



TWELFTH ITEM ON THE AGENDA

**Report of the Joint Inspection Unit of  
the United Nations on its activities for  
the year ended 31 December 2003, and  
other JIU reports**

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United Nations on its activities for the  
year ended 31 December 2003**

1. This is the 35th report<sup>1</sup> of its kind prepared by the Joint Inspection Unit (JIU). The report contains four sections, covering the reform of the JIU, the seven reports issued in 2003, the follow-up system and implementation of recommendations, and the JIU's relationship with other oversight bodies. In the annexes to the report, the JIU lists the composition of the JIU, its staffing and budget, the list of participating organizations, and the percentage shares of participating organizations in the costs of the JIU in 2002-03.
2. Further information on the reform of the JIU will be submitted to the Governing Body in March 2005 when it considers the ILO's collaboration with the JIU.
3. Copies of the annual report of the Joint Inspection Unit on its activities are available for consultation.

**Other JIU reports**

4. JIU reports are referred to the Governing Body when they contain recommendations that require Governing Body consideration, and after comments on the reports have been issued by the United Nations System Chief Executives Board for Coordination (CEB). Only one of the JIU reports meets these criteria: "Achieving the universal primary education goal of the Millennium Declaration: New challenges for development cooperation" (JIU/REP/2003/5 and A/59/76).

<sup>1</sup> United Nations General Assembly, Official Records, Fifty-ninth Session, Supplement No. 34 (A/59/34).

5. This report is intended to complement the monitoring and evaluation of the implementation of the goals set in the United Nations Millennium Declaration in the field of education. The CEB welcomed the report and included the following statement in its general comment (A/59/76/Add.1).

Members of the United Nations System Chief Executives Board for Coordination (CEB) appreciate the comprehensive information as well as the analytical value of the report, and note that it touches on a number of policy and programme issues that represent not only challenges and opportunities within the environment of the United Nations system, the public and private sectors and the donor community, but also real impediments to the achievement of the goal of universal primary education. While CEB members are in broad agreement with the findings and conclusions of the report, they find that some of the recommendations tend to be too broad, whereas others need clarification or refocusing. Nevertheless, from a system-wide perspective, CEB members endorse the need for greater cohesiveness and more sharing and learning among the organizations of the system, to ensure a truly concerted effort to achieve the education goals of the Millennium Declaration. They also find the report to be timely in raising the various issues concerning primary education in view of the forthcoming comprehensive review of the implementation of the Millennium Declaration by the General Assembly in 2005.

6. Recommendation 7 in the report states that:

The General Assembly and the respective governing bodies should encourage United Nations system organizations (funds, programmes and specialized agencies) to enhance interaction with the Bretton Woods institutions in the field, to implicate themselves very actively in the elaboration and implementation of country-owned Poverty Reduction Strategy Papers (PRSPs) or equivalent processes, to improve them further to the benefit of partner countries and, in doing so, refrain from imposing separate processes on them. The linkages between the United Nations analytical planning documents, such as Common Country Assessments (CCAs) and United Nations Development Assistance Frameworks (UNDAFs) with PRSPs, national sustainable development strategies (NSDSs) or equivalent processes, should be further strengthened.

All organizations specifically concerned with education and active in the field should be strongly encouraged to implicate themselves even further in the elaboration of education-sector plans and to contribute to further improvement of the World Bank-led FTI (Fast Track Initiative) as well as the Analytical Fast Track.

7. The ILO made comments to the JIU and the CEB. These comments outline the collaboration already taking place with UNESCO and other UN bodies on education. The ILO comments could not be reflected in the report. However, the JIU has indicated that it would make use of them in the future.

8. Copies of this report are available for consultation.

Geneva, 6 September 2004.

*Submitted for information.*