



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

August 2012

**Consultation of Member States and Associate Members, as well as
of intergovernmental organizations (IGOs) and international
nongovernmental organizations (NGOs), on the preparation of the
Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft
Programme and Budget for 2014-2017 (37 C/5)**

**Final analysis of
the replies from Member States and Associate Members to
the questionnaire on the 37 C/4**

General comments

112 replies to the questionnaire on the Medium-Term Strategy (37 C/4) were received from Member States, Associate Members and Observers.

Percentage of Member States to have replied to the questionnaire on the Medium-Term Strategy (37 C/4) by region

Region	%
Africa	60,42%
Arab States	44,44%
Asia and the Pacific	54,35%
Europe and North America	66,00%
Latin America and the Caribbean	42,42%
Total	55,90%

4. Among the key global challenges facing the world, which ones should UNESCO aim to address during the 2014-2021 period? Please rate each item listed below.

	Top priority	High priority	Medium priority	Low priority	Not a priority	Response Count
Promoting peace, intercultural dialogue, tolerance and mutual understanding	73,8% (79)	21,5% (23)	0,9% (1)	0,0% (0)	3,7% (4)	107
Accelerating progress on the Internationally Agreed Development Goals, including the Millennium Development Goals (MDGs)	60,7% (65)	33,6% (36)	5,6% (6)	0,0% (0)	0,0% (0)	107
Addressing inequalities, marginalization and exclusion	25,2% (27)	49,5% (53)	17,8% (19)	6,5% (7)	0,9% (1)	107
Responding to global environmental changes	30,8% (33)	47,7% (51)	16,8% (18)	4,7% (5)	0,0% (0)	107
Upholding human rights, including freedom of expression and freedom of the press, and promoting universally agreed norms and standards	37,7% (40)	49,1% (52)	12,3% (13)	0,9% (1)	0,0% (0)	106
Achieving gender equality	32,7% (34)	45,2% (47)	17,3% (18)	3,8% (4)	1,0% (1)	104
Responding to the needs of Africa	35,2% (37)	39,0% (41)	15,2% (16)	8,6% (9)	1,9% (2)	105
Responding to conflict, post-conflict and post-disaster situations	22,1% (23)	49,0% (51)	19,2% (20)	8,7% (9)	1,0% (1)	104
Preparing future knowledge societies and addressing key technological development challenges	31,2% (34)	49,5% (54)	17,4% (19)	1,8% (2)	0,0% (0)	109
Addressing population dynamics	4,9% (5)	22,3% (23)	44,7% (46)	15,5% (16)	12,6% (13)	103
Countering the spread of human diseases, including HIV/AIDS	18,3% (19)	34,6% (36)	23,1% (24)	15,4% (16)	8,7% (9)	104
Other (optional - please specify below in the Comment box)	68,2% (15)	22,7% (5)	4,5% (1)	0,0% (0)	4,5% (1)	22
					Comment:	42
					answered question	111
					skipped question	0

Analysis of comments: Respondents generally felt that UNESCO's intervention should be determined on the basis of UNESCO's mandate and whether other multilateral organizations are active in these areas, avoiding mission creep and defining UNESCO's response within the broader UN response system, in particular when it comes to promoting peace, responding to environmental changes, defending human rights and responding to post-conflict and post-disaster situations.

The majority of respondents rated "promoting peace, intercultural dialogue, tolerance and mutual understanding", and "accelerating progress on Internationally Agreed Development Goals, including the Millennium Development Goals", as top priorities to be addressed during the 2014-2021 period. One respondent felt that promoting peace and upholding human rights were inscribed in UNESCO's mandate and as such needed to be treated as a priority across UNESCO's programme in a transversal manner rather than separate programmes.

Challenges related to inequalities, marginalization and exclusion; upholding human rights, including freedom of expression and freedom of the press, and promoting universally agreed norms and standards; building inclusive knowledge societies and responding to conflict, post-conflict and post-disaster situations, were felt to be of high priority.

Areas, such as population dynamics and human diseases, were considered to be the mandate of other organizations. Gender equality and Africa were felt to be best addressed as global priorities. It was felt that UNESCO should respond only within its mandate, whether on MDGs, human rights, environmental issues, or humanitarian response.

Other proposals included: Addressing quality education for all in both formal and non-formal education system; Building creative education for sustainable development; Responding to the needs of small island developing states (SIDS); Youth unemployment and restiveness; Help promoting education and reading skills worldwide, as well as to promote science education, popularization and diffusion; Implementation of the 2005 Convention; Recognition of cultural goods and services and of the role of culture for sustainable development; Intercultural dialogue in the context of UN norms and values; Promote opportunities for young people to be involved in decision-making; Meet the educational needs of Arab States affected by conflict; Youth issues; Youth empowerment; ; Combating youth drug addiction; youth, the democratic pulse of contemporary societies; pluralism, inclusive participation and social cohesion; and sustainable development – a necessity; Promoting science technology and innovation in developing countries of Africa; Climate Change for the Pacific, economic development for the Pacific; eradication of poverty.

A couple of respondents urged that the focus be placed on those most in need or on capacity development for LDCs and SIDS.

5. What are the key factors which will determine UNESCO's success and relevance in the future? Please rate each item listed below.

	Highest importance	Important	Moderately important	Low importance	Not important	Response Count
Its upholding of UN values and universal norms.	55,1% (59)	31,8% (34)	12,1% (13)	0,9% (1)	0,0% (0)	107
Its global leadership in areas of recognized competence.	85,5% (94)	13,6% (15)	0,9% (1)	0,0% (0)	0,0% (0)	110
The effective use of its convening power and the exercise of its role as an independent broker.	30,6% (33)	43,5% (47)	24,1% (26)	1,9% (2)	0,0% (0)	108
Its focus on long-term, transformational results (capacity development, policy development, normative change) and development impact.	50,0% (54)	43,5% (47)	5,6% (6)	0,9% (1)	0,0% (0)	108
Its standard-setting role in all areas of recognized competence	49,5% (53)	38,3% (41)	11,2% (12)	0,9% (1)	0,0% (0)	107
Its ability to respond to a diversity of country needs and contexts (e.g. LDCs-MICs-SIDS-PCPD countries).	44,0% (48)	37,6% (41)	14,7% (16)	3,7% (4)	0,0% (0)	109
Its ability to launch innovative global initiatives.	44,4% (48)	38,9% (42)	12,0% (13)	2,8% (3)	1,9% (2)	108
Its ability to broker strategic partnerships (including private sector and civil society).	29,1% (32)	53,6% (59)	11,8% (13)	4,5% (5)	0,9% (1)	110
Its ability to mobilize extrabudgetary resources complementary to regular programme priorities and resources.	49,5% (53)	36,4% (39)	11,2% (12)	1,9% (2)	0,9% (1)	107
Its ability to advocate effectively for UNESCO's policy objectives and key programmes	60,7% (65)	26,2% (28)	11,2% (12)	0,9% (1)	0,9% (1)	107
Other (optional - please specify below in the Comment box)	78,6% (11)	14,3% (2)	0,0% (0)	0,0% (0)	7,1% (1)	14

Comment:

34

Analysis of comments: Respondents rated “global leadership in areas of recognized competence” first among all categories, stating that UNESCO’s achievements must be recognized by the international community as significant and that UNESCO must be perceived as an influential actor or as providing an influential international forum. One respondent stated that areas of global leadership

should be clearly articulated. UNESCO's ability to advocate effectively for its policy objectives and key programmes was also considered of highest importance.

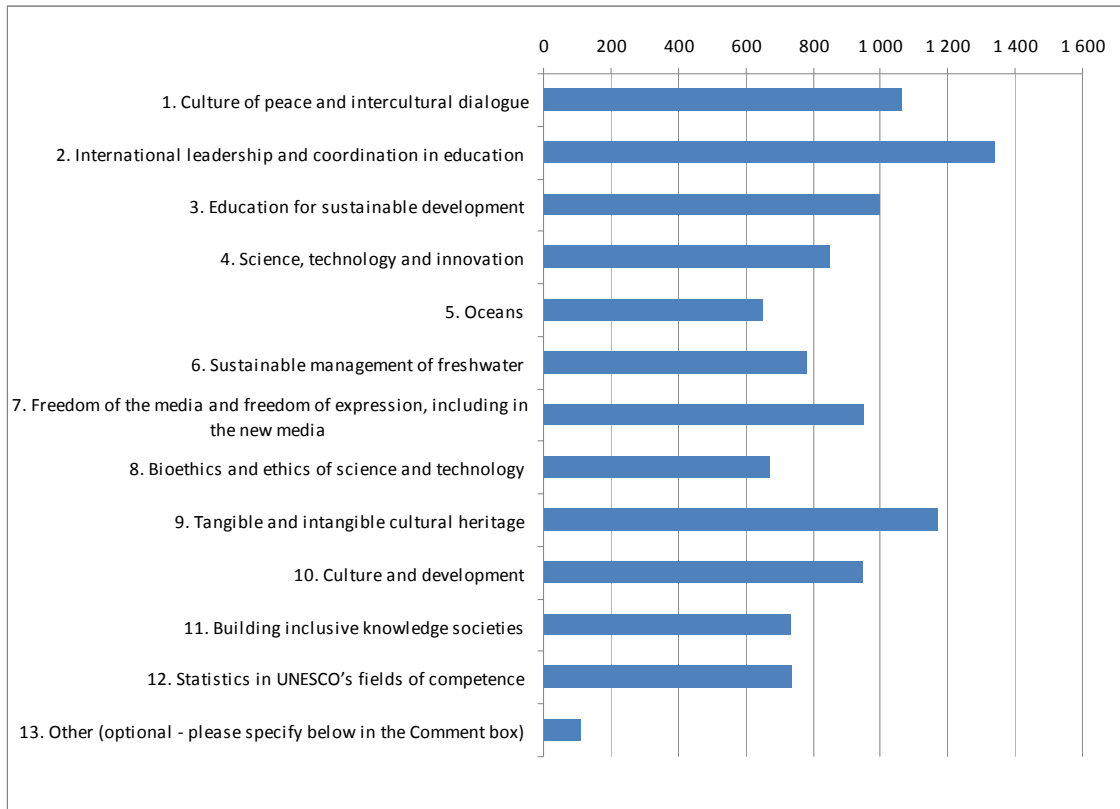
UNESCO's focus on long-term, transformational results and standard-setting role were highly rated and it was felt that UNESCO needed to further strengthen its global normative function (including standard-setting) and the (upstream) capacity development and policy advice functions.

Other areas listed included: maintain UNESCO as the intellectual cooperation institution "par excellence"; a much stronger Field presence and a return to fundamental missions of the Organization; ability to partner other UN Agencies to implement its major programmes; limiting areas of action where UNESCO has a recognized comparative advantage; trust of Member States; financing of UNESCO's activities; advocate effectively UNESCO's objectives; focus on efficiency of the result-based management and better positioning within UN Delivering as One strategy; use of local competencies; developing the capacities of Member States for implementing programmes in the areas of UNESCO's concerns; "doing fewer things very well"; increased focus on categories with special needs; working closely with Member States and in creating North-South-South partnerships that make impact and promote visibility; focus on education and culture; brokering strategic extra-budgetary partnerships with international financial institutions; being more strategic in how it meets the diverse needs of the LDC and SIDS;

Concerning the mobilization of extrabudgetary resources, a respondent felt that they should remain complementary to regular programme priorities and resources, and that priority should be given to the more effective spending of existing extrabudgetary resources. Concerning normative action, a respondent felt that priority should go to the implementation of existing instruments.

6. What are the areas where UNESCO has a comparative advantage and has - or should claim - a leadership role in the multilateral system for the 2014-2021 period? Please rate each of the areas below, distributing a total of 100 points amongst the items to indicate their relative priority. Allocate between 0 and 100 points to each item in multiples of 5 (0, 5, 10, 15, ..., 100)

	Total points
1. Culture of peace and intercultural dialogue	1 062
2. International leadership and coordination in education	1 340
3. Education for sustainable development	999
4. Science, technology and innovation	852
5. Oceans	648
6. Sustainable management of freshwater	780
7. Freedom of the media and freedom of expression, including in the new media	950
8. Bioethics and ethics of science and technology	674
9. Tangible and intangible cultural heritage	1 166
10. Culture and development	947
11. Building inclusive knowledge societies	734
12. Statistics in UNESCO's fields of competence	739
13. Other (optional - please specify below in the Comment box)	109



Analysis of comments:

The following areas were considered to be of higher-than-average priority according to the rating:

- Culture of peace and intercultural dialogue
- International leadership and coordination in education
- Education for sustainable development
- Science, technology and innovation
- Freedom of the media and freedom of expression, including in the new media
- Tangible and intangible cultural heritage
- Culture and development

However, many respondents felt that UNESCO has a comparative advantage and has - or should claim - leadership in all of the listed areas.

Many specific comments were made to modulate the replies, including the following: tangible and intangible heritage should be separated; UNESCO's role in education should be specified, concentrating on educational aspects in which it has a comparative advantage and avoiding duplication and competition for leadership; UNESCO should exert overall leadership in education; education for tolerance should be comprised in point 1 and 3; culture of peace is not specific to UNESCO and should not be a distinct programme since peace is the objective of all UNESCO activities and programmes; education, science and culture should be given priority; statistics are important in areas of clear comparative advantage; priority should go to capacitating member states to take lead role at country level, with priority to LDCs and SIDS; culture of peace and intercultural dialogue must include the promotion of dialogue among civilizations, with a view to better understanding their cultural, historic and social backgrounds and frameworks (reference to the MOST programme).

Other areas mentioned included: quality education as a key factor of development and peace, values education, civics and human rights education; promotion of "sustainability science" as an integrated approach to build a sustainable society; freedom of expression and media development; city and development; playing a leading normative role in culture by focusing on full and effective

implementation of the cultural conventions; HIV interventions among the youth; promotion of peace and human rights; fostering international security at a long perspective through the creation of their necessary preconditions: advancing understanding and dialogue at all levels among peoples, social groups, cultures and individuals, based on the respect for human rights; conservation of biodiversity.

7. The independent external evaluation concluded that “UNESCO’s mandate has been progressively reinterpreted over the years to match contemporary understandings and global needs.” However, it also noted that “UNESCO’s mandate is “permissive”: relevance claims can be made for almost any global problem or crisis. Greater focusing of efforts, based on factors other than relevance, is therefore needed to avoid incoherence given current underfunding.” In light of the above, would you like to make a concrete proposal for the formulation of a new mission statement for 2014-2021? (optional)

	Response Count
	55
answered question	55
skipped question	56

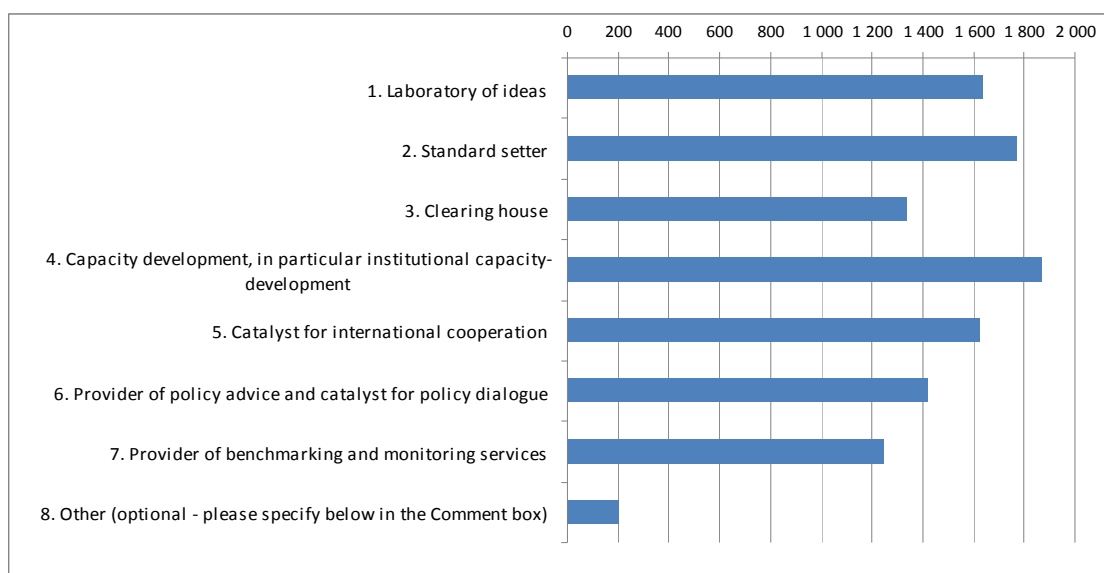
Analysis of comments: Respondents generally felt that the mission statement should be simplified and focus on UNESCO’s main objectives. UNESCO’s mandate, in their view, does not need to be reviewed, but needs to focus on fewer overall objectives in areas where UNESCO has a clear added value, doing fewer things more effectively. A respondent suggested that as an intellectual cooperative organization of the United Nations, UNESCO should continue to advocate for poverty eradication, sustainable development and peace building; a couple of respondents proposed to retain the current mission statement and strategic programme objectives; another proposed that UNESCO promote international peace and international security through education, culture and communication; other proposals included: “As a specialized agency of the United Nations, UNESCO contributes to the building of peace, based on sustainable development, intercultural dialogue and the will to eradicate poverty, through education, the sciences, culture, communication and information”, “Building Peace and Promoting Intercultural Dialogue through Education, Science, Culture and Communication and Information for Sustainable Development”, “To educate and build peace in the minds of all”, “Education for peace is education for life”, “Building Peace in the minds of Women and Men!”, “UNESCO advances and implements the objectives of the United Nations through intercultural dialogue, scientific exchange and international cooperation in its fields of competence: education, sciences, culture, communication and information. UNESCO fosters universal values, in particular peace, security and human rights. It builds on its strong expertise, its unique convening power and its wide outreach into civil societies. UNESCO contributes to building inclusive and sustainable societies with a particular focus on youth and the quality of education at all levels.”

A couple of respondents proposed to highlight the role of UNESCO as a catalyst of international cooperation, especially through cultural conventions and scientific programmes; another suggested to focus on the promotion of peace and intercultural dialogue, and on the leadership and coordination role in education; another proposed a reference to targeted actions in education, science, culture and communication; a couple of respondent proposed an explicit reference to human rights in UNESCO’s mission statement; others also felt that UNESCO should reflect on how to adapt its role to changing circumstances, in particular for education and science -- taking into account, in particular, progress achieved by countries in the last few decades and emerging challenges in education (access to ICTs, combat against discrimination and intolerance, etc.), and the role of research and innovation and science education; another recalled advantage as a multidisciplinary organization; one respondent

proposed to organize an international consultation meeting where the Organization's mandate in the 21st century would be reviewed and reinterpreted.

8. UNESCO's Medium-Term Strategy for 2008-2013 defines five functions for UNESCO: laboratory of ideas; standard setter; clearing house; capacity builder in Member States in UNESCO's fields of competence; catalyst for international cooperation. In addition, UNESCO has already been performing the following roles throughout the past Medium-Term period: provider of policy advice and catalyst for policy dialogue; provider of benchmarking and monitoring services. In your view, which of these functions and roles are most relevant for the period 2014-2021? Distribute 100 points amongst the items to indicate their relative relevance. Allocate between 0 and 100 points to each item in multiples of 5 (0, 5, 10, 15,..., 100).

	Total points
1. Laboratory of ideas	1 638
2. Standard setter	1 770
3. Clearing house	1 338
4. Capacity development, in particular institutional capacity-development	1 868
5. Catalyst for international cooperation	1 625
6. Provider of policy advice and catalyst for policy dialogue	1 417
7. Provider of benchmarking and monitoring services	1 244
8. Other (optional - please specify below in the Comment box)	199



Analysis of comments:

Member States rated the following functions as being of above-the-average relevance for the 2014-2021 period:

- Laboratory of ideas
- Standard setter

- Capacity development, in particular institutional capacity development
- Catalyst for international cooperation
- Provider of benchmarking and monitoring services

Several respondents proposed variations of the following list of most relevant functions for UNESCO: 1) normative and standard-setting role, 2) (upstream) policy-advice and (upstream/related) capacity-building, 3) benchmarking and monitoring, 4) Global forum for ideas.

Many comments were made:

- laboratory of ideas: some felt that this was an important function, others that this function should be subsumed under policy advice and catalyst for policy dialogue; one thought that the focus of this function should be on implementation;
- standard setter: several thought that the focus should be on implementation;
- clearing house: one respondent proposed to use plain language and refer instead to the right of access to information; another proposed to use the term “Monitoring and benchmarking”; another emphasized that this function needs to be better activated, as it is critical to the “laboratory of ideas” and “capacity building” functions.
- capacity development, in particular institutional capacity-development: one respondent recommended to better define this function, taking into account UNESCO’s limited resources and recalled that the implementation of UNESCO’s programmes primarily is a matter for the Member States; it was suggested that, for UNESCO, capacity development is best delivered through up-stream advice and quality policy advice; it was thought that this function is mainly relevant at field level;
- catalyst for international cooperation: one felt that it should include exchange of best practices in innovation, technology sharing and technology transfers, as well as a role as facilitator of access to knowledge and to scientific knowledge; one stated that the organization does not have the means to fully serve as a catalyst for international cooperation;
- provider of policy advice and catalyst for policy dialogue: one stated that this function should be included in all of the functions;

It was proposed, in order to enhance a stronger common understanding of the functions, that they be functions more clearly defined and exemplified in the C/4 and C/5. One respondent proposed that appropriate reporting on the functions should be put in place to ensure regular monitoring at national, regional and global levels. One respondent considered that ranking the Organization’s functions and roles globally is irrelevant, since they do not have the same relevance in all areas of work of UNESCO, and proposed to define the functions with respect to specific programmes for one quadrennium. Another felt that all listed functions were relevant, but their prevalence must be defined for each activity in relation to the specific and contingent scenario in which it is carried out.

9. The General Conference requested “to take into consideration the need for a better reflected differentiation and focus of UNESCO’s role and functions at the global, regional and national levels”. In your view, what are UNESCO’s main functions at these different levels? Please rate each item listed below using the scale shown

At the global level						
	Highest importance	Important	Moderately important	Low importance	Not important	Response Count
Laboratory of ideas	67,0%	22,3%	5,3%	3,2%	2,1%	94
Standard setter	68,1%	24,5%	7,4%	0,0%	0,0%	94
Clearing house	46,7%	28,3%	16,3%	6,5%	2,2%	92
Capacity builder in Member States in UNESCO’s fields of competence	41,0%	25,6%	14,1%	12,8%	6,4%	78
Catalyst for international cooperation	57,9%	28,4%	10,5%	1,1%	2,1%	95
Provider of policy advice and catalyst for policy dialogue	32,9%	39,2%	12,7%	10,1%	5,1%	79
Provider of benchmarking and monitoring services	36,4%	33,8%	15,6%	10,4%	3,9%	77
Other (optional - please specify below in the Comment box)	12,5%	25,0%	25,0%	25,0%	12,5%	8

At the regional level						
	Highest importance	Important	Moderately important	Low importance	Not important	Response Count
Laboratory of ideas	43,8%	23,3%	15,1%	13,7%	4,1%	73
Standard setter	25,3%	49,4%	15,2%	8,9%	1,3%	79
Clearing house	28,4%	31,1%	24,3%	13,5%	2,7%	74
Capacity builder in Member States in UNESCO’s fields of competence	45,6%	30,4%	12,7%	8,9%	2,5%	79
Catalyst for international cooperation	39,0%	36,4%	16,9%	3,9%	3,9%	77
Provider of policy advice and catalyst for policy dialogue	36,7%	40,5%	13,9%	6,3%	2,5%	79
Provider of benchmarking and monitoring services	29,2%	36,1%	16,7%	11,1%	6,9%	72
Other (optional - please specify below in the Comment box)	14,3%	14,3%	14,3%	42,9%	14,3%	7

At the country level						
	Highest importance	Important	Moderately important	Low importance	Not important	Response Count
Laboratory of ideas	33,3%	25,0%	16,7%	15,3%	9,7%	72

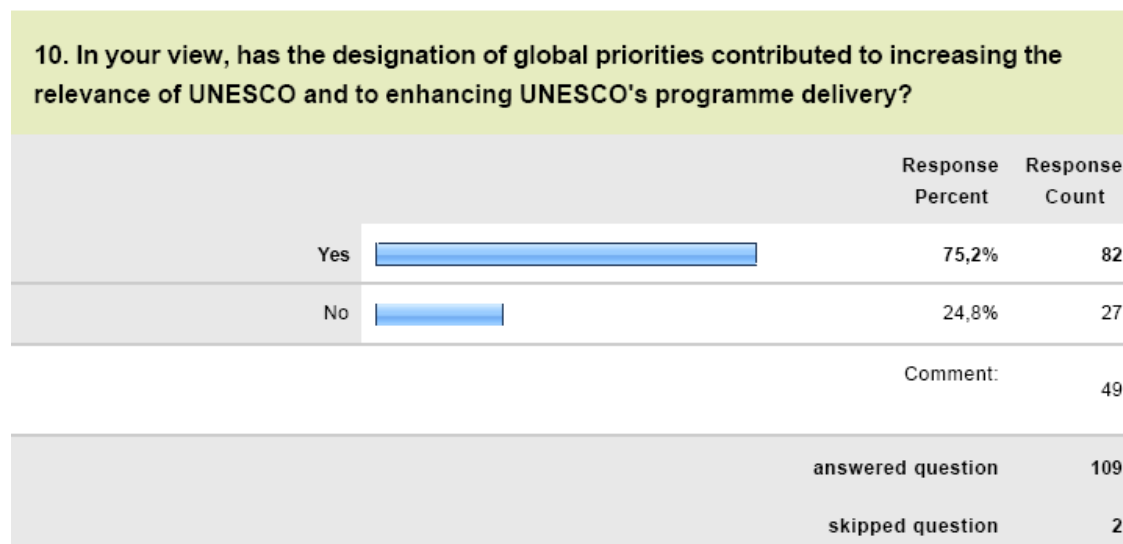
Standard setter	30,1%	30,1%	23,3%	11,0%	5,5%	73
Clearing house	24,7%	28,6%	20,8%	19,5%	6,5%	77
Capacity builder in Member States in UNESCO's fields of competence	67,4%	16,3%	8,1%	7,0%	1,2%	86
Catalyst for international cooperation	26,7%	32,0%	16,0%	18,7%	6,7%	75
Provider of policy advice and catalyst for policy dialogue	46,3%	36,6%	11,0%	3,7%	2,4%	82
Provider of benchmarking and monitoring services	39,7%	24,4%	16,7%	12,8%	6,4%	78
Other (optional - please specify below in the Comment box)	25,0%	12,5%	12,5%	37,5%	12,5%	8

	Question Totals
Comments:	25
answered question	97
skipped question	14

Analysis of comments:

As regards the General Conference request “to take into consideration the need for a better reflected differentiation and focus of UNESCO’s role and functions at the global, regional and national levels”, Member States expressed preference for shifting emphasis to the functions of laboratory of ideas and standard-setter at the global level; to standard-setting, catalyst of international cooperation and policy advice at the regional level; and policy advice, benchmarking and monitoring and capacity-building at the country level.

A couple of respondents noted that the mix of functions might be different depending on the programme concerned. For the implementation of Conventions, it was felt that the clearing house, capacity building, and monitoring services functions should be enhanced to improve delivery and impact. It was also recommended to consider that UNESCO’s work should be of relevance to many Member States. “Focus on forward-looking, innovative studies” was proposed as another function.




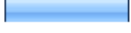
Analysis of comments: While several respondents considered that the designation of global priorities has been helpful to increase visibility, to galvanize support, to create intersectoral convergence or to introduce some innovative programmatic initiatives, there was disagreement whether they have contributed to improving UNESCO's relevance and programme delivery.

Several respondents considered that they did not have enough information on the results achieved to answer positively, that the actions and results of the global priorities are poorly evaluated and disseminated, that the focus was insufficiently placed on the programme, and that the strategic objectives pursued are unclear. Another considered that, while the designation of Africa and Gender Equality is an important tool for focusing UNESCO's work, "we are not convinced that the global priorities have decisively increased the relevance of UNESCO or enhanced its programme delivery". A respondent considered that the global priorities should be revised, taking progress achieved and emerging global challenges into account, and that global priorities should not merely be a matter of resource allocation to the detriment of other issues; yet another considered these priorities too broad and insufficiently related to the issues covered by UNESCO's programmes; another felt UNESCO's global priorities had to be defined in line with global priorities of the entire UN family. One respondent suggested considering the possibility of including the Caribbean region as a global priority in the context of SIDS.



Analysis of comments: The responses were mixed. Most respondents expressed in favor of designating global priorities, as a way of increasing UNESCO's focus on critical challenges, but only if clear goals can be defined, if they contribute concretely to programme implementation and if they are applied consistently and with sufficient resources. Concern was expressed that it should not detract resources from other regions and countries facing difficulties.

12. If you responded "yes" to the question above, should UNESCO continue with the same two global priorities during the period 2014-2021 (Africa; Gender Equality)?

		Response Percent	Response Count
Yes		76,3%	71
No		23,7%	22
	Comment:		47
	answered question		93
	skipped question		18

Analysis of comments: The need for UNESCO to continue with the same two global priorities - Africa and Gender equality - was generally recognized, although several respondents called for an evaluation of results achieved, a re-examination of the implementation of these priorities, a focus on programme rather than structures, and adequate resources. One respondent suggested reformulating the two global priorities as follows : 1) Inclusive and just societies, with an emphasis on youth and women; 2) Least Developed Countries, with an emphasis on Africa. A couple of respondents stressed the importance of incorporating youth as a dimension of these priorities, to include youth in a more inclusive and cohesive manner throughout the next C/4 strategy and the C/5 programme, rather than pointing out youth as a new global priority



Some felt that one or the other priority did not need to be retained, and that eight years might be somewhat too long to focus on these two priorities. Other themes were also suggested: EFA goals and post-2015; culture for development; assisting developing countries in the formulation of their development agenda; education computing information access; human rights in the areas of competence of UNESCO; freedom of expression; PCPD countries and "new democracies"; least developed countries (LDCs); small island developing states (SIDS). . A respondent suggested that UNESCO should focus on the needs identified at country level, even if the country in question does not belong to a priority group.

13. Which other area/s would you suggest as global priority?

	Response Count
	78
answered question	78
skipped question	33

Analysis of comments: Several respondents answered "none" to this question. However, it was generally felt that UNESCO should pay specific attention to the needs of youth and to youth empowerment. Other proposals included: social inclusion; conflict and post-conflict situations; all priority groups such as LDCs, SIDS, disadvantaged groups; human rights in UNESCO's fields of competence; countries in transition; illicit traffic of cultural properties; intangible heritage; Education for Sustainable Development (ESD); sustainability of built environment; peace and justice; reaching the marginalized; education and curriculum development; global climate change; groundwater resources management; protection of the environment and sustainable development; science, technology and

innovation; education for all at all levels throughout life, including adult education, and especially human rights education; culture of peace; promotion of tolerance and of intercultural dialogue; indigenous languages; capacity building for local resource mobilization in the LDCs and SIDS; culture for development; poverty; building knowledge societies; freedom of expression and freedom of the press; delivering as one.

14. Should UNESCO continue to identify priority groups (youth, Least Developed Countries, Small Island Developing States, disadvantaged and excluded groups as well as the most vulnerable segments of society, including indigenous peoples) and areas for its overall programme?			
		Response Percent	Response Count
Yes		89,9%	98
No		10,1%	11
If yes, what would be your suggestion:			75
answered question			109
skipped question			2

Analysis of comments: Respondents generally agreed that UNESCO should continue to identify priority groups and areas, although several respondents considered that these priority groups did not seem to be fully operationalized in UNESCO's programmes or to correspond to clear strategies. One respondent felt that this additional layer of priorities should be abandoned in order to strengthen the meaning of the global priorities. Several respondents felt that the number of these priorities should be further limited. Many respondents urged for consideration of youth. Others suggested other priorities, including post-conflict countries and countries in transition. Other suggestions included: disadvantaged youth; undereducated and illiterate groups; (economically) marginalized groups; indigenous peoples; oppressed women; ASPNet School mobilization and youth empowerment and mobilization.

15. The 2008-2013 Medium-Term Strategy (34 C/4) contained five overarching objectives, cast in an intersectoral manner: • attaining quality education for all and lifelong learning; • mobilizing science, knowledge and policy for sustainable development; • addressing emerging social and ethical challenges; • fostering cultural diversity, intercultural dialogue and a culture of peace; • building inclusive knowledge societies through information and communication. By resolution 36 C/1, UNESCO's General Conference requested to "carefully consider the possibility of reducing the number of overarching objectives with a view to sharpening the strategic focus and enhancing intersectorality". In light of this request, please propose 3-4 intersectoral overarching objectives for the next Medium-Term Strategy.

	Response Count
	96
answered question	96
skipped question	15

Analysis of comments: Several respondents proposed to maintain all five overarching objectives. One respondent proposed to replace the five objectives with two "common objectives" calling for a contribution from all areas of competence of UNESCO: 1) Promoting access to, and sharing of, knowledge; 2) Building inclusive, resilient and viable societies. Many proposals were made by other respondents, building on variants of objectives, usually focusing on 4 (sometimes 3) objectives. For instance, the following proposals were made:

- 1) Attaining quality education for all and lifelong learning; 2) Mobilizing science, knowledge and policy for sustainable development; 3) Fostering cultural diversity, intercultural dialogue and a culture of peace; 4) Building inclusive knowledge societies through information and communication.
- 1) Education for Sustainable Development (ESD), along with Education for All (EFA); 2) "Sustainability Science," in collaboration between natural sciences and social and human sciences; 3) Building inclusive knowledge societies; 4) Fostering Cultural Diversity, Intercultural Dialogue and a Culture of Peace.
- 1) Attaining quality education for all and lifelong learning; 2) Mobilizing science, knowledge and policy for sustainable development; 3) Building inclusive knowledge societies through information and communication.
- 1) Ensuring quality education for all and lifelong learning; 2) Mobilizing science, knowledge and policy for sustainable development; 3) Promoting cultural diversity, intercultural dialogue and a culture of peace.
- 1) Enabling human development that respects human rights and cultural diversity and addressing emerging social and ethical challenges through intercultural dialogue and cooperation; 2) Mobilizing science, technology and innovation, creativity, knowledge, critical thinking, freedom of expression and press freedom for sustainable development and inclusive knowledge societies; 3) Contributing to the preservation of cultural, natural and documentary heritage of mankind as well as the global public goods; 4) Promoting an inclusive and holistic approach to education and attaining on quality of education for all and lifelong learning with the focus on TVET

One respondent stated that the scope and wording of these objectives should be as precise and specific as possible, for them to help the organization focus its efforts accordingly.

16. UNESCO relies on a variety of delivery mechanisms – including Category 1 Institutes and Centres, International/intergovernmental programmes, Category 2 institutes and Centres, UNESCO Chairs, networks, etc. Which of them, in your view, will be relevant implementation modalities during the 2014-2021 period? Please rate each item listed below using the scale shown.

	Very relevant	Relevant	Moderately relevant	Of little relevance	Not relevant	Response Count
Category 1 Institutes	50,0% (53)	39,6% (42)	8,5% (9)	1,9% (2)	0,0% (0)	106
Category 2 institutes and Centres	38,5% (42)	45,0% (49)	12,8% (14)	2,8% (3)	0,9% (1)	109
International/intergovernmental programmes	58,1% (61)	34,3% (36)	7,6% (8)	0,0% (0)	0,0% (0)	105
UNESCO Chairs (UNITWIN)	27,1% (29)	34,6% (37)	30,8% (33)	5,6% (6)	1,9% (2)	107
ASPnet schools	41,7% (45)	30,6% (33)	20,4% (22)	5,6% (6)	1,9% (2)	108
Other (optional - please specify below in the Comment box)	61,5% (8)	30,8% (4)	7,7% (1)	0,0% (0)	0,0% (0)	13
					Comment:	44
					answered question	110
					skipped question	1

Analysis of comments: Respondents generally agreed that Institutes, centres and networks, if well harnessed, could assist in delivering on UNESCO's programme. However, they also felt that their potential is largely unexploited and that each delivery mechanism has its strengths and weaknesses. They generally supported the idea of providing better strategic frameworks, including regular evaluations of performance and increased allocations for good performers. Some respondents pointed to several specific challenges hampering these mechanisms: from weak quality control and performance (Category 2 institutes), to transaction costs (intergovernmental programmes), to insufficient steering (UNESCO Chairs). The need for broad-based partnership was emphasized. Several respondents mentioned the importance of National Commissions and the need to recognize the relevant role of National Commissions in the delivery of UNESCO's mandate, particularly at the country level. On Category 2 institutes, one respondent stated that they are irrelevant and should be abolished, several respondents recognized that some played an important role, but emphasized the importance of monitoring and evaluation.

17. What are the key challenges to UNESCO's operational effectiveness which should find a response during the 2014-2021 period? Please rate each item listed below using the scale shown.

	Extreme challenge	A challenge	Moderate challenge	Minimal challenge	Not a challenge	Response Count
Securing adequate level of regular programme resources	68,9% (73)	21,7% (23)	8,5% (9)	0,0% (0)	0,9% (1)	106
Mobilising sufficient complementary extrabudgetary resources	50,0% (53)	39,6% (42)	7,5% (8)	1,9% (2)	0,9% (1)	106
Adapting human resources policies and strategies	31,1% (33)	44,3% (47)	18,9% (20)	2,8% (3)	2,8% (3)	106
Enhancing the effectiveness of UNESCO's field presence	48,1% (51)	35,8% (38)	13,2% (14)	0,9% (1)	1,9% (2)	106
Unclear delineation of responsibilities between Headquarters and the Field	29,8% (31)	38,5% (40)	22,1% (23)	6,7% (7)	2,9% (3)	104
Other (optional - please specify below in the Comment box)	80,0% (8)	20,0% (2)	0,0% (0)	0,0% (0)	0,0% (0)	10
					Comment:	39
					answered question	108
					skipped question	3

Analysis of comments: Member States identified “securing adequate level of regular programme resources”, “mobilizing sufficient complementary extrabudgetary resources” and “enhancing the effectiveness of UNESCO’s field presence” as being of extreme challenge. Other key challenges identified included: timely and adequate flow of information to ensure strong communication channels with UNESCO and its partners; strengthening of National Commissions and improvement of their relations with Field units; decentralization of staff; lack of sunset clause; moving from a culture of administration to a culture of leadership and management.

Several respondents felt that this question should be answered by the governing bodies based on analyses provided by the Director-General, or that this question was an internal management issue for UNESCO to resolve. A respondent stated that “UNESCO should focus. Do less, better. This is the most important challenge”, another identified weak performance in terms of strategic management and performance, and failure to give adequate attention to cost control and value for money; yet another underscored the need to reduce the number of administrative staff. One respondent singled out the role of the Executive Board “as the guardian of the budget and as a guardian of what resources are used for which activity inclusive of the costs of their own work”. A couple of respondents mentioned the specific case of the Apia Office as a challenge for UNESCO’s presence in the Pacific.

18. As a member of the UN Development Group (UNDG), UNESCO is committed to being present in some 40% of UN programme countries. In the period 2014-2021, how can UNESCO improve delivery at regional and country levels through its Field network?

	Response Count
	84
answered question	84
skipped question	27

Analysis of comments: Many suggestions were made. The greatest number of comments concerned the need to participate more actively in UNDAF and UN country teams, the necessity to strengthen relations and avoid overlap with other United Nations organizations, and the necessity of reinforcing cooperation with National Commissions in the implementation of UNESCO's programme. Other recommendations included: responding to the needs and priorities of Member States and promoting a collaborative working culture with government authorities; focusing on quality policy advice and up-stream activities at country level and leaving national level implementation to other organizations; implementing the UNESCO Country Programming Documents (UCPDs); improving operational expertise of staff; decentralizing human and financial resources from Headquarters to the field and increasing staff mobility; make presence in LDCs a priority; reinforcing programme evaluation; closer monitoring, evaluation and accountability of field and cluster offices; reducing administrative staff ; enhancing the quality of staff in field offices; enhancing efficiency and cost effectiveness of internal governance; avoiding to transform regional offices into mini Headquarters; better integrating the field offices into the planning, monitoring and evaluation; simplifying administrative procedures; using the lessons of Phase I of the field network reform in African region to formulate flexible yet effective field structure for other regions; improving the capacity to mobilize stakeholders at the country level, including civil society leaders, scientists, government officials and the private sector.

19. With whom should UNESCO develop new partnerships in the 2014-2021 as a priority? Please rate each item listed below using the scale shown.

	Highest importance	Important	Moderately important	Low importance	Not important	Response Count
1. UN system and other intergovernmental organisations	69,1% (76)	30,0% (33)	0,0% (0)	0,9% (1)	0,0% (0)	110
2. International finance institutions, including regional development banks	59,1% (65)	24,5% (27)	14,5% (16)	1,8% (2)	0,0% (0)	110
3. National organisations and entities	47,2% (51)	40,7% (44)	8,3% (9)	2,8% (3)	0,9% (1)	108
4. Private sector entities	31,2% (34)	45,0% (49)	20,2% (22)	2,8% (3)	0,9% (1)	109
5. Global, regional and national non-governmental organisations	21,3% (23)	51,9% (56)	23,1% (25)	3,7% (4)	0,0% (0)	108
6. Civil society organisations	22,2% (24)	57,4% (62)	17,6% (19)	2,8% (3)	0,0% (0)	108
7. Local and municipal authorities, and local communities	22,0% (24)	40,4% (44)	17,4% (19)	15,6% (17)	4,6% (5)	109
8. Academic institutions	38,0% (41)	47,2% (51)	12,0% (13)	2,8% (3)	0,0% (0)	108
9. Media entities	24,3% (26)	52,3% (56)	16,8% (18)	4,7% (5)	1,9% (2)	107
10. Eminent personalities/goodwill ambassadors	11,1% (12)	35,2% (38)	30,6% (33)	19,4% (21)	3,7% (4)	108
11. Other (optional - please specify below in the Comment box)	66,7% (6)	33,3% (3)	0,0% (0)	0,0% (0)	0,0% (0)	9

Comment: 29

answered question	111
skipped question	0

Analysis of comments: UNESCO's partnerships with the UN system and other intergovernmental institutions as well as with international finance institutions and national organizations and entities were deemed of highest importance. Several respondents stated that UNESCO should strengthen successful existing partnerships and networks, and develop a credible partnership strategy, defining clearly the objectives behind any new partnerships, and moving out of partnerships that do not bring value to UNESCO. One respondent expressed against the creation of new networks. Respondents considered important to develop partnerships with other relevant global and regional intergovernmental organizations to increase the efficiency and effectiveness of international work, and to avoid duplications of efforts. They generally stated that partnership at country level must be promoted with joint efforts of respective National Commissions and field offices, and that relevant partnerships with financial institutions, including regional banks, should be encouraged. Several respondents stated that there are too many Goodwill Ambassadors and that UNESCO should

evaluate this programme and focus instead on a small group of people that have a real added value for UNESCO and its work.

20. National Commissions for UNESCO exist in all Member States and in some Associate Members. Please rate the options below for enhancing cooperation between UNESCO and National Commissions using the scale shown.						
	Highest importance	Important	Moderately important	Low importance	Not important	Response Count
1. Enhanced capacity development of National Commissions	68,8% (75)	22,9% (25)	4,6% (5)	2,8% (3)	0,9% (1)	109
2. Enhanced consultations with UNESCO Secretariat on programme priorities at country level	62,0% (67)	25,9% (28)	8,3% (9)	3,7% (4)	0,0% (0)	108
3. Joint work on visibility of UNESCO at the country level	62,4% (68)	30,3% (33)	5,5% (6)	1,8% (2)	0,0% (0)	109
4. South-South and North-South-South cooperation between National Commissions	33,6% (36)	44,9% (48)	17,8% (19)	3,7% (4)	0,0% (0)	107
5. A higher resource allocation from the national government to the National Commissions	55,3% (57)	32,0% (33)	4,9% (5)	3,9% (4)	3,9% (4)	103
6. Greater involvement of National Commissions in UNESCO decision-making processes	54,2% (58)	27,1% (29)	10,3% (11)	5,6% (6)	2,8% (3)	107
7. Other (optional - please specify below in the Comment box)	60,0% (9)	40,0% (6)	0,0% (0)	0,0% (0)	0,0% (0)	15
					Comment:	44
					answered question	110
					skipped question	1

Analysis of comments: All proposed options were rated as being of highest importance or important. In addition, respondents made several recommendations, including: enhancing the advisory role of the National Commissions with UNESCO category I and II centres; encouraging South-South and North-South-South cooperation among National Commissions; encouraging the definition of a strategy of cooperation between the UNESCO Secretariat and National Commissions ; promoting bottom-up approaches.

Many respondents considered that a decision for higher resource allocation to National Commissions is a matter for individual Member States to decide, and expressed concern that question 6 could appear to re-open discussions that have taken place during the IEE and the evaluation of cooperation

with National Commissions, recalling the National Commissions' consultative role. They stressed that the main partner for discussions at country level is the Government.

Other options proposed were: stronger involvement of National Commissions in UNESCO's programme delivery, especially in the countries where UNESCO Field Offices do not operate; creating a network of data and communication centres in all National Commissions to be sources of intellectual and scientific creativity for UNESCO in its fields of competence;

21. What are the main advantages for UNESCO in developing partnerships with the UN system and with other organizations? Please rate each item listed below using the scale shown.

	Highest importance	Important	Moderately important	Low importance	Not important	Response Count
Mobilizing additional financial resources	61,1% (66)	27,8% (30)	11,1% (12)	0,0% (0)	0,0% (0)	108
Accessing specialized skills, knowledge and innovation	47,7% (52)	43,1% (47)	8,3% (9)	0,9% (1)	0,0% (0)	109
Receiving technical advice and assistance	25,7% (28)	56,9% (62)	15,6% (17)	1,8% (2)	0,0% (0)	109
Joint advocacy	42,2% (46)	49,5% (54)	8,3% (9)	0,0% (0)	0,0% (0)	109
Joint project implementation	50,5% (55)	39,4% (43)	7,3% (8)	2,8% (3)	0,0% (0)	109
Synergies with other stakeholders in UNESCO's fields	56,5% (61)	37,0% (40)	5,6% (6)	0,9% (1)	0,0% (0)	108
Increase in outreach and visibility	50,0% (49)	38,8% (38)	9,2% (9)	2,0% (2)	0,0% (0)	98
					Comment:	28
					answered question	110
					skipped question	1

Analysis of comments: All items listed were considered of importance or highest importance. In addition to the replies above, one respondent felt that the main advantage in developing partnerships with the UN system and with other organizations is the increase in the efficiency and effectiveness of international work, and to avoid duplications of efforts. One respondent noted that "Delivering as One UN" remains a priority. Another noted that while UNESCO should partner, it should also play a global leading role in some fields. Another felt that partnerships with civil society deserve more attention. One respondent noted the great potential for cooperation with WIPO in the promotion of a more equitable international regime on intellectual propriety rights. It was also observed that UNESCO should not have as a goal to be a project implementer, but work upstream and with quality policy advice.

22. In what thematic areas could the cooperation of UNESCO with NGOs be strengthened so as to contribute to the Organization's mission, objectives and priorities?

	Response Count
	89
answered question	89
skipped question	22

Analysis of comments: Respondents felt that UNESCO should strengthen cooperation with NGOs across all fields of competence of UNESCO, respecting the NGOs' own mission, networks and priorities.

Areas cited in particular: EFA, ESD, Quality Education, Education (especially NGOs dealing with marginalized groups); Culture; Advocacy of Human Rights; Intercultural dialogue; International understanding; Sustainable development; Literacy and Non-formal adult education; Protection of the Environment; Gender and Youth; Communication and Information; Culture of peace; Disaster Preparedness and Mitigation; World Heritage; Intangible Cultural Heritage; Youth and Gender; Climate change; Biodiversity; Freedom of expression; Building Knowledge Societies; Implementation of culture conventions; Cultural diversity; HIV/AIDS and homophobic bullying in schools; Youth empowerment and mobilization; Social transformations and social inclusion; Creativity; Community media. In addition, some respondents mentioned technical areas of cooperation, including strengthened information flow and access; project research and monitoring; capacity building; resource mobilization; policy dialogue.

It was recommended noted that UNESCO should further strengthen its efforts in promoting networks of academic institutions.

A few respondents underscored the importance of systematic accreditation, of selecting the NGOs which work with the Organization, applying the reform concerning the directives that govern relations between NGOs and UNESCO, as requested by the Member States at the 186th session of the Executive Board.

23. How could NGOs be more closely associated with UNESCO's activities and programmes at global, regional and country levels? Member States and NGOs are invited to fill in the respective boxes.

answered question	81
skipped question	30

Analysis of comments: Member States made several proposals, including: establishing effective collaboration with NGOs, as a strategic partner in different areas; engaging NGOs in joint programme formulation and implementation; carrying out joint work on capacity building; conducting joint studies in all UNESCO's fields and use the expertise of these organizations; carrying out joint advocacy; cooperating for greater outreach and awareness of UNESCO programme; involving the national chapters of international NGOs (e.g. ICOM, ICOMOS and IUCN); better recognition of the NGOs through more effective moral support (name and logo of UNESCO); establishment of closer links with National Commissions (including membership); promoting NGO's participation in UNESCO meetings; developing communication channels between Member States and NGOs; creating virtual NGO forums during UNESCO meetings at all levels; improving the better mutual flow of information – including an

electronic UNESCO News for NGO and electronic platform for exchange of experience between NGO themselves and between NGO and UNESCO Secretariat; soliciting more systematically the views of NGOs; recognizing NGOs as associate members of UNESCO; including NGOs in official delegations of Member States to UNESCO meetings; organizing international, regional and national forums with NGOs on pressing issues in education, science and culture; increasing project funding and support; review the structure of UNESCO Youth Forum and include more representatives of international Youth and Student organizations; allocating to NGOs at least 50% of Participation Programme funding.

24. How could NGOs help improve the participation of civil society in UNESCO's programmes, the communication of UNESCO's objectives and programme priorities to the public at large at different levels? Member States and NGOs are invited to fill in the respective box.

answered question	78
skipped question	33

Analysis of comments: Member States made several recommendations on the ways for NGOs to help improve the participation of civil society in UNESCO's programmes, the communication of UNESCO's objectives and programme priorities to the public at large at different levels, including: involve the NGOs in policy shaping and decision-making of UNESCO; consult them and recognize their high expertise on specific issues, their close linkage with regional and local realities and their capacity for exploring new topics; promote recruitment of NGO profiles; give visibility to UNESCO's work and enhance knowledge of NGOs about UNESCO's mission and objectives; using multiple media in order to promote understanding of global challenges; encourage joint reflection about joint issues of interest; more systematic mutual exchange of information; guidelines for joint work; mobilize NGOs through National Commissions in the programmes aimed for empowering and mobilizing communities; involve NGOs in the design and concrete implementation of programmes; exploring more potential partnerships in the field, rather than in HQs; organize joint awareness-building programmes on global issues; advocacy through commemorating UNESCO Days; increasing UNESCO's visibility at country level; using the existing capacities of NGOs at the local level

25. To be answered only by international/intergovernmental organizations. How could UNESCO enhance its coordinating role in area(s) you are also active in? Please list these areas and complete the table below.

	Response Count
	13
answered question	13
skipped question	98

N/A

26. To be answered only by international/intergovernmental organizations. How could UNESCO in its new eight-year Medium-Term Strategy enhance its partnership with your organization, bringing about synergies, improved results attainment and country level implementation?

	Response Count
	13
answered question	13
skipped question	98

N/A

27. In what areas could the cooperation of UNESCO with the private sector be strengthened so as to contribute to the Organization's mission, objectives and priorities?

answered question	79
skipped question	32

Analysis of comments: Respondents considered that cooperation could include all areas of UNESCO's work, including collaborative implementation of UNESCO's programmes and fund-raising, capacity-building and training activities focusing in particular on: Natural Sciences and scientific research; Innovation and technology; Cultural and creative industries; opportunities for young artists; Culture Conventions; Safeguarding of Cultural heritage; Sustainable development; Resource mobilization and advocacy; Education (ICT development, research activities); Promotion of TVET; Education for Sustainable Development; ICTs; Gender equality; Africa; Technical and vocational education and training; Higher education; Freshwater; Oceans; Youth; International Programme for the Development of Communication, Information for All Programme; Knowledge Management; Human rights; Freedom of expression and access to information; Corporate Social Responsibility (CSR);

Several respondents noted that cooperation with the private sector should be consistent with UNESCO's values and have clear mutual advantages.

28. Do you have any additional comment concerning the next Medium-Term Strategy for 2014-2021? (optional)

	Response Count
	37
answered question	37
skipped question	74

Analysis of comments: The comments of respondents included the following:

- Partnerships have so far been very weak. An overall strategy has not been developed and the secretariat appears to lack the expertise in this area.
- The C4 should include a reference to the reduction of top management and administrative structure.
- There is a need to economise on consultant contracts.
- UNESCO should actively mobilize financial support from private sector.
- More focus, less topics and result-based management.
- National Commissions should be capacitated with skills, knowledge, and experiences rather than with financial supports. There should be strong and functional communicational channels in place. - Every National Commission should be developed as country level information hub on the areas of UNESCO's concerns.
- The Medium Term Strategy needs to be more focused to achieve tangible impacts especially among vulnerable populations and areas
- The C/4 should be succinct and user friendly.

- It is important that UNESCO limits programmes and activities which overlap with other organization's work (population dynamics, HIV/AIDS, post-conflict and post-disaster situations) and limit its work to challenges where the organization realistically can make a difference.
- It is important that UNESCO does not overlap what work is done in other UN, and other international, organizations.
- HIV/AIDS is a field where it is important to coordinate efforts with another UN organ, UNAIDS.
- No organization can reach the goal of "addressing inequalities, marginalization and exclusion" or "responding to global environmental changes", and for an organization with such limited means can never reach such goals.
- UNESCO should cooperate more closely with the scientific community in order to access state-of-the-art knowledge as part of its decision making process.
- UNESCO should focus on policy advice.
- Gender perspective needs to be a theme in all programmes and gender separated statistics are an important tool which needs to be further developed.
- The organization's ability to modernize and stream-line its administration and reform the work of the Executive Board and the General Conference are also crucial factors to determine UNESCO's relevance in the future.
- There are so many parallel decision making systems in UNESCO sometimes the intergovernmental programmes makes decisions which are not in line with the decisions made by the Executive Board and the General Conference.
- UNESCO has a role in the UN family when it comes to freedom of expression and a unique role when it comes to the issue of press freedom, and a special role for youth and should be careful not to duplicate what other organizations are doing.
- UNESCO should open up to deeper cooperation with international and intergovernmental organizations such as OECD in education.
- The next Medium Term Strategy should focus on areas where UNESCO has a competitive advantage over other UN and international organisations and these should be matched by adequate resources.
- There is absolutely nothing in this questionnaire about the kind of organisation UNESCO should become. Nothing here tests a new vision for the organisation, a new structure or a clearer role.
- The Strategy should foresee strengthened monitoring of programmes to assess their relevance and impact during the course of the mid-term cycle.
- The "wild growth" of UNESCO's priorities and organisational structures has to be cut down.
- The C4 should be shorter and become more readable also for non-UNESCO persons.
- It should be a USER Friendly document and should spell out focused strategy objectives.
- The length of the period could lead to weakness in the evaluation and identification of strong and weak points in the programmes and activities for the Member States – inability to deal with urgent new elements in the Organization's field of work because of the length of the period and failure to take this into account in the Strategy
- Use the application and evaluation provisions in Group V (a) and (b) (Africa and the Arab States) as a model.
- There needs to be a possibility to revise the budget in light of the obtained results by Sectors (workplans and expected outcomes)
- The Argentine National Commission for Cooperation with UNESCO (CONAPLU) organized this national consultation in which the following national executive bodies participated: Culture Secretariat; Education Secretariat; Communication Secretariat; Ministry of Science, Technology and Productive Innovation; Secretariat for Environment and Sustainable Development; Ministry of External Relations and Worship; and Ministry of Social Development. Furthermore, CONAPLU convened meetings attended by the Organization of Ibero-American States for Education (OEI), Science and Culture, ICOMOS Argentina, UNDP, International Oceanographic Commission (Argentina), International Hydrological Programme (Argentina) and the Man and the Biosphere (MAB Argentina) Programme. As expressed by various National Commissions in our region, as by the permanent delegations of other countries, the time allotted for the conduct of the national consultation was considered very short. Each Member State is expected to hold a participatory consultation to garner, within only three weeks, the views of all important stakeholders involved in formulating the eight-year strategy and the four-year programme. The need to position UNESCO in the field and to

ensure that its action reflects its Member States' priorities has been stressed by the Secretariat, the Director-General, the writers of the independent external evaluation and Member States. The apparent rush to hold the consultation and the shortness of time for conducting the consultation obviously thwart those intentions. In regard to the design of both questionnaires, the following flaws should be highlighted: - prevalence of a quantitative criterion does not mean that it will be applicable in all cases - for example, it is wrong to allot points to conventions that, owing to ratification by the National Congress, are of equal rank; it is equally inappropriate to arrogate to oneself competence to rank one over the other; - in the same vein, the point-allocation criterion should be defined clearly – when two subject areas are of equal importance from the national standpoint, should priority be given to the one that has not been properly addressed by UNESCO at the expense of the other that has been given due consideration? Criteria must be shared to ensure that this consultation will be of great importance.

- The Medium-Term Strategy covers the period from 2014 to 2021. As the Independent External Evaluation highlighted, there is a need to be able to revise the budget defined for four years so as to adjust the programme according to new developments. A mid-term revision of results would be important so as to adapt the Organization's programme. During this period, there will be new objectives (post 2015) and new initiatives launched in the framework of the UN system, which will need to be incorporated in UNESCO's programme.