity, including cultural and linguistic diversity, and transparency
- (iii) enable media professionals to apply the highest ethical and professional standards, and enable people to access information, and critically assess and use it; encourage the development of media accountability systems based upon self-regulation
- (iv) provide support to foster editorial independence and quality programming in public service broadcasting, community media and new digital media; provide a platform for international discussions on the public services remit of Internet-based media and the private media sector
- (v) assist Member States in creating an enabling environment for freedom of expression and independent media including in countries in conflict, post-conflict and transition as well as in post-disaster situations; strengthen the role of communication and information in fostering mutual understanding, peace and reconciliation; enable media to provide unbiased information, avoid stereotypes and counteract incitement to hatred and violence, especially within the framework of the Power of Peace Network
- (vi) foster the contribution of media to disaster risk reduction and mitigation; build capacities of local and community media in handling information related to humanitarian issues, especially in countries with a high risk of natural disasters, by taking, inter alia, a preventive, educational and supportive approach

**MLA 1:** Promoting freedom of expression and access to information

- Freedom of expression more broadly respected and related internationally recognized legal, safety, ethical and professional standards applied, including those related to the safety of media professionals
- Member States supported in creating an enabling environment for freedom of expression and independent media, including in countries in conflict, post-conflict and transition as well as in post-disaster situations
- Editorial independence and quality programming in public service broadcasting, private and community media and new digital media fostered

## **Biennial sectoral priority 2:**

### **Building capacities for universal access to information and knowledge**

- (vii) promote the development of free, independent and pluralistic media in particular through the International Programme for the Development of Communication (IPDC); apply the IPDC-approved media development indicators; address the needs identified through them
- (viii) foster media pluralism and the inclusion of marginalized communities in policy- and decision- making processes related to sustainable development; foster community multimedia centres for rural communities to acquire, contextualize and share locally relevant content
- (ix) strengthen the institutional capacities of media training and journalism education institutions; support the adoption by media training institutions of the UNESCO model curricula for journalism education; support media training institutions in their efforts to comply with the criteria for training excellence; foster equal opportunities for both men and women in media training and journalism education
- (x) establish enabling frameworks conducive to increasing media content that contributes to strengthening people's understanding of issues related to sustainable development and climate change; provide assistance to media organizations to impart subject-related knowledge to journalists and to strengthen their investigative capacities; foster partnerships with media to create greater awareness on the importance of education for sustainable development; develop the critical abilities of media and information literacy
- (xi) contribute to promoting equitable and affordable access to information for all; assist Member States in the establishment and implementation of effective policy frameworks, strategies and capacity-building for fostering information literacy, information preservation, information ethics, information for development and universal information accessibility in particular through the Information for All Programme (IFAP); enhance the international and national outreach of the IFAP; enhance the international and national outreach of IFAP; enhance information accessibility for the disadvantaged, including local communities, indigenous peoples, minority groups and persons with disabilities; promote the availability of diverse and multilingual content
- (xii) reinforce infostructures by strengthening the role of libraries and archives as key institutions in disseminating and preserving information and knowledge; build capacities of information professionals to be better equipped to meet the evolving challenges in the areas of libraries and archives
- (xiii) promote the preservation of documentary heritage by safeguarding original material and raising awareness of the importance of heritage and memory as contributors to knowledge through such means as the Memory of the World Register and the UNESCO/Jikji Memory of the World Prize; contribute to the expansion of the World Digital Library to serve as a framework for national and international policy development
- (xiv) foster strategies for increasing the use of information and communication technologies (ICTs) in knowledge acquisition and sharing; promote access to scientific information through the use of ICTs, open access policies and strategies and the increased use of open-source tools in all areas of UNESCO's competence;

- MLA 2:** Strengthening free, independent and pluralistic media and communication for sustainable development
- Member States supported in the development of free, independent and pluralistic media based on IPDC media development indicators
  - Capacities of media training and journalism education institutions increased to reach the established criteria of excellence in training, including the pursuit of gender equality
  - Media and information literacy increased to foster informed decision-making

- MLA 3:** Fostering universal access to information and knowledge and the development of infostructures
- Member States supported in the development, adoption and implementation of inclusive policy frameworks for universal access to, and dissemination of, information based on the Strategic Plan for the Information for All Programme (IFAP)
  - Preservation of documentary heritage reinforced in Member States
  - Infostructures for sustainable development and good governance in Member States promoted
  - Member States supported in developing strategies for using ICTs in knowledge acquisition and sharing and, in particular, for access to scientific knowledge

**Global priority Africa:**

- Member States actively fostering a diverse mix of public, private and community media benefitting democratic development
- Laws and regulatory frameworks for freedom of expression, freedom of the press and freedom of information established or revised according to internationally recognized standards, especially in PCPD countries
- Excluded groups, particularly in rural areas and linguistic minorities enabled to access information
- Quality training opportunities for media professionals offered by media training and journalism education institutes
- Capacities of African media and information professionals strengthened
- Quality and impact of teaching and learning processes enhanced through ICT, particularly in the area of teacher training
- Importance of African documentary heritage for building national identity recognized

**Global priority gender equality:**

- Gender perspectives in media content promoted through UNESCO-supported media training
- UNESCO-supported training programmes, especially safety training for journalists, offered on an equal basis to women
- Member States supported in creating an enabling environment for free and independent media and in building media capacity that avoids stereotyping women
- Member States supported in the application of gender-sensitive media development indicators
- National information policies formulated and implemented in a gender-inclusive manner
- Gender specific needs addressed in life-long learning activities, in particular for sustainable livelihoods through the use of ICTs
- Women's involvement in conflict resolution, peace-building, and reconstruction broadened through better access to information