



General Conference  
30th Session, Paris 1999

30 C

30 C/62  
(30 C/COM.II/3)  
16 November 1999  
Original: English

**DRAFT REPORT OF COMMISSION II**

## Contents

### Introduction

### Part I General debate

### Part II Recommendations of the Commission

- Recommendations relating to the eight specific items on the Commission's agenda

Item 4.2 Implementation of 29 C/Resolution 55 concerning educational and cultural institutions in the occupied Arab territories: Report by the Director-General

Item 4.4 Proposal by the Executive Board for an overall strategy for human rights education

Item 4.7 World Conference on Higher Education for the Twenty-first Century: Vision and Action

Item 4.8 Establishment of an international long-term programme for the development of technical and vocational education following the second International Congress on Technical and Vocational Education (Seoul, Republic of Korea, April 1999)

Item 6.2 Establishment of the International Institute for Capacity-Building in Africa

Item 7.2 Initial special reports by Member States on the implementation of the Recommendation concerning the Status of Higher-Education Teaching Personnel

Item 7.3 Third consultation of Member States on the implementation of the Revised Recommendations concerning Technical and Vocational Education

Item 7.4 Sixth consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education

- Recommendations on the Programme and Budget (Item 3.3 - Major Programme I) and those elements of the Transdisciplinary project "Towards a culture of peace" to be implemented by the Education Sector

Draft resolutions which may be adopted *in extenso* by the General Conference

Proposed resolutions contained in document 30 C/5

Draft resolutions proposing a shift of emphasis in the main lines of action envisaged in document 30 C/5

(ii)

Amendments proposed by the Executive Board involving a shift of emphasis in the main lines of action envisaged in document 30 C/5, and contained in document 30 C/6

Budget

Programme

Part III UNESCO in the twenty-first century

## INTRODUCTION

1. The first meeting, held on Tuesday, 9 November 1999, was opened by the Chairperson of Commission II, Mr Ludovit S. Molnar (Slovakia). At the beginning of the meeting, the Chairperson of the Nominations Committee, Mr Eugène-Philippe Djenno-Okoumba (Gabon) recommended, on behalf of the Nominations Committee, the following countries as Vice-Chairpersons: Mr Juan Eduardo Garcia-Huidobro (Chile), Mr Ahmad Hussein (Malaysia), Ms Birgitta Naess (Norway) and Ms Nabila Chaalan (Syrian Arab Republic). Mr Ousmane Blondin Diop (Senegal) was recommended as Rapporteur. The Commission accepted the recommendations by acclamation.
2. The Chairperson then submitted for approval the draft timetable of work of the Commission which was approved unanimously.

## PART I - GENERAL DEBATE

3. The Chair proposed to divide the Commission's work into three parts: (i) General debate on Major Programme I of the Draft Programme and Budget for 2000-2001 and on those elements of the Transdisciplinary project "Towards a culture of peace" that are the concern of the Education Sector and particular items; (ii) Consideration of proposed resolutions in draft document 30 C/5 and draft resolutions in certain documents concerning particular items and draft resolutions submitted by Member States concerning document 30 C/5 and items; (iii) Debate of item 4.1 "UNESCO in the twenty-first century".
4. The Deputy Director-General for Education, Mr Colin N. Power, representative of the Director-General, introduced the general debate and highlighted briefly the priorities of Major Programme I of the Draft Programme and Budget for 2000-2001, Unit 2 of the Transdisciplinary project "Towards a culture of peace" and particular items assigned to Commission II.
5. During the first and second meeting of the debate (Discussion unit 1), Tuesday afternoon, 9 November, and Wednesday morning, 10 November, the Commission discussed Programmes I.1, I.2; the intersectoral projects: The status of teachers and teacher education in the information society and Educating for a sustainable future; Regional and subregional strategies as well as particular items: 4.2, 4.7, 4.8, 7.2 and 7.3. Fifty-four Member States and 18 international non-governmental/intergovernmental organizations took the floor in the first Discussion unit.
6. The third meeting of the general debate, Wednesday afternoon, 10 November (extended in the evening from 7 p.m. to 10 p.m. - Discussion unit 2) dealt with UNESCO International Bureau of Education (IBE); UNESCO International Institute for Educational Planning (IIEP); UNESCO Institute for Education (UIE); UNESCO Institute for Information Technologies in Education (IITE); UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) and the UNESCO Institute for Capacity-Building in Africa (IICBA). Item 6.2 - Establishment of the International Institute for Capacity-Building in Africa was also discussed. The debate on Discussion unit 2 was introduced by the presentations of reports by Ms Martine Brunschwig Graf, Chairperson a.i. of the Administrative Council of the UNESCO International Bureau of Education (30 C/REP.1); Mr Lennart Wohlgemuth, Chairperson of the Governing Board of the International Institute for Educational Planning (30 C/REP.2), Ms Kasama Varavarn, Chairperson of the Governing Board of the UNESCO Institute for Education (30 C/REP.3); Mr Peter Canisius, Chairperson of the Governing Board of the

UNESCO Institute for Information Technologies in Education (30 C/REP.6). In the debate that followed, 29 Member States and three international non-governmental/intergovernmental organizations participated. At the end of the debate, the Deputy Director-General for Education and the ADG/Director IIEP and Director a.i. of IBE replied to questions raised during the debate.

7. Discussion unit 3 took place on Thursday, 11 November, the Commission's fourth meeting: Transdisciplinary project "Towards a culture of peace" and particular items 4.4 and 7.4. During the debate, which was introduced by the Deputy Director-General for Education, Mr Colin N. Power, 44 Member States, one non-Member State and five international non-governmental/intergovernmental organizations spoke. The oral report thereon was presented in the Commission by the Rapporteur on Friday afternoon, 12 November, and by its Chairperson in the Plenary on Saturday morning, 13 November. Both organs approved this report unanimously.

## **PART II - RECOMMENDATIONS OF THE COMMISSION**

8. Following the Steering Committee's decision, the Commission treated particular items, documents and draft resolutions, in the following order - fifth and sixth meeting, Thursday afternoon, 11 November, and Friday morning, 12 November:

### **RECOMMENDATIONS RELATING TO THE EIGHT SPECIFIC ITEMS ON THE COMMISSION'S AGENDA**

#### **After a presentation by the Syrian Arab Republic and comments by Israel**

The Commission recommended that the General Conference adopt the following draft resolution:

#### Item 4.2 of the agenda

##### **DRAFT RESOLUTION**

submitted by the ARAB GROUP

supported by SENEGAL

#### **IMPLEMENTATION OF 29 C/RESOLUTION 5.5 CONCERNING EDUCATIONAL AND CULTURAL INSTITUTIONS IN THE OCCUPIED ARAB TERRITORIES: REPORT BY THE DIRECTOR-GENERAL**

The General Conference,

1. Having examined the Director-General's Report (30 C/11),
2. Congratulates and thanks the Director-General for his great efforts to ensure the full implementation of the Executive Board's decisions and the General Conference's resolutions;

3. Expresses its sincere gratitude and thanks to Italy, the Kingdom of Saudi Arabia, Norway, the Government of Flanders (Belgium), Germany, France, Luxembourg, the World Bank, the Arab Gulf Programme for the United Nations Development Organizations (AGFUND), Elec Promotion (France) and the Nomura Foundation (Japan) for their financial contributions to the projects carried out under the Programme of Assistance to the Palestinian People (PAPP);
4. Considers that UNESCO's action in favour of the Palestinian people is of major importance and gives the Organization an important role within the United Nations system in peacemaking and peace-building and in the promotion of a culture of peace and dialogue between peoples;
5. Welcomes the agreement signed at Sharm-El-Sheikh between the Government of Israel and the Palestinian Authority and expresses the hope that it will be fully implemented;
6. Expresses the hope that the Arab-Israeli peace negotiations will be resumed and that a just and comprehensive peace will be speedily brought about in accordance with the United Nations resolutions, to which UNESCO adheres, particularly Security Council resolutions 242, 338 and 425, based on withdrawal from the occupied Arab territories and the principle of land for peace;
7. Asks the Director-General to proceed with the preparation of the third phase of the Programme of Assistance to the Palestinian People, taking into consideration their new priorities and needs;
8. Requests the Director-General to resume his efforts to obtain from donors the necessary funding for the third phase of the PAPP projects;
9. Also invites the Director-General:
  - (a) to continue the efforts he is making vis-à-vis the Israeli authorities with a view to preserving the human and social fabric and safeguarding the Syrian Arab cultural identity of the occupied Syrian Golan, in accordance with the relevant resolutions adopted in this regard;
  - (b) to continue his efforts vis-à-vis the Israeli authorities so that they cease to impose Israeli curricula on the students of the occupied Syrian Golan, to continue offering grants to these students and to provide assistance to the educational establishments of the Golan;
10. Reiterates all its previous resolutions relating to the occupied Syrian Golan;
11. Decides to include this item in the agenda of its 31st session.

The Commission also recommended that the General Conference adopt the following draft resolutions contained in documents on:

Item 4.4 of the agenda

**PROPOSAL BY THE EXECUTIVE BOARD  
FOR AN OVERALL STRATEGY FOR HUMAN RIGHTS EDUCATION**

The General Conference,

1. Having examined document 30 C/13,
2. Endorses the Executive Board's recommendations regarding the overall strategy for human rights education (156 EX/43) as follows:

**UNESCO's overall strategy for human rights education**

- (a) In order to formulate a future strategy for human rights education, an evaluation of UNESCO's publications on human rights education and information during the present Medium-Term Strategy is necessary; this stocktaking activity is of utmost importance in the light of the new information and communication technologies available and of making optimal use of the already existing networks of Associated Schools, UNESCO Chairs and others. Increased use should be made of the Internet. UNESCO's homepages should be improved by, e.g. extending links to the Office of the United Nations High Commissioner for Human Rights as well as to the National Commissions for UNESCO, IGOs, NGOs, academic and other institutions.
- (b) The contacts and cooperation with the United Nations High Commissioner for Human Rights should take place on a large basis in the UNESCO Secretariat.
- (c) UNESCO's efforts as regards the collection and diffusion of material on human rights education should be continued and strengthened; those activities should be conducted in close collaboration with the Office of the United Nations High Commissioner for Human Rights, UNICEF, UNDP, ILO and other interested United Nations institutions as well as with NGOs in the field of human rights. The main goal should be the highest possible degree of transparency on procedures against human rights violations taking into account the existing mechanisms on the observance of human rights both at the global and regional level, including the activities of the United Nations treaty bodies and the UNESCO and ILO procedures.
- (d) Those information activities should be seen in close relationship with all human rights education which depends on further human rights research and results in action against human rights violations wherever they occur. Special emphasis should be laid on ethical commitments or people related to human rights education.
- (e) The decisions taken by the Director-General between the first and the second meeting of the Temporary Working Group in order to improve the coordination of existing activities in the field of human rights education and information within the framework of the Transdisciplinary project "Towards a culture of peace" were appreciated as important steps; further conceptual work will be necessary in order to clarify the intrinsic value and strategic importance of human rights education

within the project. The new coordination mechanism should be accompanied by a strengthened intellectual leadership. Coordination should take place at a sufficiently high level.

- (f) The Temporary Working Group took note of the ongoing deliberations on the methods of work of the Committee on Conventions and Recommendations (CR) as well as on the future activities of the International Bureau of Education (IBE). The impact of these results should be taken into due account in a future strategy on human rights education.
- (g) Regional conferences are important for the development of human rights education and for promoting links and contacts between specialists in this field. The preparation of such conferences should be based in both of the Secretariat sectors concerned. Comparative analyses should be made of the results of the conferences.
- (h) In order to improve the substance and methods of human rights education in terms of identifying concrete examples and materials, UNESCO should become involved in:
  - comparative textbook analyses on the content of human rights;
  - the identification of best practices in human rights education;
  - country review procedures on human rights education; and
  - the development and use of simulation exercises as effective pedagogical tools, e.g. on the Office of the United Nations High Commissioner for Human Rights or on other United Nations treaty bodies.

The setting up of a monitoring and evaluation procedure in the field of human rights education will be necessary.

- (i) Issues related to cultural diversity shall be considered in the discussions aiming at improving human rights education. UNESCO should further encourage and assist Member States to launch national plans and establish focal points for human rights education as laid down in the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004).
- (j) Human rights education requires continued attention and should not be restricted to the celebration of specific days, years or decades.
- (k) Concerning the mandate and working methods of the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance, the Working Group stressed the importance of its contribution and its existence. It was suggested that:
  - members of the Advisory Committee be specialists in the field of education as laid down in Article 50.2 of the Regulations for the general classification of the various categories of meetings convened by UNESCO, and in Article 3.1 of the Statutes of the Advisory Committee itself;

- the Advisory Committee meet at least once a year;
- a permanent feedback pattern be established to ensure regular interaction and communication between the Advisory Committee and the Secretariat;
- better use be made of the expertise of the members of the Advisory Committee, also during the intervals of its meetings;
- short, analytical notes be sent in due time to the members of the Committee to be dealt with at its meetings;
- an information network be established between the Secretariat and the members of the Committee as well as between them;
- a regular exchange of documentation be guaranteed between the Advisory Committee and other committees with mandates in related fields of activity;
- each committee be represented in meetings of other committees in order to guarantee concerted action and a better flow of information;
- the dates of the following meeting of the Advisory Committee be fixed during the meeting in session;
- the Advisory Committee's minutes also be distributed to the Ministries of Education and the National Commissions for UNESCO in order to increase impact and transparency.

The Temporary Working Group further recommended that the mandate and working methods of the Advisory Committee be evaluated again after two Committee meetings.

Item 4.7 of the agenda

**WORLD CONFERENCE ON HIGHER EDUCATION  
FOR THE TWENTY-FIRST CENTURY: VISION AND ACTION**

The General Conference,

Having considered document 30 C/16,

Endorsing the World Declaration on Higher Education and the Framework for Priority Action for Change and Development in Higher Education,

Approves the main lines of emphasis adopted by the World Conference on Higher Education;

Reconfirms the priority to be assigned to follow-up and the need to provide for the requisite human, financial and logistical resources when adopting the Programme and Budget for 2000-2001 (30 C/5).

Item 4.8 of the agenda

Draft resolutions 30 C/COM.II/DR.3, submitted by France, Denmark, Senegal, Haiti and Lithuania and supported by Greece and 30 C/COM.II/DR.5 submitted by Republic of Korea, China, Sri Lanka, New Zealand, Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu

**ESTABLISHMENT OF AN INTERNATIONAL LONG-TERM  
PROGRAMME FOR THE DEVELOPMENT  
OF TECHNICAL AND VOCATIONAL EDUCATION  
FOLLOWING THE SECOND INTERNATIONAL CONGRESS  
ON TECHNICAL AND VOCATIONAL EDUCATION  
(SEOUL, REPUBLIC OF KOREA, APRIL 1999)**

The General Conference,

Recalling the Recommendations of the Second International Congress on Technical and Vocational Education, generously hosted by the Republic of Korea in Seoul from 26 to 30 April 1999,

Taking into account the Recommendations of the Executive Board on the Draft Programme and Budget for 2000-2001 (30 C/6),

Conscious of the need for continuous human, social and economic development and of their close interrelationship, and of the contribution that technical and vocational education and training (TVET) has to provide to these areas,

Noting the repeated requests from the Member States to upgrade the Organization's programme actions in TVET,

Recognizing the significant contribution that the UNEVOC Project is providing in international cooperation for the development of TVET in Member States, and the ongoing substantive support for the Project provided by Germany and several other Member States,

Acknowledging the mandate and vital work of other United Nations agencies, particularly of the International Labour Organization and the World Bank in matters of TVET, and considering the benefit to Member States that would emerge from closer coordination,

Taking note of the generous offer of the Government of Germany to host and support a UNESCO international centre in TVET,

1. Authorizes the Director-General to launch a UNESCO International Programme on Technical and Vocational Education and Training, with an increased budgetary allocation from the year 2000, and to establish a UNESCO International Centre for Technical and Vocational Education and Training in Bonn, in close collaboration with ILO and other international partners in TVET,
2. Invites all international agencies with a mandate in TVET to cooperate closely with UNESCO in the development and implementation of the Programme, and to take advantage of the Bonn Centre and its facilities as a common platform for action;

3. Invites Member States and donor agencies to contribute to the Programme and to the operation of the Bonn Centre through voluntary contributions in order to meet the needs of all Member States.

The General Conference,

Recalling the successful Second UNESCO International Congress on Technical and Vocational Education, Seoul, Republic of Korea, 26-30 April 1999,

Recognizing that the recommendations of the Congress will form the basis for UNESCO's new global strategy for technical and vocational education and training (TVET) in the first decade of the twenty-first century,

Welcoming the provision in the Draft Programme and Budget 2000-2001 (30 C/5) (para. 01222) for follow-up to the Congress and the development of a new international long-term programme for the development of TVET, and the strengthening of the existing UNEVOC network,

Acknowledging that the Government of the Republic of Korea generously offers to host and support a regional centre for TVET in Seoul,

Taking into account the initiative of Pacific Member States in commencing the development of a strategy for TVET for the Pacific for the next decade, in the light of the rapidly growing importance of this sector of education to the societies and economies of the Pacific, as emphasized at the 7th Consultation of Pacific Member States and National Commissions for UNESCO in Vanuatu (26-29 July 1999),

Requests the Director-General of UNESCO to implement the following activities as part of the follow-up to the Second International Congress on Technical and Vocational Education:

- (a) establish Regional Centres of Excellence (one within the Korean Research Institute for Vocational Education and Training) in order to strengthen regional and subregional cooperation;
- (b) urge Member States to support a variety of TVET activities envisaged in the Recommendations of the Congress;
- (c) develop various programmes for achieving efficiency of learning by utilizing information technology and distributing them to Member States;
- (d) significantly increase the Organization's budgetary allocation for its TVET programme;
- (e) support efforts to seek extrabudgetary funding to support a regional initiative for follow-up to the Seoul Congress including a workshop of UNEVOC Coordinators in the Pacific, and a training seminar on the development of national TVET policies and action plan for Member States of the Pacific, with support from the Australian authorities and in cooperation with other partners such as the Commonwealth of Learning.

Item 6.2 of the agenda

**ESTABLISHMENT OF THE INTERNATIONAL INSTITUTE  
FOR CAPACITY-BUILDING IN AFRICA (IICBA)**

The General Conference,

Having considered document 30 C/23 and document 30 C/75,

Takes note of 155 EX/Decision 6.4 and 156 EX/Decision 6.5;

Approves the Statutes of the International Institute for Capacity-Building in Africa (IICBA), which are annexed to this resolution.

**ANNEX**

**STATUTES OF THE UNESCO INTERNATIONAL INSTITUTE  
FOR CAPACITY-BUILDING IN AFRICA**

**Article I - Establishment of the Institute**

1. The UNESCO International Institute for Capacity-Building in Africa (hereinafter termed “the Institute”) is hereby established within the framework of the United Nations Educational, Scientific and Cultural Organization, of which it shall be an integral part.
2. The Institute’s headquarters shall be in Addis Ababa, Ethiopia.
3. The Institute will undertake its programme in collaboration with regional, national and international institutions. The Institute will form and maintain a network with such institutions with a view to developing and enhancing their institutional capacities. The structure of the Institute will reflect the collaborative nature of the programme.

**Article II - Aims and functions**

1. The Institute shall contribute to the design and implementation of a programme aimed at meeting the needs of Africa in particular and of the developing world in general, in the area of educational management, curriculum development, teacher education and distance education with special emphasis on the needs to promote international solidarity in the production, sharing and dissemination of knowledge, ideas and experience among educational leaders and change agents by:
  - (a) providing up-to-date intensive training to middle- and high-level education personnel in the four areas identified above;
  - (b) promoting research into specific educational issues and the problems, the results of which may enhance educational goals and development;
  - (c) ensuring contact with individual specialists and centres of excellence worldwide with a view to enlisting their full involvement in the activities of the Institute;

(d) promoting a programme of exchanges of experience, staff and programmes.

2. The programme of the Institute shall be part and parcel of the programme and budget of UNESCO approved by the General Conference and will follow the priorities and main lines of action.

3. In order to implement its programme and budget, the Institute may maintain direct relations with the educational authorities of Member States of UNESCO of the Africa region and of the Third World.

### **Article III - Governing Board membership**

1. The Institute shall be administered by a Governing Board (hereinafter called “the Board”), consisting of 12 members chosen for their eminence in the fields relevant to education and the aims of the Institute and sitting in a personal capacity. The members shall be appointed by the Director-General in the following way:

(a) Nine members appointed for a period of four years with regard to equitable geographical, linguistic and gender distribution. One of the members shall be a national of the host country;

(b) Two members from regional organizations in Africa designated, for a period of three years, in rotation:

the Organization of African Unity (OAU)

the Economic Commission for Africa (ECA)

the African Development Bank (ADB)

the Association for the Development of Education in Africa (ADEA);

(c) One member appointed for a period of three years representing the bilateral donor community, including foundations.

2. The members of the Board mentioned in paragraph 1, subparagraphs (a), (b) and (c) shall be appointed by the Director-General of UNESCO after consultation with the Board, the Member States and organizations concerned.

3. All members mentioned under paragraph 1(a) are eligible for a second term but shall not serve consecutively for more than two terms.

4. The Director-General of UNESCO or his representative shall attend all meetings of the Board. He may at any time make oral or written statements to the Board concerning any question under consideration.

5. In addition the Director-General may invite representatives from the United Nations system to participate in the Board’s deliberations without the right to vote. These representatives should be actively involved in human resource development and capacity-building in Africa.

6. If a member resigns or is prevented from carrying out his/her duties, the Director-General shall appoint a new member to hold office for the remainder of the term of the person he/she replaces.

#### **Article IV - Functions of the Board**

1. The Board shall approve the policies of the Institute within the framework of the Statutes and of the general policy of UNESCO including the Approved Programme and Budget, with due regard to the obligations resulting from the fact that the Institute has been established within the framework of UNESCO.
2. It shall decide how the funds available for the operation of the Institute are to be used, in accordance with the provisions of Articles II and VIII, and shall adopt the budget. The budget ceiling shall not exceed the total sum available, including contributions and subventions paid to the Institute under formal agreement for the relevant financial year.
3. The Board shall approve the acceptance of voluntary contributions and contractual revenues from sales of services or fees for special purposes as stated in Article VIII.
4. The Board shall approve the work plan and review the execution of the programme of the Institute.
5. The Board shall be consulted as to the appointment of the senior officials of the Institute and shall make recommendations to the Director-General of UNESCO as to the appointment of the Director.
6. The Board shall submit a report on the Institute's activities through the Executive Board to each of the ordinary sessions of the General Conference of UNESCO.

#### **Article V – Operations of the Board**

1. The Board shall elect its Chairperson and Vice-Chairperson. The Board shall meet in ordinary session once a year. The Chairperson shall call a special session if the Director or at least five members of the Board request it.
2. The Board shall adopt its own Rules of Procedure.
3. The Board shall set up an Executive Committee consisting of the Chairperson, the Vice-Chairperson and one member elected in accordance with the provisions of the Board's Rules of Procedure. Between the sessions of the Board, the Executive Committee shall perform the functions assigned to it by the Board.
4. The Chairperson shall represent the Board between meetings and supervise work together with the Director to the extent to which authority is delegated to him/her by the Board; he/she shall report to the Board on actions taken.
5. The Director of the Institute shall act as Secretary of the Board.
6. The working languages of the Board shall be English and French.

#### **Article VI - The Director**

1. The Director of the Institute, who shall be a staff member of UNESCO, shall be appointed by the Director-General of UNESCO after consideration of the recommendations of the Board.

2. The Director shall be responsible for the overall management of the Institute and for the implementation of its programme.
3. He/she shall prepare the draft programme and budget of the Institute and shall submit them to the Board for approval.
4. Subject to the latter's approval, he/she shall draw up detailed plans for teaching, research, networking and dissemination, and shall direct their execution.
5. The Director shall prepare for the Board's agreement the conditions for the admission of participants to the Institute's training programme.
6. He/she shall submit a report on the execution of the programme and budget to the next session of the Board.

#### **Article VII - The staff**

1. In addition to the Director, other members of the staff whose appointment shall be governed by the UNESCO Staff Regulations and Staff Rules, shall be staff members of the Organization.
2. The Institute may appoint visiting fellows and teachers who are not officials of UNESCO.

#### **Article VIII - Finance**

1. The financial year of the Institute shall begin on 1 January and end on 31 December in each year.
2. The funds set aside for the operation of the Institute shall consist of the annual allocation determined by the General Conference of UNESCO of such subventions, gifts and bequests as are allocated to it by other United Nations agencies, governments, public or private organizations, association or individuals, and of fees collected for special purposes. The financial allocation foreseen in the 30 C/5 under the regular programme amounts to US \$1,300,000 which includes provision for the post of Director and programme funds.
3. Funds allocated for the operation of the Institute shall be paid into a Special Account to be set up by the Director-General of UNESCO, in accordance with the relevant provisions of the Organization's Financial Regulations. This Special Account shall be operated and the Institute's budget administered in accordance with the above-mentioned provisions and the financial regulation of the Special Account.
4. Upon termination of the life of the Institute its assets shall be vested in and its liabilities taken over by UNESCO.

#### **Article IX – Amendments**

1. These statutes may be amended by a decision of the General Conference taken by a simple majority of Member States present and voting.

## **Article X - Transitional provisions**

1. The Director-General of UNESCO shall make all necessary arrangements for the Institute's entry into operation and for the establishment of its Governing Board. For this purpose, pending the adoption of the Institute's first annual budget, the Director-General shall incur the necessary expenditure from funds voted by the General Conference.

### Item 7.2 of the agenda

#### **INITIAL SPECIAL REPORTS BY MEMBER STATES ON THE IMPLEMENTATION OF THE RECOMMENDATION CONCERNING THE STATUS OF HIGHER-EDUCATION TEACHING PERSONNEL**

The General Conference,

1. Having examined document 30 C/27,
2. Notes with regret that no initial special reports have been submitted by the Member States on action taken by them to implement the Recommendation concerning the Status of Higher-Education Teaching Personnel;
3. Appeals to Member States to comply with their obligation to submit their initial special reports to the General Conference following its adoption of standard-setting instruments;
4. Requests the Director-General to take any measures he may deem appropriate in order to obtain initial special reports from Member States; and
5. Decides to reconsider the above-mentioned item at its 31st session.

### Item 7.3 of the agenda

#### **THIRD CONSULTATION OF MEMBER STATES ON THE IMPLEMENTATION OF THE REVISED RECOMMENDATION CONCERNING TECHNICAL AND VOCATIONAL EDUCATION (1974)**

The General Conference,

1. Recalling the decision of the Executive Board at its 154th session in May 1998 to incorporate the major themes originally envisaged for the third consultation on the implementation of the Revised Recommendation concerning Technical and Vocational Education (1974) into the agenda of the Second International Congress on Technical and Vocational Education (154 EX/17),
2. Recognizing the value of the recommendations of the Second International Congress on Technical and Vocational Education (Seoul, April 1999), reflecting the emerging challenges of the twenty-first century, an era of globalization and the revolution in the field of information/communication technology, and that these recommendations will therefore guide a new orientation of "Technical and vocational education and training (TVET) for all throughout life" so as to meet the new demands of achieving the

objectives of a culture of peace, environmentally sound sustainable development, social cohesion and international citizenship,

3. Invites the Director-General to prepare an updated version of the Revised Recommendation concerning Technical and Vocational Education (1974) taking into account the new trends identified by the Second International Congress on Technical and Vocational Education (1999); to submit the draft new version to all Member States during the 2000-2001 biennium for consultation; and to submit it together with a proposal for the modalities of future consultations on its implementation to the General Conference at its 31st session for approval.

Item 7.4 of the agenda

**SIXTH CONSULTATION OF MEMBER STATES  
ON THE IMPLEMENTATION OF THE CONVENTION  
AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION**

The General Conference,

1. Referring to document 156 EX/21 concerning reports and responses received in the framework of the sixth consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education,
2. Notes with appreciation the replies of the 57 Member States which have submitted their reports to the sixth consultation, 31 of them being States Parties to the Convention against Discrimination in Education;
3. Notes also comments from NGOs emphasizing their concerns and providing examples of their activities and projects aimed at the practical elimination of discrimination in education;
4. Appreciates the general efforts of Member States to ensure equality of educational opportunity for all, in particular for women and girls, persons belonging to minorities, refugees and indigenous people;
5. Reaffirms the importance of the Convention and Recommendation against Discrimination in Education and of their implementation by Member States in order to make the full exercise of the right to education a reality for all;
6. Notes that since January 1985 the number of Member States which are States Parties to the Convention has increased from 77 to 87 (as of January 1999);
7. Invites Member States which have not yet done so to become parties to the Convention;
8. Recalls that the submission of periodic reports by Member States concerning the implementation of conventions and recommendations adopted by the General Conference is a constitutional obligation, and that the States Parties to the above-mentioned Convention have further assumed the obligation, under the terms of Article 7 thereof, to provide detailed information in their reports to the General Conference on the legislative and other action they have taken for the implementation of the Convention;

9. Recalls also that the periodic consultation of Member States on the implementation of the above-mentioned Convention and Recommendation is intended to enable the Organization to ascertain both the extent to which Member States are giving effect to these instruments and the obstacles which they encounter, and regrets that more countries did not reply in the sixth consultation;
10. Notes with satisfaction that the sixth consultation produced information that may be used by Member States for furthering the implementation of the Convention and Recommendation against Discrimination in Education and ensuring the real equality of educational opportunity through the most effective examples of measures undertaken by various Member States, in particular regarding disadvantaged population groups;
11. Invites Member States to intensify the exchange of information accumulated in the course of the Sixth Consultation;
12. Invites the Director-General to ensure that the results of the consultation can be widely used, in particular through the preparation and publication of a collection of examples of practical measures that have proved to be most efficient in Member States and in the activities of NGOs which took part in the sixth consultation;
13. Also invites the Director-General to strengthen UNESCO action against discrimination in education to ensure the widest possible democratization of education and to study, with a view to the seventh consultation and in cooperation with the United Nations, the possibility of creating a coherent mechanism of reporting on and monitoring the right to education as it is set down in various United Nations conventions on human rights, and to inform the General Conference at its 31st session about measures undertaken to this end.

**RECOMMENDATIONS ON THE PROGRAMME AND BUDGET  
(ITEM 3.3 - MAJOR PROGRAMME I) AND THOSE ELEMENTS  
OF THE TRANSDISCIPLINARY PROJECT TOWARDS A CULTURE  
OF PEACE TO BE IMPLEMENTED BY THE EDUCATION SECTOR**

**Draft resolutions which may be adopted *in extenso* by the General Conference**

1. The Commission recommends that the General Conference adopt the draft resolutions listed below for the Records of the General Conference, Volume 1 (Resolutions):
  - 30 C/DR.51 submitted by United Kingdom of Great Britain and Northern Ireland supported by Slovenia, South Africa and Namibia

The General Conference,

Bearing in mind the UNESCO Fifth International Conference on Adult Education held in Hamburg in 1997 which agreed a Declaration and Agenda for the future setting out aims, strategies and commitments for adult learning of participating governments, in particular [*inter alia*] through the development of an International Adult Learners' Week,

Further bearing in mind that the Hamburg Declaration called upon UNESCO as the United Nations lead agency in the field of education, to play the leading role in promoting adult education and to stimulate the support of all partners, particularly those with the United Nations, to give priority to implementing the Agenda for the Future,

Noting that effective lifelong learning can help address basic skills needs in literacy, widen participation and promote access to learning, reduce inequality, improve employability, contribute to community development and to social inclusion,

Convinced that the proposal of the International Adult Learners' Week will enrich the International Literacy Day and will strengthen its links to the larger adult learning movement to which it contributes,

Further noting that at least 22 countries now run, or are planning to run, Adult Learners' Weeks which provide an annual national focus on adult learning, to celebrate learners' achievements, and to provide opportunities to promote lifelong learning by giving existing learners a role in mobilizing others and engaging the mass media in energizing people all over the world to learn,

Invites Member States to participate actively in lifelong learning in a way that meets their own particular needs;

Further invites Member States to give their support to an International Week of Adult Learning to be launched at Expo 2000 in Hanover on 8 September 2000, to coincide with the International Literacy Day;

Invites the Director-General to transmit this resolution to the United Nations Secretary-General with a request that he communicate it to the United Nations General Assembly with a view to the participation of all Member States of the United Nations in an International Adult Learners' Week.

- 30 C/DR.86 (Republic of Korea, Malaysia), Asia-Pacific Centre of Education for International Understanding, as amended by the Director-General in paragraph 22 of 30 C/8 COM.II, on the understanding that the resolution has no financial implications. The resolution reads as follows:

The General Conference,

Reaffirming the responsibility of UNESCO and its Member States to promote education for international understanding, justice, freedom, human rights and peace as urged notably in the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms and also in the International Conference on Education's (44th session, 1994) Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy, respectively endorsed and approved subsequently by the General Conference of UNESCO at its 28th session in 1995,

Recognizing the need for international and intercultural understanding, and for education for peace, democracy, human rights and sustainable development in the Asia-Pacific region where so much cultural diversity, urgent developmental needs and numerous possibilities for conflict exist,

Recognizing the urgent need for a more active mechanism of regional cooperation and collaboration in research and development, training and information and material development in order to provide technical assistance as regards education for international understanding to Member States of the region,

Recalling the proposal made by the Republic of Korea to the 29th session of the General Conference of UNESCO in 1997 to establish an Asia-Pacific Centre of Education for International Understanding in the Republic of Korea under the auspices of UNESCO, with a substantial amount of the financial requirements to be borne by the host country for the first five years,

Noting that the Republic of Korea has accumulated a great deal of experience, expertise, know-how and information in education for international understanding over the past several years, and that the Korean National Commission was designated in 1995 as the national centre of international understanding education to implement UNESCO's programme objectives and guidelines for international understanding education,

Noting that the Republic of Korea has played the leading role in establishing and developing regional networks in the field of international understanding education, e.g. Asia-Pacific Network for International Education and Values Education (APNIEVE) and Asia-Pacific Philosophy Education Network for Democracy (APPEND),

Further noting the positive recommendation concerning the establishment of the Asia-Pacific Centre of Education for International Understanding contained in the feasibility study as carried out by a team of experts recommended by UNESCO in 1998, the positive recommendation of the Regional Consultation Meeting on the Proposal for a Regional Centre of Education for International Understanding held in Seoul on 29 April 1999 and the strong endorsement by APNIEVE,

Considering that the main function of the proposed centre is to carry out regional cooperative and collaborative work in the field of education for international understanding, inter alia, on research and development, training, teaching materials development, information dissemination, and international conferences and/or workshops, and further considering that the physical facilities and the necessary operational costs will be provided by the host country,

Invites the Director-General to support the establishment of this centre in the Republic of Korea and in so doing, include it within the main line of action for education for a culture of peace, keeping in mind its transdisciplinary character;

Further invites the Director-General to give necessary support for the establishment of the centre by providing technical and financial assistance for the initial establishment of the organization and the programme structure of the centre;

Invites the Member States to actively join the centre's activities and to share their expertise and resources to support the centre by means of any contributions as appropriate.

- 30 C/DR.53 (Islamic Republic of Iran), Education and Sport for a Culture of Peace, as amended by the Director-General, paragraph 23 of document 30 C/8 COM.II. The resolution reads as follows:

The General Conference,

Mindful of the wish expressed in the United Nations Charter to "preserve future generations from the scourge of war",

Recalling the International Charter of Physical Education and Sport adopted by the General Conference at its 19th session (1978),

Recalling 27 C/Resolution 5.16 which expresses the wish to infuse strong new life into UNESCO's action in physical education and sport,

Endorses the Appeal launched at the closing session of the World Conference on Education and Sport for a Culture of Peace;

Recommends to the Third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (Uruguay, Punta del Este) to be held from 30 November to 3 December 1999 to pay particular attention to this Appeal;

Calls upon Member States, UNESCO, CIO, intergovernmental and non-governmental organizations and all those concerned, leaders, sports fans, and the media to act on this Appeal, to implement it and thus to contribute to the culture of peace movement throughout the world;

Invites the Director-General:

- (i) to mobilize the Organization including its Field Offices, Institutes, National Commissions, Associated Schools and UNESCO Clubs to join hands with the sporting community in the promotion of a culture of peace;
  - (ii) to reinforce the relevant unit and strengthen education for a culture of peace action-oriented through physical education and sport within formal and informal education systems;
  - (iii) to establish, in coordination with the President of the IOC, a follow-up committee to ensure the identification and implementation of projects in the framework of the United Nations Decade for a Culture of Peace.
- 30 C/DR.95 (submitted by Guatemala, Panama, Democratic Republic of the Congo, San Marino, Rwanda, Equatorial Guinea, Haiti, Thailand, Dominican Republic, Kazakhstan, Benin, Lithuania, Cuba, Chile, Slovakia, Seychelles and Belize)

supported by Ecuador, Belgium, Peru, Viet Nam and Luxembourg, Implementation of a Language Policy for the World Based on Multilingualism, as amended during the debate by Canada, United Kingdom of Great Britain and Northern Ireland, Lao People's Democratic Republic.

The General Conference,

Recognizing the need to improve understanding and communication among peoples,

Recognizing the great importance of safeguarding the linguistic and cultural heritage of humanity and extending the influence of each of the cultures and languages of which that heritage is composed,

Considering the current threat to linguistic diversity posed by the globalization of communication and the tendency to use a single language, at the risk of marginalizing the other major languages of the world, or even of causing the lesser-used languages, including regional languages, to disappear,

Considering that educating young people throughout the world involves sensitizing them to dialogue between cultures, which engenders tolerance and mutual respect,

Considering that substantial progress has been made in the last few decades by the language sciences, but that insufficient attention has been paid to the extraordinary ability of children to reproduce sounds at “key periods” of their development,

Noting that the ability of children to acquire phonetic and grammatical skills has been scientifically corroborated,

Considering that these skills enable young children to acquire competence at an early age in real communication, both passive and active, in at least two languages, whatever they may be,

Aware that democratic access to knowledge depends on a command of several languages and that provision of such access for all is a duty at a time when private language training, which is both expensive and elitist, is spreading in many countries,

Mindful of the resolutions adopted in support of bilingual education at the 18th and 19th sessions of the General Conference of UNESCO (1974 and 1976),

Taking into account the establishment by the Executive Board of UNESCO in October 1998 of an Advisory Committee for Linguistic Pluralism and Multilingual Education and the creation of the Languages Division by the Director-General in 1998,

Recommends that Member States:

1. Create the conditions for a social, intellectual, media and international environment conducive to linguistic pluralism;
2. Promote, through multilingual education, democratic access to knowledge for all citizens, whatever their mother tongue, and build linguistic pluralism. Strategies to achieve these goals could include:

the early acquisition (in kindergartens, nursery schools) of a second language in addition to the mother tongue, offering alternatives;

further education in this second language at primary-school level through an approach based on the medium of instruction, i.e. by using two languages for the acquisition of knowledge throughout the school course up to university level;

intensive and transdisciplinary learning of at least a third modern language in secondary school, so that when pupils leave school they have a working knowledge of three languages - which should represent the normal range of practical linguistic skills in the twenty-first century;

an assessment of secondary-school leaving certificates promoting a grasp of modern languages from the point of view of communication and understanding;

international exchanges of primary- and secondary-school teachers, offering the latter a legal framework for teaching their subjects in schools in other countries, using their own languages and thus enabling their pupils to acquire both knowledge and linguistic skills;

due attention in education, vocational training and industry to the potential represented by minority languages, where they exist, and regional languages, migrants' languages of origin);

availability to teachers and education authorities of a computerized network, including a database, to facilitate exchanges of information and experience;

establish a "national and/or regional committee to study and make proposals on linguistic pluralism" in order to initiate the necessary dialogue between the representatives of all professions and all disciplines so that they can identify the main lines of a language education system which is adapted to each country but which also facilitates international communication, while preserving the rich and inalienable linguistic and cultural heritage of humanity.

3. Encourage the study of the languages of the major ancient and modern civilizations, with a view to safeguarding and promoting a literary education;

The General Conference invites the Director-General to implement this resolution in consultation with the Advisory Committee for Linguistic Pluralism and Multilingual Education.

#### **PROPOSED RESOLUTION CONTAINED IN DOCUMENT 30 C/5**

The Commission recommends that the General Conference adopt the resolution proposed by the Executive Board in paragraph 7 of document 30 C/6 and to insert it into 30 C/5 at the beginning of paragraph 01007. The resolution reads as follows:

The General Conference

Invites the Director-General:

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

The Commission recommends that the General Conference adopt the proposed resolution (para. 01110, scenario A) concerning Subprogramme I.1.1, Providing basic education for all children. The resolution reads as follows:

The General Conference,

Authorizes the Director-General

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

- (i) promote the renewal and expansion of primary education with particular emphasis on the education of girls and women, LDCs, Member States of Africa and the nine high population countries and on improving the quality of primary education;
  - (ii) support the expansion of early childhood and family education and special needs education;
- (b) to allocate for this purpose an amount of \$3,200,000 for programme costs, \$12,442,300 for staff costs and \$926,900 for indirect programme costs (scenario A).

The Commission recommends that the General Conference adopt the proposed resolution (para. 01120, scenario A) concerning Subprogramme I.1.2, Fostering literacy and non-formal education among youth and adults. The resolution reads as follows:

The General Conference

Authorizes the Director-General

- (a) to implement the following plan of action in order to:
  - (i) support national literacy programmes, capacity-building and development of materials contributing to the creation of literate environments and to the alleviation of poverty, in particular through community-based education approaches for the empowerment of women and adults and the implementation of two special projects on “Enhancement of learning opportunities for marginalized youth” and “Promoting girls’ and women’s education in Africa”;
  - (ii) strengthen cooperation with intergovernmental and non-governmental partners in the design and implementation of educational programmes for refugees, displaced persons and populations affected by emergency situations;
- (b) to allocate for this purpose an amount of \$5,100,000 for programme costs, \$9,082,500 for staff costs and \$1,477,200 for indirect programme costs (scenario A).

The Commission recommends that the General Conference adopt the proposed resolution (para. 01130, scenario A) concerning Subprogramme I.1.3, Mobilizing commitments and partnerships for education for all, as amended by paragraph 9 of document 30 C/6. The resolution reads as follows:

The General Conference

Authorizes the Director-General

- (a) to implement the following plan of action in order to:
  - (i) continue to mobilize political and public commitment for education for all through reinforced partnerships, inter-agency cooperation and the

implementation of the EFA Assessment 2000, in particular in the framework of the International EFA Forum;

- (ii) strengthen regional and subregional cooperation and networking in support of basic education through the renewal of existing cooperative programmes and networks in all regions, with particular emphasis on the follow-up to MINEDAF VII (Durban, 1998) and the E-9 initiative and on the plan of action on these countries;
- (b) to allocate for this purpose an amount of \$3,500,000 for programme costs, \$5,565,000 for staff costs and \$1,013,800 for indirect programme costs (scenario A).

The Commission recommends that the General Conference adopt the proposed resolution (para. 01210, scenario A) concerning Subprogramme 1.2.1, Renewal of education systems for the information age. The resolution reads as follows:

The General Conference

Authorizes the Director-General

- (a) to implement the following plan of action in order to:
    - (i) assist Member States in devising strategies for learning throughout life in the information age, in particular by promoting debate on the conclusions of the report "Learning: The Treasure Within", by publishing the *World Education Report* and by cooperating with the UNESCO Institute for Statistics in further developing the World Education Indicators project;
    - (ii) strengthen advisory and upstream support services to assist Member States - with emphasis on LDCs, countries in transition and countries experiencing post-conflict situations - in formulating and implementing strategies and action plans for the renewal and reconstruction of education systems, including educational buildings and furniture as well as textbooks and learning materials;
- (b) to allocate for this purpose an amount of \$3,500,000 for programme costs, \$12,180,000 for staff costs and \$1,013,800 for indirect programme costs (scenario A).

The Commission recommends that the General Conference adopt the proposed resolution (para. 01220, scenario A) concerning Subprogramme I.2.2, Renovation of general secondary and vocational education, as amended by (i) draft resolution 30 C/COM.II/DR.3 (France) and (ii) by paragraphs 11 and 12 of document 30 C/6. The resolution reads as follows:

The General Conference

Authorizes the Director-General

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

- (i) enhance international and national capacities for the renewal, diversification and expansion of secondary education geared to meeting the diverse needs of growing numbers of learners, including girls and women, with particular emphasis on science and technology education, on media education and on preventive education against HIV-AIDS and drugs;
  - (ii) assist Member States in developing and implementing strategies, as a follow-up to the Second International Congress on Technical and Vocational Education (Seoul, 1999), to extend all forms of technical and vocational education and training opportunities to larger numbers of young people and adults, by mobilizing partnerships which assist such action and in particular through the further development of the international work of national UNEVOC centres; and to develop jointly with ILO an international long-term programme for the development of technical and vocational education and training, which would be open to other agencies willing to participate; and prepare together with ILO an updated version of the UNESCO-ILO Memorandum of Understanding (1954) to this effect;
- (b) to allocate for this purpose an amount of \$3,200,000 for programme costs, \$10,447,500 for staff costs and \$926,800 for indirect programme costs (scenario A).

The Commission recommends that the General Conference adopt the proposed resolution (para. 01230, scenario A) concerning Subprogramme I.2.3, Higher education and development, as amended by (i) draft resolution 43 (France, Denmark, Finland, Senegal, Spain, Greece) and (ii) paragraph 13 of document 30 C/6. The resolution reads as follows:

The General Conference

Authorizes the Director-General

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

- (b) to allocate for this purpose an amount of \$2,800,000 for programme costs, \$2,430,700 for staff costs and \$811,000 for indirect programme costs (scenario A).

The Commission recommends that the General Conference adopt the proposed resolution (para. 01240, scenario A) concerning The status of teachers and teacher education in the information society. The resolution reads as follows:

The General Conference

Authorizes the Director-General

- (a) to implement an intersectoral project “The status of teachers and teacher education in the information society”, in order to assist Member States in renewing and adapting teaching methods and the training of teachers at all levels, including the use of open and distance education approaches, to the emerging information society, and to promote the status of teachers, including higher education teaching personnel, in cooperation with ILO and the associations of the teaching professions;
- (b) to allocate for this purpose an amount of \$1,350,000 for programme costs, \$1,391,200 for staff costs and \$391,000 for indirect programme costs (scenario A).

The Commission recommends that the General Conference adopt the proposed resolution (para. 01300, scenario A) concerning Educating for a sustainable future (Environment, population and development). The resolution reads as follows:

The General Conference

Authorizes the Director-General

- (a) to implement the intersectoral project “Educating for a sustainable future” in order to continue to promote concerted inter-agency action at country level to foster public awareness of and education for a sustainable future, in particular by enhancing Member States’ capacities to integrate into educational programmes at all levels, both formal and non-formal, relevant educational components; to develop appropriate population policies and programmes; and, to that end, to promote the integrated follow-up to the United Nations conferences of the 1990s and post-Rio conventions; and, as Task Manager for Chapter 36 of Agenda 21, to intensify the implementation of the International Work Programme of the United Nations Commission on Sustainable Development in collaboration with all relevant international and national partners;
- (b) to allocate for this purpose an amount of \$1,700,000 for programme costs, \$6,100,500 for staff costs and \$492,400 for indirect programme costs (scenario A).

The Commission recommends that the General Conference adopt the proposed resolution (para. 01410, scenario A) concerning the Draft Programme and Budget 2000-2001 for the UNESCO International Bureau of Education. The resolution reads as follows:

## The General Conference

Recognizing the important contribution that UNESCO's International Bureau of Education is called upon to make under Major Programme I to achieve the objective of "Education for all throughout life" as a UNESCO centre for the content of education,

Recognizing, as well, the new orientation of the IBE's programme and the increase in its activities,

1. Authorizes the Director-General to provide the International Bureau of Education with a financial allocation under the regular programme of \$5,000,000 enabling it to implement efficiently its renewed mandate as an international centre on the content of education. In particular,
  - (a) to play the role of an observatory of educational structures, content and methods by:
    - (i) undertaking the collection, comparative analysis and dissemination, employing the resources of modern technology, of up-to-date information on the main development trends in the field of education, including teacher training, adult education and non-formal education;
    - (ii) developing the exchange of information concerning curricula and teaching methods on a global scale, in particular by bringing together the existing electronic sources of information;
    - (iii) accumulating innovative experiences and conducting comparative and evaluative studies aimed at learning about living together and used in particular in the process of teaching civic and human rights, foreign languages and cultures, history and geography, with particular attention to universal values;
    - (iv) publishing the review *Prospects* and the newsletter *INNOVATION*;
  - (b) to contribute to strengthening capacity-building in regard to the adaptation of content at the national, regional and subregional levels by:
    - (i) accumulating experience and best practice on the mechanisms of adapting content, and preparing materials on the most suitable methodologies and approaches;
    - (ii) initiating the establishment of the regional and subregional networks of cooperation on the management of curricular change adapted to the specific needs of each of them;
    - (iii) promoting greater interaction among policy-makers, curriculum specialists, educational researchers and teachers;
    - (iv) providing advisory services to Member States, at their request, in undertaking curriculum reforms, and designing curricula and teaching materials adjusted to the progress made in knowledge;

- (c) to promote policy dialogue between decision-makers, researchers, educators and other partners in the educational process by organizing, bearing in mind 28 C/Resolution 1.2, the forty-sixth session of the International Conference on Education. Taking into account the four pillars of the Delors Report - in particular "Learning to live together" - the Conference will focus on ways to ensure that each learner masters the knowledge, skills and attitudes required for the individual's and society's intellectual and moral development. ICE should confirm the new role of the IBE as a centre for educational content.
2. Requests the IBE Council:
    - (a) to supervise, in conformity with its statutory functions, the restructuring of the IBE's activities towards those of an international centre for the content of education, with due emphasis to harmonization of IBE activities with those carried out by other UNESCO units and institutions concerned;
    - (b) to mobilize human and financial resources necessary for the IBE to accomplish its mission;
  3. Invites Member States and international organizations to contribute financially and by other appropriate means to the implementation of the activities of the UNESCO International Bureau of Education.

The Commission recommends that the General Conference adopt the proposed resolution (para. 01420, scenario A) concerning the Draft Programme and Budget 2000-2001 for the UNESCO International Institute for Educational Planning. The resolution reads as follows:

The General Conference,

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

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

1. Requests the IIEP Governing Board, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2000-2001:
  - (a) to reinforce national capacities for the management, planning and administration of education systems;
  - (b) to strengthen national, subregional and interregional training programmes in educational planning and administration, in cooperation with UNESCO's field units;

- (c) to undertake research and studies aimed at the upgrading of knowledge in educational planning and administration, and at the production, sharing and transfer of knowledge among Member States;
  - (d) to facilitate the exchange of experience and information in educational planning and administration and ensure the appropriate dissemination among Member States of the results of the work carried out;
  - (e) to implement operational projects in its field of competence;
2. Authorizes the Director-General to support the operation of the Institute by providing a financial allocation under the regular programme of \$6,000,000 under Major Programme I;
  3. Expresses its gratitude to the Member States and organizations that have supported the Institute's programme through voluntary contributions or contractual agreements, as well as to the French Government, which provides its premises free of charge and periodically finances their upkeep, and invites them to continue their support for 2000-2001 and future years;
  4. Appeals to Member States to renew or increase their voluntary contributions, with a view to strengthening IIEP's activities, in accordance with Article VIII of its Statutes, so that, with additional resources, and its premises provided by the French Government, it can better meet the growing needs of Member States.

The Commission recommends that the General Conference adopt the proposed resolution (para. 01430, scenario A) concerning the Draft Programme and Budget for 2000-2001 for the UNESCO Institute for Education. The resolution reads as follows:

The General Conference,

Acknowledging the report of the UNESCO Institute for Education (UIE) for the 1998-1999 biennium,

Reaffirming the recommendations contained in the Hamburg Declaration and the Agenda for the Future adopted by the fifth International Conference on Adult Education (Hamburg, 1997),

1. Invites the Governing Board of UIE to strengthen, during 2000-2001, the Institute's catalytic role in promoting the follow-up to the fifth International Conference on Adult Education by giving priority in particular to:
  - (a) mobilizing inter-agency cooperation and partnerships for the implementation of the Hamburg Declaration and the Agenda for the Future;
  - (b) enhancing national capacities to provide diverse formal and non-formal forms of adult and continuing education opportunities for all;
  - (c) stimulating studies and research designed to foster innovative approaches for attaining the goal of learning throughout life;

- (d) further developing its clearing-house services in the field of adult and continuing education;
2. Authorizes the Director-General to support the Institute by providing a financial allocation of \$2,300,000 under Major Programme I;
3. Expresses its gratitude to the German Government which gives a substantial financial contribution and provides its premises free of charge and to the Member States and foundations that have supported UIE's programme with voluntary contributions, and invites them to continue their support for 2000-2001 and future years;
4. Appeals to Member States to grant or renew their support in order to enable UIE to meet the expectations expressed at the Hamburg Conference in 1997.

The Commission recommends that the General Conference adopt the proposed resolution (para. 01440, scenario A) concerning the Draft Programme and Budget for 2000-2001 for the UNESCO Institute for Information Technologies in Education. The resolution reads as follows:

The General Conference,

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

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

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

The Commission recommends that the General Conference adopt the proposed resolution (para. 01450, scenario A) concerning the Draft Programme and Budget for 2000-2001 for the UNESCO International Institute for Higher Education in Latin America and the Caribbean. The resolution reads as follows:

The General Conference,

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

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

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

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

The Commission recommends that the General Conference adopt the proposed resolution (para. 01460, scenario A) concerning the Draft Programme and Budget for 2000-2001 for the UNESCO International Institute for Capacity-Building in Africa. The resolution reads as follows:

The General Conference,

Taking note of the Director-General's report on the establishment of an International Institute for Capacity-Building in Addis Ababa (30 C/45),

Endorsing the decisions taken by the Executive Board on this issue at its 155th and 156th sessions,

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

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

The Commission recommends that the General Conference adopt the resolution proposed by the Executive Board in paragraph 27 of document 30 C/6 and to insert it into 30 C/5 at the beginning of paragraph 05100. The resolution reads as follows:

The General Conference

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

The Commission recommends that the General Conference adopt the resolution (para. 05100, scenario A) concerning Unit 1, Culture of Peace: raising awareness and building partnerships in so far as it regards activities to be implemented by the Education Sector. The resolution reads as follows:

The General Conference

Authorizes the Director-General

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

- (i) mobilize the broadest possible range of partners, at both national and international levels, so as to raise public awareness of the objectives of the International Year for the Culture of Peace, and thus lay the foundations for a broad alliance linking the many movements, groups and institutions which are working, each within its own field, to establish a culture of peace;
  - (ii) further consolidate the conceptual and normative foundations of the culture of peace, paying particular attention to mechanisms and arrangements for preventing violence and stemming conflicts at their source; to the relations between cultural pluralism, respect for human rights and democratic governance; and to the inclusion of a gender perspective in the study of factors that may encourage or impede the development of a culture of peace;
- (b) to allocate for this purpose an amount of \$1,850,000 for programme costs, \$2,462,100 for staff costs and \$150,000 for indirect programme costs (scenario A).

The Commission recommends that the General Conference adopt the resolution proposed (para. 05200, scenario A) concerning Unit 2, Education for a culture of peace, in so far as it regards activities to be implemented by the Education Sector, as amended by paragraphs 29 and 30 of document 30 C/6. The resolution reads as follows:

The General Conference

Authorizes the Director-General

- (a) to implement the following plan of action on the basis of the recommendations of the Executive Board's temporary working group on human rights education, in order to:
  - (i) contribute to the development of education policies which place the objective of education for a culture of peace at the very heart of the educational process, paying particular attention to implementation of the Plan of Action of the United Nations Decade for Human Rights Education and to the development of strategies and programmes which are geared to the needs of countries in pre- or post-conflict situations,
  - (ii) encourage the dissemination and adaptation of textbooks and teaching materials developed in earlier biennia and the development of training courses and modules for teachers and professionals with particular responsibility in this field; to mobilize the UNESCO Chairs network for this purpose by continuing to support its expansion and the strengthening of its internal cooperation mechanisms; and also to encourage educational innovation for more effective prevention of violence, in particular through sport, and for promoting gender equality;
  - (iii) extend and improve the Associated Schools Project network by fostering recognition of its pilot role in promoting educational innovation, by enhancing its impact on national systems, and by reinforcing communication and cooperation between its members;

- (iv) promote linguistic diversity and multilingual education at all levels of education, in cooperation with networks such as LINGUAPAX and LINGUAUNI; to encourage the exercise of linguistic rights as an integral part of human rights; and to encourage the protection and development of the world's linguistic heritage;
- (b) to allocate for this purpose an amount of \$4,200,000 for programme costs and \$6,322,900 for staff costs (scenario A).

The Commission recommends that the General Conference adopt the resolution proposed (para. 05300, scenario A) concerning Unit 3, From interculturality to cultural pluralism, in so far as it regards activities to be implemented by the Education Sector. The resolution reads as follows:

The General Conference

Authorizes the Director-General

- (a) to implement the following plan of action in order to:
  - (i) encourage the renovation of historical research and the teaching of history, in order to highlight the processes of positive convergence between cultures; to support the efforts of Member States wishing to revise their history and geography textbooks; and to pursue and strengthen the execution of intercultural projects aimed at promoting greater understanding between various cultures and various spiritual and religious traditions, in particular within the framework of the United Nations Year of Dialogue among Civilizations (2001);
  - (ii) promote the practices of cultural pluralism and support its protagonists, paying particular attention to the innovative experiments under way at the local level, especially in urban contexts, with a view to strengthening social cohesion within multi-ethnic and multicultural societies; and to contribute to the implementation of the Programme of Activities of the International Decade of the World's Indigenous People, by strengthening existing cooperation networks and mechanisms at the regional and interregional levels, particularly in Latin America;
- (b) to allocate for this purpose an amount of \$2,050,000 for programme costs and \$3,445,900 for staff costs (scenario A)

**Draft resolutions proposing a shift of emphasis in the main lines of action envisaged in document 30 C/5**

1. Having examined draft resolution:

- 30 C/DR.46 (submitted by Russian Federation) relating to paragraph 01112, the Commission recommends that the General Conference decide to reflect the concerns expressed in the draft resolution, namely to *assist teachers' associations in the countries in transition to devise and implement national systems of socio-educational support and rehabilitation for children and youth*, in the final drafting of paragraph 01112 and to seek funds for that purpose from extrabudgetary sources;

- 30 C/DR.77 (submitted by Saudi Arabia) relating to paragraph 01122, the Commission recommends that the General Conference decide to mention the educational needs of orphans and children's homes in paragraph 01122, provided that activities for this group be funded from extrabudgetary sources;
- 30 C/DR.93 (submitted by Saudi Arabia) relating to paragraph 01110, the Commission recommends that the General Conference decide to reflect the concerns of the proposals relating to *skills-based education*, in the Strategy envisaged under paragraph 01110;
- 30 C/DR.2 (submitted by Cuba; supported by Italy) relating to paragraph 01111, the Commission recommends that the General Conference decide that the Congress "Pedagogia 2001" be mentioned in the final version of 30 C/5 and that technical and modest financial assistance be provided through the International Bureau for Education and the field offices in Latin America and the Caribbean region;
- 30 C/DR.33 (submitted by Saudi Arabia) relating to paragraph 01005, the Commission recommends that the General Conference decide to provide technical support for the organization of a conference on the development of Braille symbols in Arabic *to meet the needs of modern science and mathematics and computer applications*;
- 30 C/DR.9 (submitted by Saudi Arabia) relating to paragraph 01122, the Commission recommends that the General Conference decide that the possibility of extending the project to countries with high illiteracy rates in light of the results of the evaluation of the Special Project on education for girls and women in Africa should be examined;
- 30 C/DR.70 (submitted by Australia and the Republic of Korea; supported by Latvia) relating to paragraph 01122, the Commission recommends that the General Conference decide to amend paragraph 01122, by adding the words "including indigenous youth" at the end of the first sentence in the Strategy, so that it reads as follows: "(i) street and working children, school and drop-outs and marginalized youth, including indigenous youth";
- 30 C/DR.73 (submitted by Islamic Republic of Iran) relating to paragraph 01122, the Commission recommends that the General Conference decide to amend the end of the text for the Strategy in paragraph 01122, by inserting the phrase "and neighbouring countries of Afghanistan that have received refugees", after Bosnia and Herzegovina, Guatemala and Iraq;
- 30 C/DR.74 (submitted by Guinea) relating to paragraph 01122, the Commission recommends that the General Conference decide to invite the Director-General to provide an emergency technical assistance for the education of refugees, host populations and displaced persons and to add Guinea to the list of countries mentioned in paragraph 01122;
- 30 C/DR.55 (submitted by France, Denmark, Senegal and Spain and Lithuania, and supported by Greece, Georgia, Madagascar, Lao People's Democratic Republic, Bosnia and Herzegovina, Mauritius, Malaysia, Viet Nam, Tunisia, Honduras and Gabon), relating to paragraph 01131, the Commission recommends that the General Conference decide to integrate the concerns expressed in the draft resolution, namely to link the plan of action to the results of the World Forum that will be organized in April 2000 in Dakar

by all the major Jomtien partners, with a view to contributing effectively to restarting and developing education for all, in the proposed Strategy in paragraph 01131;

- 30 C/DR.19 (submitted by Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, New Zealand, Niue, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu; supported by Italy) relating to paragraph 01130, the Commission recommends that the General Conference decide to ensure that the concerns expressed in the draft resolution are fully reflected in the final version of document 30 C/5, including in the regional strategies for the Pacific presented in paragraphs 01707-01709;
- 30 C/DR.76 (submitted by Slovakia; supported by the Czech Republic, Poland, Greece, Italy and Latvia) relating to paragraph 01212, the Commission recommends that the General Conference invites the Director-General to pursue the consultation process with the authors concerning the possible establishment of a UNESCO Institute of Quality Education for Central and Eastern Europe in Bratislava, Slovakia;
- 30 C/DR.3 (submitted by Niger; supported by Italy, Lebanon, Egypt) and 30C/DR.10 (submitted by Ukraine; supported by the Russian Federation and Kazakhstan) which are identical and relating to paragraph 01221 and paragraph 01300, the Commission recommends that the General Conference decide to reflect the concerns expressed in the draft resolution in the final version of document 30 C/5, in particular by adding a reference to the problems of fresh water in the Strategy contained in paragraph 01221 as well as in paragraph 01300 under the transdisciplinary project “Educating for a sustainable future”;
- 30 C/DR.1 (submitted by the United Republic of Tanzania) relating to paragraphs 01222 and 01300-01301, the Commission recommends that the General Conference decide to include activities related to the culture of maintenance in the final draft of document 30 C/5;
- 30 C/DR.90 (submitted by Qatar; supported by Saudi Arabia, Kuwait, Oman, Bahrain and the United Arab Emirates) relating to paragraph 01240, under Strategy, and paragraph 01241, the Commission recommends that the General Conference decide to provide technical support to the development of the Arab Centre for the Training of Trainers in Abu-Dhabi, on the understanding that additional financial assistance may be requested under the Participation Programme;
- 30 C/DR.43 (submitted by France, Denmark, Finland, Haiti, Senegal, Spain, Lithuania; supported by Greece, the Czech Republic, Georgia, Madagascar, Lao People’s Democratic Republic, Bosnia and Herzegovina, Mauritius, Malaysia, Viet Nam, Tunisia, Honduras, Gabon and Latvia) relating to paragraph 01232, the Commission recommends that the General Conference decide to amend paragraph 01232, by adding to the end of the first result in Results expected the following: “requisite attention being drawn to the need to review and clearly define the criteria for allocating UNESCO Chairs, taking into account their sustainability”;
- 30 C/DR.94 (submitted by the Russian Federation, Argentina, Azerbaijan, India; supported by Italy, Georgia, Thailand, Ethiopia, Democratic Republic of the Congo, Egypt, China, Israel, Romania, Hungary, Indonesia, Belgium, Ukraine, Zimbabwe, Bulgaria, Australia, Canada, Senegal, Cameroon), relating to paragraph 01232, the

Commission recommends that the General Conference decide to amend paragraph 01232, by adding a reference to the World Technological University;

- 30 C/DR.61 (submitted by Gabon; supported by Rwanda, Cameroon, Angola, Madagascar, Mali, Burkina Faso, Central African Republic, Togo, Chad, Democratic Republic of the Congo, Senegal, Burundi, Equatorial Guinea and Côte d'Ivoire) relating to paragraph 01422, the Commission recommends that the General Conference decide that the concerns expressed in this draft resolution be examined by the Governing Board of IIEP in order to explore the feasibility of opening an antenna of IIEP in Libreville;
- 30 C/DR.22 (submitted by Saint-Kitts and Nevis, supported by Dominica, Jamaica, Trinidad and Tobago and Italy) relating to paragraphs 01454 and 01704, the Commission recommends that the General Conference decide that the concerns expressed in this draft resolution be examined by the Governing Board of IESALC and be reflected in the final version of document 30 C/5 so as to strengthen and highlight the activities proposed as follow-up to the Focus on the Caribbean initiative;
- 30 C/DR.66 (submitted by Kenya) relating to paragraph 05102, the Commission recommends that the General Conference decide to reflect in paragraph 01122 (Special project "Promoting girls' and women's education in Africa") the concerns expressed in this draft resolution as regards the need for activities geared to conflict management and resolution in curbing domestic violence in Eastern, Southern and Central Africa, in particular through education and women's empowerment;
- 30 C/DR.23 (submitted by Colombia; supported by Italy) relating to paragraphs 05200-05204, the Commission recommends that the General Conference decide to invite the Director-General to undertake a feasibility study for the establishment of an International Fund for Education for Peace and to submit it to the Executive Board;
- 30 C/DR.34 (submitted by Georgia, Armenia and Azerbaijan; supported by Belarus, France and the Russian Federation) relating to paragraphs 01902, 05003, 05100 and 0530), the Commission recommends that the General Conference decide to provide intellectual and technical support to develop the intersectoral subregional project "Caucasus" aimed at promoting peace and stability in the subregion;
- 30 C/DR.35 (submitted by Bangladesh and Saudi Arabia; supported by Oman, Benin, Sri Lanka, Egypt, the Russian Federation, Bahamas, Dominican Republic, Belarus, the Philippines, Côte d'Ivoire, India, Honduras, Gambia, the Federated States of Micronesia, Vanuatu, Indonesia, Papua New Guinea, Comoros, Pakistan, Islamic Republic of Iran, Lithuania, Italy and the Syrian Arab Republic) relating to paragraph 05204, the Commission recommends that the General Conference proclaim "International Mother Language Day" to be observed on 21 February.

All the above decisions will be implemented in the framework of the budgetary resources provided for in draft document 30 C/5 and do not constitute a major shift of emphasis.

2. The Commission informs the General Conference that the following draft resolutions have not been retained for approval:

- 30 C/DR.18 (submitted by Ukraine)
- 30 C/DR.47 (submitted by the Islamic Republic of Iran)
- 30 C/DR.92 (submitted by Saudi Arabia).

The Commission recommends that the General Conference approve the following amendments to document 30 C/5 proposed by the Executive Board and contained in document 30 C/6 of the following paragraphs:

**Paragraph 8**

In document 30 C/5 Approved, the strategies and results expected from the UNESCO education institutes should also be presented under the relevant sections of Major Programme I, as well as a full list of other institutes associated with UNESCO's education programme.

**Paragraph 9**

The fifth expected result, under paragraph 01132, should be also reformulated to read as follows:

“Collaboration and joint activities between the E-9 countries consolidated, particularly in the areas of teacher education, youth education, *women's education* and distance education; *assistance provided to the E-9 countries in the formulation of appropriate education policies to follow up the results of EFA Assessment 2000;*”

**Paragraph 10:**

The development of attitudes and the acquisition of skills fostering respect for objects and property are objectives which should be promoted at all levels and in all forms of education. Therefore strategies aimed at promoting a culture of maintenance and their expected results should be included in relevant parts of Major Programme I in document 30 C/5 Approved.

**Paragraph 11:**

Activities in the area of media education should be included under Major Programme I and implemented in close coordination with the activities in this area already envisaged under Major Programme IV (para. 04121).

**Paragraph 14:**

A medium-term strategy should be drawn up so as to outline the major directions, phases and requirements for the development of the newly established International Institute for Capacity-Building in Africa in Addis Ababa. This concern should be reflected in paragraph 01463 by adding, at the end of the first expected result, the following:

*“A negotiated and agreed programme of work --- drawn up, as well as a medium-term strategy on the further development of the Institute, including adequate funding and staffing requirements”.*

### **Paragraph 32:**

Sections at the end of each major programme dealing with “Regional and subregional strategies” should include specific references to action envisaged in the Pacific, in the Caribbean and in the Indian Ocean as well as in the countries of the Baltic and the countries in transition. Information should also be provided, in document 30 C/5 Approved, on budget allocations for that purpose. References to inter-agency collaboration should be included in these sections as necessary.

### **Budget**

1. The Commission recommends that the General Conference approve the budget provision of **\$109,217,900** (para. 01001), scenario A, for Major Programme I, Section 1 in document 30 C/5, it being understood that this amount is subject to adjustments in the light of the decisions taken by the General Conference on the provisional budget ceiling and by the Joint Meeting of the Administrative Commission and the Programme Commission.
2. Regarding the Draft Programme and Budget for 2000-2001 for “Culture of peace: raising awareness and building partnerships”, the Commission recommends that the General Conference approve the resolution contained in paragraph 05100, which foresees a budget provision of **\$4,462,100** under scenario A in document 30 C/5, of which **\$127,500** concerns the Education Sector, it being understood that this amount is subject to adjustment in the light of the decisions taken by the General Conference on the provisional budget ceiling and by the joint meeting of the Administrative Commission and of the five Programme Commissions.
3. Regarding the Draft Programme and Budget 2000-2001 for “Educating for a culture of peace”, the Commission recommends that the General Conference approve the resolution contained in **paragraph 05200**, which foresees a budget provision of **\$10,522,900** under scenario A in document 30 C/5, of which **\$7,649,300** concerns the Education Sector, it being understood that this amount is subject to adjustment in the light of the decisions taken by the General Conference on the provisional budget ceiling and by the joint meeting of the Administrative Commission and of the five Programme Commissions.
4. Regarding the Draft Programme and Budget 2000-2001 “From interculturality to cultural pluralism”, the Commission recommends that the General Conference approve the resolution contained in paragraph 05300, which foresees a budget provision of **\$5,495,900** under scenario A in document 30 C/5, of which **\$382,500** concerns the Education Sector, it being understood that this amount is subject to adjustment in the light of the decisions taken by the General Conference on the provisional budget ceiling and by the joint meeting of the Administrative Commission and of the five Programme Commissions.

### **Programme**

The Commission recommends that the General Conference approve:

- paragraphs 00001 to 01807, scenario A, of the Draft Programme and Budget 30 C/5, section 1, as amended by:

- (a) draft resolutions approved by the Commission;
- (b) amendments proposed by the Executive Board and approved by the Commission;

and in the light of the debates as reflected in the oral report of the Chairperson of the Commission.

- paragraphs 05001 to 05302, scenario A, in so far as they relate to activities implemented by the Education Sector, of the Draft Programme and Budget 30 C/5, section 1, as amended by:

- (a) draft resolutions approved by the Commission;
- (b) amendments proposed by the Executive Board and approved by the Commission;

and in the light of the debates as reflected in the oral report of the Chairperson of the Commission.

### **PART III - UNESCO IN THE TWENTY-FIRST CENTURY**

At the end of the debate, the Commission examined draft resolution 30 C/COM.II-III-IV-V/DR.2 (submitted by Belgium, Luxembourg, Sweden, Portugal, Spain, France and Germany), and recommended that the General Conference decide to adopt the resolution. The resolution reads as follows:

The General Conference,

Recalling the unanimous adoption, at its 29th session, of resolution 53 on poverty alleviation, as a major contribution to the First United Nations Decade for the Eradication of Poverty (1997-2006),

Welcoming the poverty alleviation concerns expressed in document 30 C/5, with special reference to paragraph 21 of the Director-General's introduction, Programme I.1 of Major Programme I, Basic education for all, Subprogramme II.2.5 of Major Programme II, Social transformations and development (MOST Programme), main line of action 2, Poverty alleviation, and the Transdisciplinary project "Towards a culture of peace",

Urges Member States to:

ensure that the United Nations Decade for the Eradication of Poverty is a success and satisfies the aspirations of all those throughout the world who are victims of poverty and social exclusion;

ensure in particular that cultural development (culture, education and communication) is accorded a prominent position in the activities of the Decade;

ensure follow-up to 29 C/Resolution 53 and to study appropriate steps to be taken, under the Programme and Budget for 2000-2001, for acting upon the guidelines so affirmed;

implement the commitments entered into at recent international conferences organized by UNESCO, particularly the Intergovernmental Conference on Cultural Policies for Development (Stockholm);

Invites the Director-General to:

make poverty alleviation a long-term priority for the UNESCO of the twenty-first century in all its fields of competence;

increase in all UNESCO's programmes recognition of and the acknowledgement of the cultural dimension of development as a necessary condition for reaching the families and population groups in situations of extreme poverty, in an effort to meet the goals of the Copenhagen World Summit for Social Development and of the United Nations Decade for the Eradication of Poverty;

reiterate to the Secretary-General of the United Nations, in accordance with Point 8 of the Action Plan adopted by the Conference on Cultural Policies and Development (Stockholm, 1998), the request that one year of the Decade for the Eradication of Poverty (1997-2006) be devoted to the links between culture, development and poverty alleviation;

mobilize all UNESCO units with a request to give high priority, in the implementation of the four Major Programmes, the transdisciplinary projects and the transverse activities, to the matter of extreme poverty, ensuring in particular that populations affected by acute poverty are indeed reached;

launch practical activities responding to these guidelines and to evaluate them regularly;

set up the external advisory group of the Intersectoral Committee on Development and Poverty Eradication provided for in the Director-General's Note 98/21 of 15 May 1998, in order to gather fresh information on situations of acute poverty and thereby to guide policies more precisely;

report to the Executive Board at its 159th session on activities carried out in the spirit of 29 C/Resolution 53, and on activities contemplated in order to follow up document 30 C/5.

### **UNESCO in the twenty-first century**

(...) The 7th and 8th meeting of the Commission, Friday afternoon, 12 November, and Saturday morning, 13 November, were devoted to debating item 4.1 "UNESCO in the twenty-first century". Twenty-three Member States took part in the debate.

*New challenges of the twenty-first century with major implications for UNESCO* mentioned by the speakers, and upon which there appeared to be a general consensus, were the following:

- bringing about a culture of peace, security, democracy, and justice;
- tolerance, and respect for human rights ("living together in a multicultural world", Delors report); and establishing "humane" societies devoted to promoting human

welfare and well-being, and responding to the sociocultural needs and aspirations of their citizens;

- empowering individuals and societies to adapt to and seize the opportunities arising from rapidly changing realities, and particularly from the sociocultural demands and consequences of cultural, economic and financial globalization;
- overcoming social inequalities and discriminations which prevent access for all to education at all levels, and to new information, communication, and learning technologies.

It was strongly emphasized that it is the ethical mission of UNESCO to address these challenges, and that education and human resources development are an essential - even central - means for doing so and for promoting sustainable development. Poverty/hunger alleviation was noted to be a major cross-cutting objective of UNESCO's response to the challenges. (However, some speakers noted a disparity between the scale of the challenges to be addressed and the resources available to the Organization.)

Speakers identified two major *opportunities for strategic action*:

1. UNESCO as “an organization for intellectual cooperation with an ethical vocation” (a forward-looking, knowledge-based organization), with the principal functions being:
  - to act as a global forum/laboratory for intercultural, trans/interdisciplinary ideas and strategic dialogue, and for innovative research to generate knowledge and learning;
  - to collect, analyse, exchange and disseminate pertinent, useful and inspirational data and information, experiences, and good/best practices as regards, in particular, the use of new technologies in education, and ensuring the quality of educational methodologies and materials and of national educational development projects and programmes. In this regard, speakers emphasized the pressing need to establish educational databases, with access points available everywhere and to all; and - based on the knowledge acquired - to stimulate or promote credible concrete initiatives, and mobilize support and resources, energies and talents, for their undertaking.
2. UNESCO as an intergovernmental organization which increasingly is called upon to stimulate the creation of global partnerships, alliances and networks for achieving global educational development objectives.

Speakers noted that the achievement of major global educational development objectives (Education for All, Jomtien; adult education, Hamburg; technical and vocational education, Seoul; higher education, Paris, etc.), as well as success in addressing challenges raised notably by the Delors and Pérez de Cuéllar reports, require joint and/or coordinated and complementary responses by the United Nations System; world and regional banks, including the IMF; regional intergovernmental organizations such as the OECD, Council of Europe, and OAS; National Commissions; NGOs; and -very notably - openings to civil society, the private sector, and the expertise of centres of excellence. The Education Sector Institutes could play a significant role in coordinating responses - and their quality - in their fields of specialization.

It was agreed also that normative and standard-setting should continue to be a major strategic endeavour of the Organization, but require the commitment of Member States to have successful outcomes; and the following cross-cutting issues and concerns were recommended by various speakers for infusion throughout UNESCO's strategic programme: cultural diversity; decentralization; education throughout life; environment; health, including HIV/AIDS; human rights; "learning to live together"; peace; population; and sustainable development.

Speakers identified the following *priority beneficiaries and fields of action* for the future:

- Teachers (through interaction with society at large, enhance their status, knowledge, and civic and ethical leadership roles; set [voluntary] standards for their recruitment and professional development; develop teaching methodologies and resource materials; and, in a learning society, perhaps review traditional concepts of student/teacher relationships);
- Youth, with an emphasis on culture of peace education, and using and applying their capacities in addressing UNESCO's challenges;
- The education of girls and women;
- The integration, through education of minority and indigenous populations;
- Girls, women, and marginalized populations, as a general rule.

Particular mention was made of the continued need for the Education Sector to provide general policy advice and technical assistance to Ministries of Education; and of the need for support to technical, vocational and scientific education, particularly in collaboration with the employment sector and labour market; and - to a lesser extent - to action in favour of capacity-building, rural education, lifelong learning (both for occupational and personal well-being), human rights, literacy, educational management, linguistics, and the development of global indicators for monitoring and comparing changes and progress in global endeavours.

Finally, a major concern of many speakers was that action be in conformity with the conclusions of major UNESCO and United Nations international conferences, thus working to ensure an efficient and effective follow-up and implementation of their education-based recommendations.

With regard to *updating the operating methods and organizational structure* of UNESCO, speakers made the following comments and suggestions:

UNESCO must do more for less, by focusing and concentrating its resources on priority fields of action (however, some speakers called for more resources - even an increased share of the overall UNESCO budget - to be devoted to Major Programme I, particularly for the purpose of reaching the unreached).

Comprehensive and transparent strategic planning and target-setting at all levels (establishing synergy between the organization as a whole, its sectors, field offices, and Institutes, and National Commissions and associated NGOs, both singly and together) should facilitate the tasks of identifying priorities (areas where UNESCO has a comparative advantage, can make visible, value-adding contributions), and of allocating resources cost-

effectively and efficiently - particularly within the context of decentralization - perhaps bringing about a more favourable balance between direct and indirect programme costs, and the application of more competencies to the development of national and regional capacities. Programmes should be elaborated through in-depth dialogue with Member States, and equitably and objectively address the needs of all Member States and regions. Different planning documents (such as the C/4 and C/5) should have a common structure for purposes of comparison.

Many speakers emphasized the need to strengthen and expand programme auditing and evaluation mechanisms and exercises - and their follow-up - as a major tool for learning lessons (including those from failures) for improving the quality of UNESCO's performance.

Finally, it was noted that further efforts had to be made to modernize and/or simplify UNESCO's management and administration culture.



30 C/62 Add. & Corr.  
16 November 1999  
Original: English/French

**REPORT OF COMMISSION II**

**ADDENDUM & CORRIGENDUM**

All add paragraph 7Bis

The Commission adopted its report at the 9th meeting unanimously, subject to examination of the budgetary implications at the joint meeting of the Administrative Commission and the Programme Commissions, particularly concerning the draft resolutions recommended to the General Conference for approval. The Commission invited its Chairperson to speak in support of the decisions taken by Commission II at the above-mentioned joint meeting.

S Part II, Recommendations of Commission II re: items: replace approve with adopt so that the text reads: the Commission recommended that the General Conference adopt

All Item 4.2, replace “After a presentation by the Syrian Arab Republic” with “After a statement by the Syrian Arab Republic”

E,S,Ar,Ch, R Item 4.2, paragraph 1: should read (30 C/11 Rev.)

S p. 7, item 4.8: delete 30 C/COM.II/DR.17, propuesto por el Director General y, so that the text reads: con el apoyo de Grecia; 30 C/COM.II/DR.5,

All Item 6.2: New Zealand abstained from supporting the establishment of this Institute.

All Item 7.2, paragraph 2: delete with regret

S page 17, item 3.3: replace approve *in extenso* with adopt in extenso

C page 15, add 30 C/DR.51 to the beginning of the first subparagraph under paragraph 1

E DR.51, second operative paragraph: should read International Adult Learners’ Week.

All 30 C/DR.95 should read: (submitted by Guatemala and Ecuador; all other countries supported.

Add to supporters: Mexico, France, Spain and Côte d’Ivoire)

All 30 C/DR.95: after paragraph 3: The General Conference invites the Director-General to refer the matter to the Advisory Committee (delete “implement this resolution in consultation with”)

- All First paragraph under proposed resolutions contained in document 30 C/5: at the beginning of paragraph 01007 with following paragraph 01007.
- S paragraphs 01110-05300 (pp. 23-35), replace approve with adopt so that the text reads: The Commission recommends that the General Conference adopt
- All paragraph 01120, subparagraph (a)(i) should read: through community-based education approaches for the empowerment of adults, and in particular women, and the
- F paragraph 01220 (ii), line 4, should read all forms of technical and vocational education and training opportunities.
- C paragraph 01220, line 2: replace paragraphs 12 and 13 with paragraphs 11 and 12.
- All paragraph 01230, (ii) delete by further developing criteria and re-order as follows:  
to review the criteria for bestowing the badge of excellence “UNESCO Chair” for the selection of appropriate institutions, in collaboration with the United Nations University, seeking a better geographical balance of the Chairs and increasing their sustainability, on the basis of the conclusions of the external evaluation carried out in 1999; and to strengthen
- S p. 27, paragraph 01240: replace text with: The Commission recommends that the General Conference adopt the proposed resolution (para. 01410, scenario A) concerning the Draft Programme and Budget 2000-2001 for the UNESCO International Bureau of Education. The resolution reads as follows:
- All paragraph 05100, line 5 should read The Commission, without discussing the Executive Board’s recommendation 30 C/6, para. 28 as it did not pertain to the Education Sector, recommends
- F paragraph 05100(a)(ii), line 5, delete d’une perspective de; should read la prise en compte du genre.
- All paragraph 05330 should read The Commission, without discussing the Executive Board’s recommendation 30 C/6, para. 31 as it did not pertain to the Education Sector, recommends
- E p. 32, 30 C/DR.46: replace teachers’ associations with teachers
- F p. 37, 30 C/DR.90, line 4: text should read: de décider d’apporter un soutien technique à la mise en place
- All 30 C/DR.90, replace Abu Dhabi with Doha, Qatar.
- C 30 C/DR.43, p. 34, the Commission recommends that the General Conference decide to amend paragraph 01232, by adding to the end of the first result in Results expected the following: “requisite attention being drawn to the need to review and clearly define the criteria for allocating UNESCO Chairs, taking into account their sustainability”; [attention Chinese translation service: something is missing in the Chinese text]

- F p. 37, 30 C/DR.94, line 5: text should read: l'Ukraine et le Zimbabwe) concernant le paragraphe 01232, the Commission recommends that the General Conference decide to amend paragraph 01232 en ajoutant
- All 30 C/DR.35, add to list of supporters, Malaysia, Paraguay, Chile and Slovakia.
- All under Programme, first point should read: 01001 to 01807.
- All The report on the Commission's debate on UNESCO in the twenty-first century is annexed to the Commission's report and the Commission recommended that the General Conference take note of this Annex.