



This Fact Sheet provides an **extended summary of UNESCO's 2008-2009 Programme and Budget (published on 28 March 2008) and its programmatic focus.**



Other Relevant Fact Sheets:

- Overview of UNESCO
- Regional Consultation with National Commissions for UNESCO

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2008-2009 PROGRAMME AND BUDGET (34 C/5)

UNESCO's 2008-2009 Programme and Budget (presented as document 34 C/5 Approved) represents the operational translation of the Organization's Medium-Term Strategy for 2008-2013 (document 34 C/4 Approved) in the first two-year cycle (referred to as a "biennium") of its six-year strategic planning cycle.

	US\$ (2008-9)
Regular Budget:	631.0 mn
Extra-budgetary Resources:	358.3 mn
Total	989.3 mn

In the UNESCO Director-General's introduction to the 34 C/5 Approved, the following salient programmatic features of the document are highlighted:

- The policy direction and focus provided by the 34 C/4 Approved through its overarching objectives and strategic programme objectives is translated in document 34 C/5 Approved into more concrete thematic and policy-style approaches.
- In response to the overarching objectives and strategic programme objectives identified in document 34 C/4 Approved, a limited set of biennial sectoral priorities with measurable expected results has been formulated, thereby ensuring a seamless transition between UNESCO's medium-term and biennial programmes.
- The biennial sectoral priorities have then been developed into a small number of main lines of action, whose overall number has been significantly tightened when compared to previous C/5 documents.
- Intersectorality and interdisciplinarity have been given special emphasis, reflecting one of UNESCO's key comparative advantages within the UN system, namely its ability to respond to complex contemporary problems in a comprehensive and substantively appropriate manner.
- A number of priority themes and challenges calling for a concerted and comprehensive response by the Organization have accordingly been identified as intersectoral platforms, as summarized in a separate chapter.
- It is particularly responsive to the two global programme priorities of document 34 C/4 Approved: Africa and gender equality. These priorities have been built into all programme components and are visibly presented for each major programme.
- It is built on the principle of RBM (results-based programming, management, monitoring and reporting).
- It solidifies and advances the broader reform agenda of UNESCO in the areas of decentralization and management, which has been given fresh impetus in the context of the ongoing United Nations reform at large.
- Appropriations will henceforth be made at the major programme level. This allows for a better concentration of the Organization's work, enhanced flexibility in implementation both at Headquarters and at the field level, and a simplification of procedures.

Additional Information

To download the 2008-2009 Programme and Budget (34 C/5 Approved), visit:
<http://unesdoc.unesco.org/images/0015/001586/158606e.pdf> (1.7 Mb, 308 pgs)

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

(US\$ mn)		Regular Budget			Extra-Budgetary Resources
		Staff	Activities	Total	
Part I - General Policy and Direction					
A	Governing Bodies				
1	General Conference	1.05	4.46	5.51	0.00
2	Executive Board	1.72	6.16	7.88	0.00
		2.77	10.62	13.40	0.00
B	Direction (ODG etc)	18.35	2.33	20.68	1.42
C	Participation in UN system	0.00	10.23	10.23	0.00
	Total	21.12	23.19	44.31	1.42
Part II - Programme and Programme Related services					
A	Programmes				
1	Education	57.71	50.76	108.47	68.58
2	Natural Sciences	35.42	21.36	56.77	175.09
	<i>of which IOC</i>	4.97	4.05	9.03	5.59
3	Social and Human Sciences	19.51	9.69	29.20	10.01
4	Culture	34.16	17.22	51.38	38.30
	<i>of which WHC</i>	7.89	4.37	12.25	9.40
5	C&I	19.24	12.68	31.92	42.21
6	UNESCO UIS	0.00	9.02	9.02	0.00
7	Field - Management of decentralized programmes	45.47	0.00	45.47	0.92
		211.51	120.73	332.24	335.10
B	Participation Programmes	0.00	18.80	18.80	0.00
C	Programme Related services				
1	Coordination and monitoring of action to benefit Africa	3.55	1.10	4.66	0.38
2	Fellowships Programme	0.64	1.14	1.78	0.61
3	Publication information	11.25	2.57	13.81	1.14
4	Strategic planning and programme monitoring	4.99	0.94	5.93	0.25
5	Budget preparation and monitoring	4.28	0.59	4.87	1.57
6	Anticipation and foresight	0.93	0.43	1.36	0.00
		25.64	6.76	32.40	3.94
	Total Part II	237.14	146.29	383.43	339.04
Part III - Support for Programme Executive and Administration					
A	Field management and coordination				
	- Headquarters	4.54	0.61	5.15	2.25
	- Field Office	0.00	19.03	19.03	0.00
B	External relations and cooperation	16.43	3.13	19.56	4.73
C	HRM	16.55	16.95	33.51	0.62
D	Accounting, treasury management and financial control (BOC)	8.36	2.68	11.04	1.59
E	Administration	57.41	42.32	99.73	8.68
		103.30	84.73	188.03	17.87
	Reserve for reclassification	2.00	0.00	2.00	0.00
	Part IV - anticipated cost increases	9.84	3.90	13.73	0.00
	Absorption to be made under Part I and/or Part III	0.00	-0.50	-0.50	0.00
	GRAND TOTAL	373.40	257.60	631.00	358.33

Major Programme I: Education

(US\$ mn)		Regular Budget			Extra-Budgetary Resources
		Staff	Activities	Total	
EDUCATION					
MLA 1	Global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships	11.67	5.62	17.29	11.98
MLA 2	Development of a global framework and networks for capacity development in planning and management of education systems	12.47	5.39	17.87	9.25
MLA 3	Promote policy dialogue, research, set norms and standards	13.76	7.32	21.08	4.10
MLA 4	Provide capacity development and technical support to assist national efforts in achieving the Dakar Goals	19.80	15.14	34.94	42.76
UNESCO education institutes					
	UNESCO International Bureau of Education (IBE)	0.00	4.59	4.59	0.00
	UNESCO International Institute for Educational Planning (IIEP)	0.00	5.10	5.10	0.00
	UNESCO Institute for Lifelong Learning (UIL)	0.00	2.30	2.30	0.00
	UNESCO Institute for Information Technologies in Education (IITE)	0.00	1.10	1.10	0.00
	UNESCO International Institute for Capacity-Building in Africa (IICBA)	0.00	2.00	2.00	0.50
	UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	0.00	2.20	2.20	0.00
Total		57.71	50.76	108.47	68.58

Biennial sectoral priority 1:

Leading education for all (EFA) by ensuring global coordination and providing assistance to Member States to achieve the EFA goals and education-related Millennium Development Goals (MDGs) based on the Global Action Plan (GAP).

- (i) ensure global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships by mobilizing, harmonizing, aligning and complementing the unique added value of the EFA partners and other stakeholders at the global level to maintain their momentum and commitment to achieving the EFA goals and education-related MDGs, utilizing the rallying potential of the United Nations decades for literacy and education for sustainable development, including through the sharing of experiences, best practices and planned initiatives, and demonstrating this global coordinating leadership through the collective elaboration, adoption and implementation of the Global Action Plan by the four other EFA convening partners – UNDP, UNFPA, UNICEF and the World Bank –, by other intergovernmental organizations, national governments, bilateral donors, multilateral financial institutions, civil society organizations (CSOs), NGOs, the private sector, etc., and through South-South and North-South-South cooperation;
- (ii) establish global and national frameworks and networks for capacity development in planning, monitoring and evaluation of education systems to ensure that UNESCO's provision of capacity development and technical support in the successive stages of strategic planning and management of education systems – sector/subsector analysis, policy formulation and appraisal, action planning, monitoring and evaluation – is relevant and consistent; furthermore, support the development of evidence-based policies and approaches by policy-makers, planners and practitioners through a clearing house with a common platform as well as communities of interest to collect, disseminate, distribute and facilitate the exchange and sharing of knowledge and information on cutting-edge developments in the field of education and best practices in education management;

Biennial sectoral priority 2:

Fostering literacy and quality education for all at all levels and through both formal and non-formal lifelong learning, with particular emphasis on Africa, gender equality, youth, LDCs and SIDS, as well as the most vulnerable segments of society, including indigenous peoples, and education for sustainable development.

- (iii) promote policy dialogue, research, norms and standards – to develop the research agenda on issues relevant to access to and quality of lifelong learning, and to ensure successful completion by all learners. Convene intellectual platforms of experts on research findings and policy recommendations to be used to enrich the high-level policy dialogues at the global, regional, subregional and national levels, where UNESCO will organize consultations with a broad range of partners, especially on issues relating to literacy, quality of education, lifelong learning, education for sustainable development, and adult education, including in prisons and correctional facilities; furthermore, assist countries, when requested, in establishing legal frameworks at the national level and in networking to ensure the implementation of standard-setting instruments. UNESCO will work in partnership with a range of regional institutions and mechanisms to further the EFA agenda, particularly – in collaboration with the Africa Department – the African Union Commission and the New Partnership for Africa's Development (NEPAD), and taking into account the outcomes of the forums of ministers of education in the various regions (e.g. MINEDARAB, COMEDAF, PRELAC, E-9, SEAMEO), and to mobilize in that regard triangular North-South-South cooperation;

- (iv) provide capacity development and technical support to assist national efforts in achieving the Dakar goals – to improve country-level intervention, assisting Member States to expand access to education and to ensure that all learners may benefit from quality education, by seeking to ensure that actions at the national level are based on Member States' needs identified through processes such as the UNESCO National Education Support Strategy (UNESS), to complement existing national development strategies and plans, as well as to ensure that the Organization functions in a fully coordinated and complementary manner in line with efforts to achieve coherence within United Nations country teams. It will concentrate its interventions on developing the capacities of Member States for the planning, monitoring and evaluation of education systems, as well as on providing technical support to Member States for policy analysis and formulation at the sector-wide and/or subsector levels. It will also assist Member States to adopt a rights-based approach in education and to address the diverse needs of vulnerable and marginalized groups, as well as indigenous peoples, through curriculum and materials development, and the use of the mother tongue as the medium of instruction. It will ensure that subjects and interdisciplinary issues such as the culture of peace, citizenship, intercultural dialogue and democratic values, sustainable development, science and technology and arts are integrated in the process of providing technical support and policy advice for the development of education systems, curricula, materials, and initial and in-service teacher education programmes, with emphasis on the global priority of gender equality as well as on youth;
- (v) with teacher training and education, literacy as well as HIV and AIDS education – through the Teacher Training Initiative for Sub-Saharan Africa (TTISSA), the Literacy Initiative for Empowerment (LIFE) and the Global Initiative on HIV/AIDS and Education (EDUCAIDS) respectively – continuing to constitute EFA top priorities, focus on key subsectors in which UNESCO has a comparative advantage, such as technical and vocational education and training (TVET) and higher education by continuing to develop policies for reforming, strengthening and widening access to TVET and quality higher education for all;
- (vi) (vi) promote UNESCO's global leadership and implementation role in education for sustainable development (ESD), and strengthen the Organization's efforts by making available ESD tools and programmes to key partners, encouraging regional and national work, and recalling the critical role of education in achieving sustainable development;
- (vii) (vii) foster South-South and triangular North-South-South cooperation through support in the implementation of all activities under Major Programme I, including relevant regional and international conferences;
- (viii) facilitate, through an intersectoral platform, policy dialogue and capacity-building in order to assist Member States in formulating national research strategies and plans in the area of higher education, and integrate them into United Nations common country programming, as appropriate;
- (ix) engage in regular and systematic cooperation with the United Nations University, in order to pursue its programme objectives;

- MLA 1:** Global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships
- The EFA Global Action Plan implemented
 - Coordinated, harmonized and effective partnerships pursued within the framework of the EFA
 - Global Action Plan for strengthened political commitment at the global, regional and national levels for the EFA agenda
 - Significant number of countries with national education plans and policies that reflect a strong political commitment to EFA and include literacy as a priority in the national plan
 - Significant increase achieved in the financial resources available or pledged to education by national governments as well as by EFA partners
 - South-South and North-South collaboration on and exchanges of effective practices in EFA enhanced, and educational networks among developing countries strengthened
- MLA 2:** Development of a global framework and networks for capacity development in planning and management of education systems
- Common approaches to capacity development in education policy formulation and planning, monitoring and evaluation of education systems proposed and shared with EFA stakeholders and development partners for implementation
 - Member States provided with the expertise, technical approaches, practice-oriented tools, and best practices and innovations in education policy formulation, and planning, monitoring and evaluation of education systems identified and made available through networks and communities of practice
 - National capacities strengthened in educational planning and management
 - Capacity requirements and constraints documented in educational planning and management (EPM)
 - Education stakeholders informed of significant developments in EPM

- MLA 3:** Promote policy dialogue, research, set norms and standards
- Global monitoring report published and national and regional reports launched
 - Accessibility provided for key stakeholders and the general public to cutting-edge research, latest orientations, innovations and effective practices in education, including the use of technologies in education
 - Global, regional, subregional and national policy platforms (meetings, conferences and forums) informed by research-based evidence on identified priority themes and quality-related processes
 - Member States' capacities enhanced in analysing and monitoring learning achievement through regional networks
 - Standard-setting instruments in the field of education reviewed and effectively promoted and monitored
 - National educational policies linked with strategies for ICT applications formulated
 - Enhanced and increased commitment to, greater visibility of, and political and financial support for adult education achieved through CONFINTEA VI
 - International policy dialogue on educational policies intensified and broadened through the International Conference on Education
 - Increased research on recruitment, training, retention and welfare of teachers conducted in a selected number of sub-Saharan African countries with a focus on those countries participating in the Teacher Training Initiative for Sub-Saharan Africa (TTISSA)
 - Access for Member States in the Latin America and the Caribbean region to high-quality information, knowledge and statistical data on orientations and best practices in higher education
 - Improved management capacities of university systems in the Latin America and the Caribbean region through development and institutionalization of practices and mechanisms of evaluation and accreditation
- MLA 4:** Provide capacity development and technical support to assist national efforts in achieving the Dakar Goals
- Capacities of Member States developed for policy formulation, planning, management, monitoring and evaluation of education systems in both formal and non-formal education, as well as for the reform and revitalization of critical subsectors such as secondary education, technical and vocational education, teacher education and training, education in prisons and correctional facilities, and higher education
 - Capacity for teacher education enhanced in all regions in need
 - Enhanced and increased commitment to, greater visibility of, and political and financial support for literacy, especially in the Literacy Initiative for Empowerment (LIFE) countries, achieved through the six regional literacy conferences
 - National policies, plans and practices reviewed, revised and developed to improve the quality and sustainability of both formal and non-formal education at all levels to provide lifelong learning at the request of Member States
 - Regular and systematic cooperation with the United Nations University established
 - Policy dialogue and capacity-building to formulate national and regional research strategies and plans in the area of higher education integrated into United Nations common country programming exercises
 - National policies, plans and practices reviewed, revised and developed in literacy and life skills development, teacher education and training, as well as in HIV and AIDS education, through the implementation at the country level of the frameworks for the three core EFA initiatives – the Literacy Initiative for Empowerment (LIFE), the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) and the Global Initiative on HIV/AIDS and Education (EDUCAIDS) – at the request of Member States
 - Enhanced quality teaching and learning materials developed with regard to teacher education, peace education, education for citizenship and democratic values, education for sustainable development, science and technology education, arts education, philosophy as well as the mainstreaming of gender, HIV prevention and the use of ICTs
 - UNESCO Associated Schools Project Network (ASPnet) worldwide strengthened as an efficiently coordinated network and as a vital resource to ensure quality education
 - Capacities of Member States enhanced in educational planning and management as well as in mobilization of funds in support of national priorities through harmonization of EFA partners
 - Capacities for policy formulation and programme delivery in literacy in Member States increased, especially in Literacy Initiative for Empowerment (LIFE) countries
 - Capacities of ministries of education, teacher education and training institutions strengthened in a selected number of sub-Saharan African countries

Addressing the needs of Africa

- Satisfactory progress achieved in the implementation of the national action plans for the Second Decade of Education for Africa (2006-2015) aiming at an increase in educational access, retention, performance and progression at all levels, from primary to higher education
- Progress in achieving EFA accelerated, and capacity-building, particularly through addressing the challenges of literacy (Literacy Initiative for Empowerment (LIFE)), teacher issues and training (Teacher Training Initiative for Sub-Saharan Africa (TTISSA)), and HIV and AIDS education (Global Initiative on HIV/AIDS and Education (EDUCAIDS))
- Technical and vocational education and training (TVET) curricula revised, and science programmes developed and implemented in Member States through intersectoral activities and the network of UNEVOC centres in Africa
- Use of ICTs in education increased to meet EFA goals and improve quality, as well as open access provided to post-basic education programmes
- Policy advice delivered to establish national and regional research systems, especially through support to identified centres of excellence to enhance quality delivery of higher education programmes and the development of a qualifications framework for quality assurance.

Major Programme II: Natural Sciences

(US\$ mn)		Regular Budget			Extra-Budgetary Resources
		Staff	Activities	Total	
NATURAL SCIENCES					
MLA 1	Fostering policies, technical capacity-building, research, networking, education and international cooperation in the fields of water, ecological and earth sciences for enhancing societal responses	16.09	10.14	26.24	21.80
MLA 2	Oceans and coastal zones: improving governance and fostering intergovernmental cooperation through ocean sciences and services	5.46	3.75	9.21	3.48
MLA 3	Promoting science, knowledge and education for disaster preparedness and mitigation, and enhancing national and regional coping capacities, including through support for the development of risk reduction networks and monitoring and assessment measures, such as tsunami early warning systems	1.44	1.25	2.69	3.85
MLA 4	Supporting science, technology and innovation policies for sustainable development and poverty eradication, and developing capacities in basic sciences, energy and engineering	12.42	5.19	17.62	21.85
UNESCO science institutes					
	UNESCO-IHE Institute for Water Education (UNESCO-IHE)	0.00	0.00	0.00	64.93
	The International Centre for Theoretical Physics (ICTP)	0.00	1.02	1.02	59.19
Total		35.42	21.36	56.77	175.09

Biennial sectoral priority 1:

Promoting research and technical capacity-building for the sound management of natural resources and for disaster preparedness and mitigation

- (i) with focus on the work of the International Hydrological Programme (IHP) in its seventh phase, and strongly enhanced coordination with the HELP and FRIEND sites, the G-WADI network, the IHP National Committees, the category 1 institute UNESCO-IHE, and the water-related category 2 centres and UNESCO Chairs, strengthen scientific approaches for improved water management policies and governance, technical capacity-building and education at all levels, and provide avenues for adapting to the impacts of global changes on river basins and aquifers, and actively contribute to and strengthen global monitoring, reporting and assessment through the World Water Assessment Programme (WWAP), with particular attention to sub-Saharan Africa;
- (ii) strengthen the activities and improve the performance and impact of the Man and the Biosphere (MAB) Programme and the World Network of Biosphere Reserves, including the development of biosphere reserves as learning platforms for sustainable development, including ecotourism, and for environmental management and monitoring, by leveraging resources, improving coordination and promoting cross-cutting and intersectoral activities through a variety of partnerships; reinforce UNESCO's unique role in developing research and capacity-building in geosciences, including geobiochemistry through the International Geoscience Programme (IGCP); and support the Organization's role in earth observation systems and partnerships with space agencies for monitoring changes in land, water and oceans;
- (iii) strengthen the activities of the UNESCO Intergovernmental Oceanographic Commission (IOC), as the established intergovernmental body on oceans and coastal zones within the United Nations system, reinforcing its role in improving governance and fostering intergovernmental cooperation through ocean sciences and services in order to improve understanding of climate change and its impacts, including sea-level rise, ecosystem functioning and biodiversity; continue to observe and monitor the open ocean and coastal seas, to prepare policy recommendations for discussion by Member States, and to foster the development of institutional capacity for coastal and marine management and for marine scientific research with a view to contributing to sustainable development, in particular in developing countries, LDCs and SIDS, and to achieving the MDGs; and increase efforts to allocate resources for the benefit of Africa and LDCs, particularly with regard to the consequences of climate change;
- (iv) foster a culture of disaster preparedness for natural and human-induced disasters, including those of a technological nature, at national and regional levels, with a focus on policy advice, mastering and disseminating knowledge, and education for disaster mitigation and response, as well as on the promotion of systems and networks concerned with the assessment and mitigation of hazards, including early warning systems;
- (v) provide sufficient resources to IOC in order to facilitate the implementation of a Global Tsunami Warning System within its efforts to contribute to the development of national and regional capacities for disaster prevention, preparedness and mitigation, with a special emphasis on women, through a multi-hazard approach, and to assist in the establishment and development of tsunami early warning systems in the Indian Ocean, the Pacific Ocean, the Atlantic Ocean, the Mediterranean and connected seas, and the Caribbean and adjacent seas;

Biennial sectoral priority 2:

Strengthening national and regional research and innovation systems, capacity-building, the use of technologies, and scientific networking, and encouraging the development and implementation of science, technology and innovation policies for sustainable development and poverty eradication

- (vi) foster human and institutional capacity-building in science, technology and innovation, with special emphasis on the basic sciences, engineering and energy through efforts at all educational levels, from the most basic to tertiary, and contribute to developing a culture of science education, in close cooperation with the UNESCO International Bureau of Education (IBE), and in collaboration with scientific networks, centres of excellence and non-governmental organizations, encouraging South-South and triangular North-South-South cooperation;
- (vii) use the tools of science and technology to leverage their contribution towards poverty eradication, sustainable development and the promotion of inclusive education, especially for the girl child, as well as for the building of peace, also through strengthened cooperation between Major Programmes II and III;
- (viii) promote access to scientific and technical knowledge and basic services through cutting-edge technologies, especially in developing countries, and support and assist Member States in the formulation and implementation of science, technology, innovation and – also within the United Nations energy coordinating structures – energy policies for sustainable development while recognizing the contribution of local and indigenous knowledge;

- MLA 1:** Fostering policies, technical capacity-building, research, networking, education and international cooperation in the fields of water, ecological and earth sciences for enhancing societal responses
- Knowledge base relating to the impacts of global change (including climate change) on river basins and aquifer systems improved – particularly in arid and semi-arid regions – via development of adaptation strategies and sharing of strategies with national authorities and other decisionmakers
 - Knowledge base relating to sustainable water governance improved, by means of policy-relevant cultural, social and scientific responses, with a special focus on urban water management
 - Freshwater education programme developed within the framework of the United Nations Decade of Education for Sustainable Development
 - State of the world's freshwater resources monitored, assessed and reported for improved water management policies and governance
 - Institutional capacities in ecosystem management and applied geosciences strengthened to foster policies, research and learning for reducing biodiversity loss, for mitigating and adapting to global change, and for enhancing earth system understanding and monitoring, including the fight against desertification
 - Sustainable development promoted via establishment of interdisciplinary learning laboratories using sites of the World Network of Biosphere Reserves for research on biodiversity and sustainability
 - Ecological, biodiversity and biological resources management knowledge improved, and capacities enhanced for socio-ecological research including eco-hydrology, to attain the MDGs and other internationally agreed development goals
- MLA 2:** Oceans and coastal zones: improving governance and fostering intergovernmental cooperation through ocean sciences and services
- Management of ocean resources and coastal areas improved via development of policy-relevant information on impacts of climate change and variability on marine ecosystems and coastal zones
 - Healthier ocean ecosystems and sustainable coastal and ocean environments achieved by means of development and dissemination of scientific research, better information and procedures on which policies may be based
 - IOC Biennial Strategy 2008-2009 implemented and results achieved reported to UNESCO governing bodies
- MLA 3:** Promoting science, knowledge and education for disaster preparedness and mitigation, and enhancing national and regional coping capacities, including through support for the development of risk reduction networks and monitoring and assessment measures, such as tsunami early warning systems
- Risks from tsunamis and other ocean-related hazards reduced through early warning systems and preparedness and mitigation measures
 - Risks from hydrological extremes (floods, droughts, etc.), earthquakes, landslides, volcanoes as well as risks from human-induced disasters mitigated through integrated approaches focusing on policy advice, strengthened networks and capacities for monitoring and assessment, knowledge dissemination and education
- MLA 4:** Supporting science, technology and innovation policies for sustainable development and poverty eradication, and developing capacities in basic sciences, energy and engineering
- Evidence-based national science, technology and innovation policies formulated and adopted, integrating the principles of sustainable development and, as appropriate, the contribution of local knowledge
 - Policies and practices for sustainable development of SIDS, including in the light of climate change, shared within and across SIDS regions

- National and regional capacities for research, training and education in the basic sciences strengthened to foster applications for societal needs and to encourage careers in science, taking into account gender equity and equality
- National capacities and knowledge base for the rational and balanced use of alternative sources of energy enhanced, and energy policies, management and conservation for sustainable development promoted with a view to translating them into national development plans which ensure food security and climate change mitigation
- Human and institutional capacities in engineering, technology and innovation strengthened, with a focus on knowledge management in engineering, engineering policies and a culture of maintenance

Addressing the needs of Africa

- UNESCO action plan developed and implemented in response to the African Union action platform for science and technology
- Science and technology policies and planning capacities of African Member States strengthened
- Knowledge transfer and sustainable human and institutional capacity-building improved in order to develop a national culture of maintenance
- Knowledge base and capacities for local, national and regional water management strengthened
- Knowledge base and capacities in formulating national energy policies and conducting pilot projects strengthened
- Initiatives in the fight against desertification encouraged and supported
- Policy advice delivered to establish national and regional research systems, especially through support to identified centres of excellence.

Major Programme III: Social and human sciences

(US\$ mn)		Regular Budget			Extra-Budgetary Resources
		Staff	Activities	Total	
SOCIAL AND HUMAN SCIENCES					
MLA 1	Promoting the ethics of science and technology, with emphasis on bioethics	4.43	2.78	7.21	0.05
MLA 2	Enhancing research-policy linkages in the field of social development and policies relating to physical education and sports	9.43	4.41	13.84	1.53
MLA 3	Promoting philosophical reflection, human rights in UNESCO's fields of competence and the fight against racism and discrimination	5.65	2.50	8.15	8.42
Total		19.51	9.69	29.20	10.01

Biennial sectoral priority 1:

Promoting principles, practices and ethical norms relevant for scientific, technological and social development

- (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 Commission on the Ethics of Science and Technology (COMEST), through support to national ethics committees, through awareness-raising and study of key ethical issues, including on social responsibility and a more equitable sharing of 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, and through ensuring the availability of teaching expertise and teaching materials and of capacity-building through training in developing nations, 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 the creation of national bioethics committees; disseminate and ensure the promotion of the UNESCO declarations in the field of bioethics; ensure the development of the Global Ethics Observatory and the availability of teaching expertise and teaching materials, in close cooperation with COMEST; and ensure international cooperation in the field of bioethics and strengthen the cooperation with the relevant regional and intergovernmental institutions active in the field of bioethics, for example the Pan-American Health Organization (PAHO) through PAHO's Regional Bioethics Programme based in Santiago, Chile, and the UNESCO REDBIOETICA;
- (iii) ensure interdisciplinary cooperation with Major Programmes I and II in the implementation of the above-mentioned activities, in particular for 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 in higher education, in close cooperation with the UNESCO International Bureau of Education (IBE), the ethical dimensions and components of education for sustainable development, and the reinforcement of the ethics of science and technology in national research systems;

Biennial sectoral priority 2:

Strengthening national and regional research systems in order to provide policy-oriented research on social and ethical issues

- (iv) give support to the Management of Social Transformations (MOST) Programme in the development of policy-oriented research and related capacity-building in such fields as poverty eradication, migration, including the goal of enhancing the value of migrants' culture and memory, urban issues, and youth and gender policies, in close cooperation with existing international and regional research networks, through support for and strengthening of networks of both government and civil society experts and research institutions; disseminate cutting-edge research results and improved methodologies through publications and online databases;
- (v) strengthen national and regional research systems, particularly through the Management of Social Transformations (MOST) Programme, by: (a) promoting research-policy linkages; (b) capacity-building at the national and regional levels; (c) providing international networking opportunities for social and human sciences; (d) contributing to and supporting United Nations international policy spaces, as well as regional and national policy spaces, in order to present policy-oriented research results emanating from the MOST Programme in the framework of international and regional forums of ministers of social development;
- (vi) contribute to the elaboration of national and regional social and human sciences policies, in the framework of UNESCO's intersectoral platform relating to the strengthening of national research systems, with emphasis on the integration of national research systems and science policies into overall national strategies for sustainable development and the monitoring of the contribution of national research systems to sustainable development, particularly social development, in close cooperation with Major Programmes I and II;
- (vii) ensure the promotion and monitoring, in close cooperation with Major Programme I, of social and human science teaching at the higher education level, and contribute to the adaptation of cutting-edge research relating to social

transformations and social development for teaching purposes, in close cooperation with the UNESCO International Bureau of Education (IBE);

- (viii) contribute to the implementation of the Mauritius Programme of Action for the Sustainable Development of Small Island Developing States (SIDS) with a view to strengthening participatory mechanisms and community networks and partnerships and promoting the integration of social transformation dimensions, in particular on issues relating to poverty eradication, gender equality, youth and migration;
- (ix) contribute to the elaboration and improvement of physical education and sports policies, conduct monitoring of the International Convention Against Doping in Sport (2005), and ensure its implementation, in close cooperation with States Parties and the World Anti-Doping Agency (WADA);

Biennial sectoral priority 3:

Contributing to the dialogue among civilizations and cultures and to a culture of peace through philosophy, the human sciences, good governance, the promotion of human rights, and the fight against discrimination

- (x) ensure the implementation of the three pillars of UNESCO's Intersectoral Strategy on Philosophy, with emphasis on the promotion of philosophy teaching at all levels, in close cooperation with the UNESCO International Bureau of Education (IBE), 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; ensure the international and national celebrations of World Philosophy Day in coordination with UNESCO National Commissions, relevant international and regional NGOs, as well as academic networks, the interregional philosophical dialogues and the activities of international networks; support multidisciplinary research on key emerging issues relating to new forms of violence, including discrimination against migrants, in cooperation with regional research networks;
- (xi) strengthen the contribution of research in the human sciences to the dialogue among civilizations and cultures, taking into account UNESCO's expertise in this regard and in the light of the relevant recommendations of the High-Level Group for the Alliance of Civilizations, with special emphasis on the promotion of South-South and North-South-South cooperation;
- (xii) promote policy-oriented research on the main obstacles and challenges to the implementation of the human rights of special relevance to UNESCO, including through the establishment of the rule of law; ensure the celebration of the 60th anniversary of the Universal Declaration of Human Rights, with emphasis on UNESCO's contribution to its implementation; reinforce the human rights approach to UNESCO's programme implementation through capacity-building; reinforce the regional coalitions of cities against racism and xenophobia; support the activities of the category 2 International Centre for Human Sciences (ICHS) in Byblos, Lebanon, in the implementation of the Integrated Strategy on Democracy;

MLA 1: Promoting the ethics of science and technology, with emphasis on bioethics

- Policy-makers in Member States, higher education institutions, national research systems, and the wider public sensitized and attuned to issues relating to the ethics of science and technology
- International cooperation and national institutional capacities in the field of bioethics enhanced, and integration into relevant policies, as appropriate, of the principles of the Universal Declaration on Bioethics and Human Rights encouraged

MLA 2: Enhancing research-policy linkages in the field of social development and policies relating to physical education and sports

- Policy-oriented research networks in the field of the social sciences strengthened, with a view to informing the formulation of policies in such fields as poverty eradication, migrations, regional integration, urban issues, youth, including youth violence, and gender equity and equality, and the teaching of the social and human sciences
- National research systems capacities enhanced for the formulation of policies on social development
- Implementation of the International Convention against Doping in Sport encouraged
- Integration, as appropriate, of physical education and sport policies in national education systems improved

MLA 3: Promoting philosophical reflection, human rights in UNESCO's fields of competence and the fight against racism and discrimination

- Intersectoral strategies on philosophy, human rights, democracy and the fight against racism implemented
- Contributions to the intersectoral platform pertaining to the dialogue among civilizations and cultures and a culture of peace developed through human sciences policy-oriented research
- Policy-oriented research enhanced on the main obstacles and challenges to the enjoyment of human rights in UNESCO's fields of competence
- Efforts at mainstreaming the human rights-based approach into UNESCO's programming evaluated and reported to UNESCO's governing bodies

Addressing the needs of Africa

- National institutional capacities strengthened in the fields of ethics of science and technology and bioethics
- Cooperation among social and human sciences and human rights research networks enhanced, with particular emphasis on the strengthening of the research-policy nexus relating to regional integration, poverty eradication, migration, urban settings, culture of peace, gender and youth issues, and in the framework of support given to subregional forums of ministers of social development
- Policy advice delivered to national and regional research systems, especially through support to identified centres of excellence so as to enhance quality delivery of appropriate social and human sciences research findings.

Major Programme IV: Culture

(US\$ mn)		Regular Budget			Extra-Budgetary Resources
		Staff	Activities	Total	
CULTURE					
MLA 1	Protecting and conserving immovable cultural and natural properties, in particular through the effective implementation of the World Heritage Convention	9.45	4.31	13.77	24.39
MLA 2	Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage	5.12	3.22	8.34	2.76
MLA 3	Enhancing the protection of cultural objects, the fight against illicit trafficking in them, and the development of museums, particularly in developing countries	4.49	2.93	7.42	4.94
MLA 4	Protecting and promoting the diversity of cultural expressions through the implementation of the 2005 Convention and development of cultural and creative industries	5.53	3.30	8.83	2.96
MLA 5	Promoting the understanding and development of intercultural dialogue and peace	4.21	1.55	5.76	0.96
MLA 6	Mainstreaming within national policies of the links between cultural diversity, intercultural dialogue and sustainable development	5.37	1.90	7.27	2.30
	Total	34.16	17.22	51.38	38.30

Biennial sectoral priority 1:

Promoting cultural diversity through the safeguarding of the heritage in its various dimensions and the enhancement of cultural expressions

- (i) ensure the protection and conservation of the cultural and natural heritage through the application of the 1972 Convention for the Protection of the World Cultural and Natural Heritage, and to that end, to:
 - improve the management of the World Heritage Centre to allow it to address rapidly and effectively the challenges in the implementation of the Convention;
 - promote a more representative, credible and balanced World Heritage List, especially for the benefit of under-represented regions and heritage categories, with particular reference to the Africa, Caribbean and Pacific regions;
 - increase public awareness of, involvement in, and support for World Heritage activities, in particular through the development of information tools and the dissemination of knowledge;
 - ensure the effective and preventive conservation of World Heritage properties as well as World Heritage in Danger through the building of capacities – in particular in Africa in close cooperation with the African World Heritage Fund – and ensure the coordination of International Coordination Committees (ICCs) in post-conflict and post-disaster situations;
 - provide support for the future establishment of the proposed Pacific world heritage fund;
 - promote sustainable tourism at World Heritage sites with a view to contributing to the economic and social development of local communities and their active participation in the management and conservation of sites;
 - contribute to the protection of World Heritage sites against the impact of new global challenges such as climate change, urbanization, pressures from unsustainable tourism and internal migration, in cooperation with all other Major Programmes in the spirit of intersectorality, and in particular Major Programmes II and III;
- (ii) encourage the effective implementation of the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its two Protocols, notably by providing increased support to the intergovernmental mechanism;
- (iii) ensure the application of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, and to that end:
 - further raise Member States' awareness of the importance of the intangible cultural heritage and its safeguarding;
 - provide Member States with assistance to build their capacities to draw up inventories of their intangible cultural heritage, and to implement plans for the safeguarding of that heritage and for promoting cooperative action among States Parties, with a view to reinforcing subregional and regional integration processes;
- (iv) strengthen the protection of cultural property through the conservation of collections and improved protection of endangered movable cultural property; promote heritage conservation practices and museum policy development, notably in developing countries, including through the creation and development of community cultural museums in Africa; ensure full conformity and compliance with UNESCO policy and with 33 C/Resolution 44 ("Strategy to facilitate the restitution of stolen or illicitly exported cultural property"), underlining that access through digitization or digital images of the work does not replace the requirements of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property; promote the fight against illicit trafficking in cultural property and the return or restitution of such cultural property to its country of origin, in the spirit of the 1970 Convention, and of the 1995 UNIDROIT Convention, and in the connection:
 - highlight the role of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation as a useful forum for the examination of cases

- for which it could complement bilateral mechanisms for promoting the return of cultural property, as well as promote the implementation of measures to prevent those concerned (curators, antique dealers, collectors, etc.) from illicit trafficking of cultural property;
- promote the 2001 Convention on the Protection of the Underwater Heritage by encouraging Member States to ratify the Convention and strengthen the protection of the underwater cultural heritage, including through the 2001 Convention;
 - (v) ensure the protection and promotion of the diversity of cultural expressions and the development of creative industries by raising Member States' awareness of the importance of the protection and promotion of the diversity of cultural expressions, promote the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions by encouraging Member States to ratify it, establish its governing bodies, and set up operational mechanisms (International Fund for the Promotion of Culture and Global Alliance for Cultural Diversity);
 - (vi) reinforce actions in favour of the development of cultural and creative industries to promote development and eradicate poverty, in particular by raising the awareness of and providing advice to Member States with a view to building the capacities of policy-makers and national and international partners in the fields of book production and translation, crafts, and design, in particular by enhancing professional capacity-building in this area, and by fostering South-South and triangular North-South-South cooperation, to enable developing countries to share their experiences and cooperate in this context; follow up the outcomes of the World Conference on Arts Education (Lisbon, 6-7 March 2006) by surveying and gathering information and organizing expert meetings on the activities undertaken by countries for the promotion and implementation of the recommendations of the Lisbon World Conference on Arts Education, as a preparatory action for the organization of the Second World Conference on Arts Education;

Biennial sectoral priority 2:

Promoting social cohesion by fostering pluralism, intercultural dialogue, and a culture of peace, as well as the central role of culture in sustainable development

- (vii) develop conceptual and operational frameworks fostering intercultural dialogue in all its dimensions, including interfaith dimensions, using an interdisciplinary and intersectoral approach, and strengthening capacities in the area of culture through South-South cooperation and North-South-South cooperation, taking into account the report of the Alliance of Civilizations (2006), and the positive results of the relevant international and regional meetings or events;
- (viii) submit the recommendations of the World Report on Cultural Diversity to be published in 2008 to the governing bodies for their consideration;
- (ix) develop the means and skills needed to strengthen social cohesion, and to promote education to address discrimination against migrants, while respecting cultural pluralism, and to promote a culture of peace, drawing on cooperation agreements with governmental and non-governmental organizations, and on the networks of UNESCO Chairs and other partners, supporting and encouraging regional and international initiatives and activities to be carried out by Member States so as to contribute to the defence of cultural diversity and its promotion for the safeguarding of the heritage and the development of cultural expressions, furthering also the promotion of social cohesion, pluralism and dialogue among cultures, the process of ratification of the Convention, and the establishment of the national level of measures and legislation with a view to its proper application;
- (x) assist Member States in the formulation, revision and updating of their cultural policies, taking into account the links between cultural diversity, intercultural dialogue and sustainable development in an integrated approach, with particular attention to the needs defined by the New Partnership for Africa's Development (NEPAD), while reinforcing institutional, including legislative, capacities and those of policy-makers and culture professionals, with a view to developing the cultural sector and integrating culture into all other development policies;
- (xi) ensure that the principles of cultural diversity and intercultural dialogue are taken into account in joint programming exercises of the United Nations system and in national development plans, while contributing to the objectives of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) and the Programme of Action on a Culture of Peace;

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

- Management of the World Heritage Centre improved to address rapidly and effectively the challenges in the implementation of the Convention
- A more representative, credible and balanced World Heritage List, with particular reference to the Africa, Caribbean and Pacific regions
- World Heritage information, education and knowledge management tools developed, and the network of partners expanded

- National capacities for the conservation and management of heritage properties strengthened, including for World Heritage in Danger, in particular in post-conflict and post-disaster countries, and, in the African context, in cooperation with the African World Heritage Fund
- Assistance provided for the future establishment of the Pacific world heritage fund
- Sustainable tourism promoted, and local communities empowered with regard to the management and conservation of World Heritage sites
- World Heritage sites protected, through intersectoral action, against the impact of new global challenges
- Effective implementation of the 1954 Hague Convention and its two Protocols encouraged, notably after having provided increased support to the intergovernmental mechanism

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

- Accession of Member States to, and implementation of, the Convention for the Safeguarding of the Intangible Cultural Heritage encouraged
- International cooperation and safeguarding capacities of Member States and communities strengthened
- Capacities for establishing inventories in Member States developed
- Enhanced coordination between the 1972 and 2003 Conventions
- Linguistic diversity enhanced by supporting oral traditions

MLA 3: Enhancing the protection of cultural objects, the fight against illicit trafficking in them, and the development of museums, particularly in developing countries

- Accession of Member States to, and implementation of, the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property encouraged
- Accession of Member States to the 2001 Convention on the Protection of the Underwater Cultural Heritage encouraged
- National capacities for the legal and material protection and conservation of movable cultural property strengthened, including through efforts to combat the looting of cultural objects
- Progress achieved in international efforts concerning the return and restitution of movable cultural property to its country of origin
- Capacities for the development of heritage conservation practices and museum policies, particularly in developing countries, strengthened
- Capacities of national museums as factors of social cohesion strengthened

MLA 4: Protecting and promoting the diversity of cultural expressions through the implementation of the 2005 Convention and development of cultural and creative industries

- Accession of Member States to the 2005 Convention and its implementation encouraged, and related international mechanisms supported
- Original and innovative initiatives and partnerships to promote the cultural and creative industries developed, and the role of cultural activities in regional integration strengthened, in particular in developing countries
- Linguistic diversity enhanced, including by sharing best practices and providing advice for strengthening book and publishing policies and capacities, where applicable, including through translation and wide dissemination
- Design, production and management capacities of master craftspeople, especially women, strengthened
- Early completion of the UNESCO World Report on Cultural Diversity encouraged

MLA 5: Promoting the understanding and development of intercultural dialogue and peace

- Understanding of the challenges emerging from the interaction between cultural diversity and intercultural dialogue improved
- The fight against cultural, ethnic and religious prejudices reinforced

MLA 6: Mainstreaming within national policies of the links between cultural diversity, intercultural dialogue and sustainable development

- Principles of and methodological approaches to linkages between diversity, dialogue, and development elaborated and disseminated
- Principles of cultural diversity and intercultural dialogue included in various development policies and in actions supporting the area of culture
- Institutional capacities in the cultural field strengthened through South-South and North-South-South cooperation

- Contribution to joint United Nations country-level programming strengthened, with emphasis on the importance of cultural diversity in development

Addressing the needs of Africa

- Educational material on history and cultural resources prepared, on the basis of the General History of Africa, for integration into the curricula of the African Union Member States at various levels of education
- African cultural and natural heritage better represented on the World Heritage List, and African accession to the World Heritage Convention expanded
- Management of African properties on the World Heritage List and on the List of World Heritage in Danger strengthened, including through cooperation with the African World Heritage Fund and other appropriate bodies
- Accession of Member States to the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions encouraged
- Intangible cultural heritage in Africa safeguarded and strengthened
- Policy advice provided, where appropriate, for cultural policies as part of sustainable development policies.

Major Programme V: Communication & Information

(US\$ mn)		Regular Budget			Extra-Budgetary Resources
		Staff	Activities	Total	
COMMUNICATION & INFORMATION					
MLA 1	Promoting an enabling environment for freedom of expression and freedom of information	3.59	2.27	5.86	0.00
MLA 2	Fostering universal access to information and the development of infostructures	6.57	4.18	10.75	36.48
MLA 3	Promoting the development of free, independent and pluralistic media and community participation in sustainable development through community media	5.49	4.18	9.67	5.72
		3.59	2.06	5.65	0.00
MLA 4	Strengthening the role of communication and information in fostering mutual understanding, peace and reconciliation, particularly in conflict and post-conflict areas	0.00	0.00	0.00	0.00
Total		19.24	12.68	31.92	42.21

Biennial sectoral priority 1:

Fostering free, independent and pluralistic communication and universal access to information

- (i) promote an enabling environment for freedom of expression and freedom of information, and to that end: maintain UNESCO's active involvement in World Intellectual Property Organization (WIPO) discussions on the treaty on the protection of broadcasting organizations to ensure that the objectives of promotion of freedom of expression and access to information and knowledge are not hindered; provide advisory services for the establishment of internationally recognized standards in this regard; sensitize governments and public institutions to freedom of information and access to public information as components of good governance; promote the defence of freedom of the press as a fundamental human right, through the celebration of World Press Freedom Day, the award of the UNESCO-Guillermo Cano World Press Freedom Prize, the protection of the lives and the rights of media and information professionals, as well as the monitoring of developments in this regard, especially regarding impunity; support the development of editorially independent public service broadcasting accountability, and ethical and professional standards in journalism;
- (ii) foster universal access to information taking requisite measures, given the fact that the growing concentration of ownership of media and information and communication technology tools could jeopardize the actual implementation of universal access, and to that end: assist in the formulation of national information policy frameworks, in particular within the framework of the Information for All Programme (IFAP); support the preservation of analogue and digital documentary information through the Memory of the World Programme; establish policy frameworks and international standards to increase information literacy; monitor developments and foster the exchange of best practices with regard to the ethical dimensions of the information society, building on the priorities of IFAP; foster international partnerships for enhancing universal access to information; encourage the development of knowledge societies;
- (iii) promote the development of free, independent and pluralistic media, and to that end: foster media independence and pluralism, in particular through the International Programme for the Development of Communication (IPDC); build the capacities of media professionals through enhancing the quality of media training institutions; foster community access to information to increase opportunities for non-formal education and inclusive participation in development and in management of social transformations;
- (iv) strengthen the role of communication and information in fostering mutual understanding, peace and reconciliation, particularly in conflict and post-conflict areas, and to that end: support peacekeeping operations and reconstruction efforts, including legal reform processes, through building partnerships with the United Nations system, professional organizations and media non-governmental organizations; support the development of institutional and human capacities for the sustainable development of free, independent and pluralistic media in post-conflict as well as post-disaster countries; promote the use of media and ICTs to facilitate dialogue, reconciliation and peace-building;

Biennial sectoral priority 2:

Promoting innovative applications of ICTs for sustainable development

- (v) foster the development of infostructures, and to that end: support the formulation of strategies, policies and best practices for the professional management of information; develop new approaches to knowledge dissemination and utilization, including through free and open source software; develop strategies and practices for the use of ICTs in support of Education for All goals; support innovative use of ICTs for disseminating scientific knowledge and preserving cultural expression;
- (vi) promote people's participation in sustainable development through communication media, and to that end: strengthen inter-agency cooperation in communication for sustainable development, and participate in the elaboration of strategies to that effect within the United Nations common country processes, bearing in mind that sustainable development requires media with professional and ethical standards recognized by the media

professionals themselves; broaden civic participation in media and improve media literacy among users; foster learning opportunities and the promotion of science knowledge through media and ICTs;

- MLA 1:** Promoting an enabling environment for freedom of expression and freedom of information
- Awareness of freedom of expression as a basic human right increased and related internationally recognized legal, ethical and professional standards applied
 - Public service broadcasting enhanced, and editorial independence and diverse and responsive programming fostered to facilitate good governance
- MLA 2:** Fostering universal access to information and the development of infostructures
- UNESCO policy framework for universal access to and preservation of information established
 - International multistakeholder partnerships for enhancing universal access to information fostered
 - Information management structures to support sustainable development strengthened
 - Strategies and practices for ICTs in support of knowledge creation, acquisition and sharing in the fields of education, the sciences and culture developed, in consultation with the media
- MLA 3:** Promoting the development of free, independent and pluralistic media and community participation in sustainable development through community media
- Development of free, independent and pluralistic media fostered, particularly by increasing capacities of media training institutions to offer high-quality training
 - Community radio and community multimedia centres fostered as catalysing tools for community “voice” and people-centred development
 - United Nations inter-agency collaboration in communication for sustainable development strengthened
 - Media literacy and civic participation in media enhanced
- MLA 4:** Strengthening the role of communication and information in fostering mutual understanding, peace and reconciliation, particularly in conflict and post-conflict areas
- Assistance provided to create an enabling environment for free and independent media, and to build the capacity of media and ICTs in countries in transition and post-conflict situations within the perspective of fostering governance and democracy
 - Media and ICTs encouraged to contribute to building peace, facilitating dialogue, fostering cultural diversity, and safeguarding intangible memory

Addressing the needs of Africa

- Information policy frameworks for universal access to information established, and advice given for the adaptation of media laws to international standards
- ICT competencies of teachers at all levels, and capacities of media and training institutions to offer high-quality training increased, including through intersectoral cooperation
- Community radio and community multimedia centres fostered as catalysing tools for community “voice” and people-centred development
- Capacity of free, independent and pluralistic media to report according to professional standards, as established by journalists themselves, enhanced in post-conflict environments.